

**Department for Education  
Behaviour management strategies, in-school units, and  
managed moves**

**5 August 2021 (d/l 10 August 2021)**

1. The NASUWT welcomes the opportunity to contribute to the Department for Education (DfE) consultation on Behaviour management strategies, in-school units, and managed moves.
2. The NASUWT is the largest union representing teachers and headteachers in the UK.

**BEHAVIOUR MANAGEMENT STRATEGIES**

1. What new or refreshed whole school behavioural practices did you develop during the COVID-19 pandemic? What was particularly effective and what you will continue to implement after restrictions are lifted?

During the COVID-19 pandemic, the NASUWT was contacted by a significant number of members who did not feel they were being supported by their schools in managing pupil behaviour. This issue was further evidenced in the union's most-recent annual Big Question survey. 73% of members who responded to the survey in March 2021 (the survey attracted 9,206 responses) said they had not been given training to manage pupil behaviour during remote lessons.

It is concerning that teachers were not provided with the appropriate support required to manage pupil behaviour during this time, especially when taking into account the uplift in reports of behaviour having deteriorated when compared to pre-lockdown. In a TES survey of 6,714 teachers published in October 2020, 69% reported that behaviour had worsened to varying degrees (hugely; noticeably; a little).

With regards to this evidence gathering process, it is disappointing that the DfE is not inviting explanations as to the reasons why some practices will be discontinued. Without this, it is difficult to build a truly holistic picture of the approaches that may, and conversely may not, be advantageous to schools and their behaviour management policies if future lockdowns or restrictions apply.

2. What adjustments did you make to the implementation of your school's behaviour policy to respond to any adverse effects of the COVID-19 pandemic on pupils? Please explain what was effective and not effective.

The issues raised in the response to the previous question, with regards to teachers feeling unsupported in managing pupil behaviour during the COVID-19 pandemic, would also be applicable to this question.

3. Prior to the COVID-19 pandemic, what pupil-level practices or interventions did you find were most effective in supporting pupils to address persistently disruptive behaviour? Which of these approaches helped to better understand the triggers to inappropriate behaviour? Please include any evidence that would help to evaluate these practices for effectiveness.

Members of the NASUWT have long reported concerns over the lack of behaviour management training. In the union's 2020 Big Question survey, carried out just before the first lockdown in March 2020, only 40% of teachers reported their school had given them the appropriate training to deal with poor

pupil behaviour. Only 45% reported that they had been given the appropriate information and advice to deal with poor pupil behaviour.

Compounding this, prior to the COVID-19 pandemic, year-on-year teachers reported a lack of support when dealing with disruptive behaviour in the classroom. Two-thirds of teachers said they do not feel, or they are unsure they feel, supported by senior managers to deal with pupil indiscipline in their classes. Too often it is the case that teachers report a failure of leadership within schools to understand the day-to-day realities of life in the classroom and a lack of any effective response when concerns over pupil behaviour are raised by classroom teachers.

In a dedicated pupil behaviour survey carried out by the NASUWT in March 2019, which garnered almost 5,000 responses, a number of key issues were raised:

- 52% of teachers said they are made to feel they are to blame if they have an issue with poor pupil behaviour;
- 52% said they do not feel supported by their school when dealing with poor pupil behaviour;
- 72% said their school's approach to pupil behaviour management does not empower them as a teacher or leader;
- 75% said they do not have the adequate resources, support and knowledge to meet the behavioural needs of all the pupils they teach.

Ultimately, teachers cannot effectively use behaviour management practices and interventions without the training to equip them with the skills and knowledge they need. Furthermore, the rising incidence of poor pupil behaviour cannot be explained by attributing it to a teacher's inability to plan and deliver a lesson effectively, or a suggestion that they are somehow to blame. There is a need for a systemic response to the challenges facing teachers in schools and to address the quality and effectiveness of leadership in this regard.

4. Prior to the COVID-19 pandemic, what practices or interventions did you find were most effective for addressing low level disruptive behaviour? Please include any evidence that would help to evaluate these practices for effectiveness.

The issues raised in the response to the previous question, with regards to teachers feeling unsupported in managing pupil behaviour prior to the COVID-19 pandemic, would also be applicable to this question.

5. Prior to the COVID-19 pandemic, what pupil-level practices or interventions have been effective for pupils with particular vulnerabilities (such as children with a social worker, looked after or previously looked after children, young carers, and those with SEND)? Which of these approaches helped to better understand triggers? Please explain below and send any evidence that would help to evaluate these practices for effectiveness to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk).

The union believes it is important for the DfE to recognise that there may also be interventions and practices at the level of the class or school that are particularly helpful for pupils with vulnerabilities.

Further to this, the NASUWT is concerned that there are many instances where teachers working in Pupil Referral Units and special school settings are not being supported when behavioural issues arise. In some cases, teachers are told being physically assaulted is part of the job.

In a 2018 NASUWT survey of SEN teachers and those working in special schools and PRUs, 59% said they have been physically attacked in the last year and 74% had experienced verbal abuse. The survey also painted a picture of a lack of support with three in ten (30%) teachers saying they rarely or never got the support they needed to teach children with SEN effectively.

With regards to support for pupils themselves, almost two thirds (62%) of teachers said support for children with SEN had decreased in the last five years, while 83% of teachers said the workload of teachers and school leaders had increased as a result of cuts to specialist services for SEN.

The NASUWT gathered evidence for its [Issue Paper on Funding for Special and Additional Educational Needs](#) which shows that overall levels of investment in the special and alternative education system are not adequate to ensure the needs of children and young people can be met fully in all circumstances.

A system built around an understanding of education as a public good and a human right, and therefore, one best placed to make effective use of resources, is demonstrated by meaningful and sustainable partnerships at all levels. While there is evidence of effective collaboration in the area of special and additional needs, it is clear that meaningful co-operation occurs in spite, not because, of current national policy.

The NASUWT will continue to maintain its call for the reinstatement of arrangements for the provision of special and additional support for pupils based on the public service ethos values of partnership and collaboration at all levels of the education system. The NASUWT believes that an effective reform to national policy would include the introduction of accountability and regulatory regimes that encourage and promote joint-working, and disincentivise organisations from behaving in ways that advance their narrowly-conceived self-interest.

6. What challenges would or do you face in banning mobile phones from the school day and do you have any concerns about banning phones from the school day?

To answer this question, it is first necessary to look at the problems caused by pupils having access to their mobile phones during the school day.

The NASUWT believes that too often, pupils are distracted from learning by constantly checking or using their phones. The union stands by its position that no pupil needs constant access to their phone during lessons.

NASUWT members report mobile phones as a barrier to teaching and learning. In the NASUWT's Big Question survey 2020, 20% of teachers listed distraction of mobile phones as one of the most concerning pupil behaviour problems they experience on a daily basis. This had risen to 21% when the same question was answered in the 2021 Big Question survey.

In addition to reducing distractions and encouraging pupils to focus on their learning during school hours, the NASUWT also believes that prohibiting the use of mobile phones could help tackle issues around bullying and social media abuse. Furthermore, there has been an alarming trend of "upskirting" and peer-on-peer sexual abuse as recently identified by Ofsted, with a growing number of female staff and school pupils falling victim to this harassment. There is a need for effective measures to be in place to protect individuals from this abuse.

While the NASUWT fully supports actions by schools to restrict the use of mobile phones during lessons, the Union does recognise that implementation of a policy to ban mobile phones from the school day will need to be carried out in compliance with the Public Sector Equality Duty, the Equality Act and under the provisions of the SEND Code of Practice. In taking this policy forward, it will be important for the DfE to ensure that schools can implement restrictions on mobile phone use in schools in ways that are consistent with the requirements on them in this respect.

## **REMOVAL ROOMS AND SPACES**

7. Is a removal room used in your school? (If No, please move to question 19).

N/A

8. If your school has a removal room, how is it used? Please explain the place of removal rooms in your school's behaviour policy.

N/A

9. What factors are most integral to the success of removal rooms in managing pupil behaviour and what are the barriers to success? Please explain how this is used to improve future behaviour when a pupil returns to the classroom including any evidence you have of their effectiveness (or otherwise). Please respond below. Any additional evidence can be sent to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk)

The NASUWT believes that schools should be free to use appropriate behaviour strategies, including removing pupils from class, especially where a pupil's behaviour has been particularly disruptive or is causing harm or distress to other pupils. The legitimacy of this approach has been reflected in government behaviour guidance over several decades.

It is clear that there are times when staff and pupils need to be protected from such behaviour, given the adverse impact it can have on them. There are circumstances where such protection is best provided by removing pupils from classrooms, particularly when staff and/or other pupils have been assaulted, have been subject to threats of assault or have been subject to serious verbal abuse. There are also circumstances when it is in the interest of pupils who have engaged in unacceptable behaviour to be removed from an environment in which they have misbehaved as such action prevents them from compounding the problem through further misbehaviour.

The NASUWT's view is that pupils who have been withdrawn temporarily from a classroom must be given emotional and pastoral support to help them to address the causes of their misbehaviour and other related issues they may

face. A core purpose of any such intervention should be to attempt to facilitate the reintroduction of pupils to classroom attendance as soon as possible.

The NASUWT recognises that there are distinctions to be drawn between appropriate and inappropriate use of isolation strategies. In particular, extended periods of withdrawal with no provision of support and no meaningful attempts to address the causes of the behaviour that led to their withdrawal are poor practice. It is also important that schools have clear guidelines and expectations for staff on the appropriate use of withdrawal.

A recent [report](#) from the Equality and Human Rights Commission has stressed the need for incidents of withdrawal or 'seclusion' to be recorded appropriately and for schools to be given more support to ensure that their use of this practice reflects an accurate understanding of human rights and equalities legislation. Where pupils have identified special or additional needs, any issues that may arise in respect of the use of withdrawal should be assessed and recorded in Education Health and Care (EHC) plans or other appropriate records.

10. How do you support vulnerable pupils, especially those with SEND, when placing them in removal rooms? Please comment on the challenges, if any, you have faced in these circumstances.

The NASUWT is concerned to hear reports of removal rooms and spaces being used as an ongoing punishment, rather than a short-term measure prior to rehabilitation of students. The NASUWT believes that any approach to behaviour management should be focused on reintegration rather than ostracising difficult pupils.

As part of its member engagement and feedback from teachers and school leaders, the NASUWT recognises that schools that prioritise the importance of relationships and early intervention will achieve more successful behaviour management outcomes.



The NASUWT would not support nor advocate the use of removal rooms as a long-term solution for any pupil displaying poor behaviour, including those with additional learning needs.

11. List any individuals who are engaged with the strategic monitoring of removal rooms, for example governors or trustees.

The NASUWT is disappointed that in the interests of gathering qualitative evidence, this question does not explore what is meant by strategic monitoring. It would have been useful to ask for a brief description of the specific role of each person listed as strategic monitoring could encompass a range of activities – for example, oversight, revision and/or review of whole-school practice.

### **IN SCHOOL BEHAVIOURAL UNITS**

12. Is the in-school behavioural unit you use one that supports pupils from multiple schools?

N/A

13. In a typical year, how many pupils does your school (or for local authorities/trust: a typical school which you oversee/run) admit into such in-school units?

N/A

14. Describe the target cohort for the unit including the phase, duration of placement and whether attendance is part-time or full-time.

N/A

15. Describe how the unit functions, including purpose, gateways, admission process/criteria, staffing, curriculum, and oversight. In your

answer, please refer to your school's behaviour policy and explain how the unit works with parents/carers and how the unit works with leads, for example SENCos and designated safeguarding leads.

N/A

16. What factors are most integral to the success of these units and what are the barriers to success?

Similarly to the NASUWT's position on removal rooms, the union believes that in-school behavioural units can be an effective element of a successful behaviour management strategy. This is supported by a significant number of the union's members, who feel in-school behavioural units can offer an opportunity to address a pupil's behaviour in a more appropriate setting before integrating them back into the mainstream classroom.

The NASUWT is concerned to hear reports of in-school behaviour units being used as an ongoing punishment, rather than a short-term measure prior to rehabilitation of students. The NASUWT believes that any approach to behaviour management should be focused on reintegration rather than ostracising difficult pupils.

As part of its member engagement and feedback from teachers and school leaders, the NASUWT recognises that schools that prioritise the importance of relationships and early intervention will achieve more successful behaviour management outcomes.

The NASUWT would not support nor advocate the use of in-school behavioural units as a long-term solution for any pupil displaying poor behaviour, including those with additional learning needs.

17. What is the funding mechanism for the unit? Please provide a rough breakdown of the set-up costs and annual running costs including the cost per place.

N/A

18. How has the unit improved outcomes for pupils? Please comment on attainment, attendance, reintegration into mainstream classes, wellbeing and referrals to AP.

N/A

### **MANAGED MOVES**

19. In what circumstances is it appropriate for a pupil to have a managed move with the aim of permanently resettling in a new school rather than a short-term intervention to receive support in an alternative setting? Please identify your school type within your answer.

As part of its member engagement and feedback from teachers and school leaders, the NASUWT recognises that schools that prioritise the importance of relationships and early intervention will achieve more successful behaviour management outcomes.

This links closely to the issue of managed moves. The NASUWT holds the view that managed moves can be an important element of behaviour management policies. In some cases, it is a preferable option to exclusion, primarily where it is believed the pupil concerned would be better suited to a different institution and would benefit from being given a second chance in a new setting. Schools that collaborate effectively and openly share information are also able to avoid the stigma of permanent exclusions for some students by using managed moves.

It is this collaborative approach that is integral to the success of a managed move. Communication between the outgoing and incoming schools is imperative, in conjunction with the involvement of all other parties including the pupil and their parents.

Furthermore, it is crucial that staff, alongside their recognised trade unions, who are working within the pupil's onward school are fully aware of the issues that have previously been of concern. Without this, appropriate strategies cannot be put into place to support the student who is being admitted to the new setting.

Managed moves are only effective when schools operate in an arena of trust and are appropriately supported by the local authority. The NASUWT is concerned that managed moves are therefore almost impossible to operate in a system in which collaboration between schools in local areas, including collaboration across multi-academy trust boundaries, is not evident in all circumstances.

20. Over the last five years, which type of school have you most often manage moved pupils into?

N/A

21. What does effective engagement with pupils, parents, carers and other agencies look like throughout the managed move process? Please refer to any practice you may be aware of outside of your own school, trust or local authority.

N/A

22. How do you monitor managed moves and who is involved? Please respond either at school-level, trust-level, or across a local area depending on what is appropriate for you. Please indicate what has worked particularly well and include any reference to the length of placement.

N/A

23. What other initiatives/interventions are generally in place prior to considering a managed move?

N/A

24. Are local protocols and/or frameworks used when assessing whether a managed move may be appropriate or has been effective? Please respond below. Any relevant documents, agreements and/or information can be sent to [cfe.behaviour@education.gov.uk](mailto:cfe.behaviour@education.gov.uk)

N/A

25. How does your managed move protocol fit within your local admissions processes and ensure that it does not circumvent the normal admissions process?

N/A

Dr Patrick Roach

**General Secretary**

For further information on the Union's response, please contact:

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Date: 5 August 2021

Your Ref:

Our ref: 210805/Williamson G/PR/LB

Rt Hon Gavin Williamson MP  
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Department for Education  
Sanctuary Buildings  
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# NASUWT

## The Teachers' Union

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Dear Gavin,

### **BEHAVIOUR MANAGEMENT STRATEGIES, IN-SCHOOL UNITS, AND MANAGED MOVES**

Further to the Department for Education's call for evidence on behaviour management strategies, in-school units, and managed moves, I thought it would be helpful to set out some observations in the matters raised in the call for evidence that cannot be addressed fully through responses to the consultation questions.

#### **The current position on behaviour in schools**

As you will be aware from our discussions on this issue, the NASUWT places considerable emphasis on good discipline in schools. The NASUWT has long held the position that teachers cannot teach and pupils cannot learn in an environment where there is disruption, poor discipline or violent and abusive conduct by pupils.

The work conducted by the NASUWT on this issue has led to a wide acceptance of these important conditions. However, poor behaviour is still blighting the lives of many teachers, including those represented by the NASUWT. This clearly shows there is still a great deal more that needs to be done to address this.

Members of the NASUWT have long reported concerns over the lack of behaviour management training. Research conducted by the union in 2020, prior to the COVID-19 pandemic, found that only 40% of teachers reported their school had given them the appropriate training to deal with poor pupil behaviour. Only 45% reported they had been given the appropriate information and advice to deal with poor pupil behaviour.

Compounding this, year-on-year teachers reported a lack of support when dealing with disruptive behaviour in the classroom. In the aforementioned 2020 research, two-thirds of respondents said they do not feel, or they are unsure they feel, supported by senior managers to deal with pupil indiscipline in their classes.

In a dedicated pupil behaviour survey carried out by the NASUWT in March 2019, which garnered almost 5,000 responses, a number of key issues were raised:

- 52% of teachers said they are made to feel they are to blame if they have an issue with poor pupil behaviour;
- 52% said they do not feel supported by their school when dealing with poor pupil behaviour;
- 72% said their school's approach to pupil behaviour management does not empower them as a teacher or leader;
- 75% said they do not have the adequate resources, support and knowledge to meet the behavioural needs of all the pupils they teach.

This is clearly an unacceptable and untenable situation for teachers which, in increasing numbers of schools before and since the start of the pandemic, has led to industrial relations difficulties and formal disputes to be declared where employers have failed to safeguard the health, safety and wellbeing of NASUWT members from violent, intimidating or aggressive pupil behaviour.

Teachers, who demonstrated their unwavering commitment, dedication and professionalism during a time of national crisis, while continuing to deliver high-quality learning in an incredibly challenging time, were often faced with little or no support when behavioural issues arose, or, worse still, were subject to claims that the quality of their teaching had contributed to behaviour problems.

This issue was further evidenced in the union's most-recent annual Big Question survey. 73% of teachers who responded to the survey in March 2021 said they had not been given training to manage pupil behaviour during remote lessons.

It is deplorable that during a time of unprecedented stress and anxiety, teachers were not provided with the support required to address pupil behaviour difficulties in schools. Whilst it is right to ensure that initial teacher education, induction and teacher professional development should equip teachers with secure knowledge and skills in managing pupil behaviour problems, it must also be recognised that schools themselves have a critical institutional role and that effective school leadership is key. Therefore, we would urge you to address the leadership challenge in relation to securing the ethos and conditions in schools that will promote good behaviour and to deal effectively where issues of pupil indiscipline arise.

### **Special and alternative provision**

The picture is just as troubling when exploring the issues facing those teachers who work in Pupil Referral Units and special school settings. Teachers in these settings regularly report not being supported when behavioural issues arise, and in some cases, teachers are told that being physically assaulted is "part of the job".

This is a longstanding issue that the NASUWT has raised with the Department for Education many times. In a 2018 NASUWT survey of SEN teachers and those working in special schools and PRUs, 59% said they have been physically attacked in the last year and 74% had experienced verbal abuse. The survey also painted a picture of a lack of support with three in ten (30%) teachers saying they rarely or never got the support they needed to teach children with SEN effectively.

With regards to support for pupils themselves, almost two thirds (62%) of teachers said support for children with SEN had decreased in the last five years, while 83% of



teachers said the workload of teachers and school leaders had increased as a result of cuts to specialist services for SEN.

The NASUWT has a raft of evidence, most clearly demonstrated in our [Issue Paper on Funding for Special and Additional Educational Needs](#), which shows that overall levels of investment in the special and alternative education system are not adequate to ensure the needs of children and young people will be met fully in all circumstances.

Furthermore, while there is evidence of effective collaboration in the area of special and additional needs, it is also clear that meaningful co-operation occurs in spite, not because, of current national policy.

Indeed, we believe that there is an urgent need for the reinstatement of arrangements for the provision of special and additional support for pupils based on the public service ethos values of partnership and collaboration at all levels of the education system. An effective reform should actively encourage and promote joint-working, and disincentivise organisations from arrangements that advance their narrowly-conceived self-interest.

The NASUWT looks forward to further engagement with your Department on its review of special educational needs provision and the opportunity that the review creates to address these issues.

### **Mobile phones in classrooms**

As you will be aware, the NASUWT welcomes the attention the DfE is giving to the issue of mobile phones in classrooms. The NASUWT has long held the view that pupils are distracted from learning by constantly checking or using their phone. We are firmly of the belief that no pupil needs constant access to their phones during lessons.

Many of our members have reported mobile phones as being a barrier to teaching and learning. For example, in NASUWT's Big Question survey 2020, 20% of teachers listed distraction of mobile phones as one of the most concerning pupil behaviour problems they experience on a daily basis. This had risen to 21% when the same question was answered in the 2021 Big Question survey.

In addition to reducing distractions and encouraging pupils to focus on their learning during school hours, we also believe that prohibiting the use of mobile phones could help to tackle issues related to bullying and social media abuse. Furthermore, the alarming trend of "upskirting", and peer on peer sexual abuse as identified recently by Ofsted suggests strongly a need for appropriate measures to be in place to ensure the safety and welfare of pupils and staff.

While the NASUWT fully supports actions by schools to restrict the use of mobile phones during lessons, the Union does recognise that implementation of a policy to ban mobile phones from the school day will need to be carried out in compliance with the Public Sector Equality Duty, the Equality Act and under the provisions of the SEND Code of Practice. In taking this policy forward, it will be important for the DfE to ensure that schools can implement restrictions on mobile phone use in schools in ways that are consistent with the requirements on them in this respect.

## **Removal rooms**

The NASUWT believes that schools should be free to use appropriate behaviour strategies. This includes removing pupils from class and placing them in a removal room and an in-school behavioural unit, especially where a pupil's behaviour has been particularly disruptive or is causing harm or distress to other pupils. The legitimacy of this approach has been reflected in government behaviour guidance over several decades.

It is clear that there are times when staff and pupils need to be protected from such behaviour, given the adverse impact it can have on them. There are circumstances where such protection is best provided by removing pupils from classrooms, particularly when staff and/or other pupils have been assaulted, have been subject to threats of assault or have been subject to serious verbal abuse. There are also circumstances when it is in the interest of pupils who have engaged in unacceptable behaviour to be removed from an environment in which they have misbehaved and to prevent them from compounding the problem through further misbehaviour.

The NASUWT's view is that pupils who have been withdrawn temporarily from a classroom must be given emotional and pastoral support to help them to address the causes of their misbehaviour and other related issues they may face. A core purpose of any such intervention should be to attempt to facilitate the reintroduction of pupils to classroom attendance as soon as possible.

The NASUWT recognises that there are distinctions to be drawn between appropriate and inappropriate use of isolation strategies. In particular, extended periods of withdrawal with no provision of support and no meaningful attempts to address the causes of the behaviour that led to their withdrawal are poor practice. It is also important that schools have clear guidelines and expectations for staff on the appropriate use of withdrawal.

A recent [report](#) from the Equality and Human Rights Commission has stressed the need for incidents of withdrawal or 'seclusion' to be recorded appropriately and for schools to be given more support to ensure that their use of this practice reflects an accurate understanding of human rights and equalities legislation. Where pupils have identified special or additional needs, any issues that may arise in respect of the use of withdrawal should be assessed and recorded in Education Health and Care (EHC) plans or other appropriate records. The NASUWT would not support nor advocate the use of removal rooms or in-school behavioural units as a long-term solution for any pupil displaying poor behaviour, including those with additional learning needs.

## **Managed moves**

As part of its member engagement and feedback from teachers and school leaders, the NASUWT recognises that schools that prioritise the importance of relationships and early intervention will achieve more successful behaviour management outcomes.

This links closely to the issue of managed moves. The NASUWT holds the view that managed moves can be an important element of behaviour management policies. In

some cases, it is a preferable option to exclusion, primarily where it is believed the pupil concerned would be better suited to a different institution and would benefit from being given a second chance in a new setting. Schools that collaborate effectively and openly share information are also able to avoid the stigma of permanent exclusions for some students by using managed moves.

It is this collaborative approach that is integral to the success of a managed move. Communication between the outgoing and incoming schools is imperative, in conjunction with the involvement of all other parties including the pupil and their parents.

Furthermore, it is crucial that staff, alongside their recognised trade unions, who are working within the pupil's onward school are fully aware of the issues that have previously been of concern. Without this, appropriate strategies cannot be put into place to support the student who is being admitted to the new setting.

Managed moves are only effective when schools operate in an arena of trust and are appropriately supported by the local authority. The NASUWT is concerned that managed moves are therefore almost impossible to operate in a system in which collaboration between schools in local areas, including collaboration across multi-academy trust boundaries, is not evident in all circumstances.

### **Next steps**

The NASUWT is asking that the call for evidence is considered alongside the wealth of additional, and in many cases, worrying, evidence that demonstrates the high incidence of poor behaviour in schools. The consultation, quite rightly, focuses on low-level disruption, which, as demonstrated by NASUWT data, is the main concern for staff in all schools.

As we look to a post-pandemic future with education recovery at the forefront, this cannot be achieved without a robust approach to behaviour management. The effects of low-level disruption, if unchallenged, are corrosive and when sustained over a long period can have a devastating impact on the health and welfare of teachers. Hundreds of teaching hours are being lost challenging this behaviour, which will ultimately undermine any recovery plans.

This call for evidence needs to assist in gathering evidence about current practice in schools and other educational settings as well as the challenges they face in securing and sustaining positive behaviour. However, it is important that the DfE is clear that this is only the start of a process in which all schools are expected and supported to create calm, safe and purposeful learning environments. The NASUWT looks forward to further engagement with you and your officials on these matters, including on the planned update to Government guidance on behaviour, discipline, suspensions and permanent exclusions.

Yours sincerely,



Dr Patrick Roach  
**General Secretary**