

<b>Institution:</b> University of East Anglia		
<b>Unit of Assessment:</b> 23 – Education		
<b>Title of case study:</b> The Haydn Scale: Changing policy and practice for improving pupil behaviour in schools		
<b>Period when the underpinning research was undertaken:</b> 01.01.2000 - 31.12.2020		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>	<b>Role(s) (e.g. job title):</b>	<b>Period(s) employed by submitting HEI:</b>
Terry Haydn	Emeritus Professor	1996 – to present
<b>Period when the claimed impact occurred:</b> 01.08.2013 – 31.12.2020		
<b>Is this case study continued from a case study submitted in 2014?</b> Yes		
<b>1. Summary of the impact</b> <p>UEA research by Terry Haydn has contributed to a shift in public and policy discourse around pupil behaviour in English schools. Haydn's research challenged DfE and Ofsted claims that behaviour was 'satisfactory or better' in over 99.7% of schools. His results influenced the recommendations of the Bennett Review on the impact of behaviour on pupils' learning. Teacher-development tools incorporating the Haydn Scale are widely used resources for assessing and mitigating school behaviour challenges and have been used in training thousands of teachers in the UK and internationally.</p>		
<b>2. Underpinning Research</b> <p><b>Identifying the extent of behaviour problems in schools</b>  The ability of pupils to learn in an environment free from disruption significantly improves their attainment and the morale of their teachers. In England, government publications had consistently claimed that poor behaviour was not a significant problem in schools (Patten, 1994; the Steer Report, 2005/2009). As recently as 2012, the Department for Education (DfE) and Ofsted claimed that behaviour was 'satisfactory or better' in over 99.7% of schools in England. UEA research by Terry Haydn was the first body of research to challenge this view. Through a survey of 250 trainee teachers and interviews with over 150 teachers in English schools, he demonstrated that pupil behaviour was, to some extent, a problem in most English schools (R2, R6).</p> <p><b>The Haydn Scale as response, and use in teacher development</b>  In 2002 Haydn introduced an instrument, now commonly referred to as <i>the Haydn Scale following media coverage</i>, to describe and assess classroom climate (R5). The scale, based on extensive classroom observation in English schools, describes classroom climate on a continuum of ten levels, from being ideally conducive to learning (level 10) to one in which the right of pupils to learn, and as a result their attainment, is severely inhibited by poor behaviour (level 1). Each level is defined by a descriptor, addressed in the second person to a teacher, with a short vignette of corresponding classroom dynamics designed to resonate with the experiences of teachers and school leaders. The descriptors capture the balance of emphasis on 'control' factors (at lower levels) versus 'learning' factors (at higher levels), and the implications of that level for pupil outcomes and the teacher's enjoyment of their job. The scale was the first to bridge research and practice by providing an instrument enabling teachers and student teachers to consider reflectively the extent to which the teacher is in control of the classroom, and able to create and sustain a working atmosphere that optimises pupil learning (R1).</p> <p><b>Using the Haydn Scale to generate teacher testimonies about classroom climate</b>  Haydn's more recent research (R2, R3, R4) used the Haydn Scale to elicit 'teacher testimonies', in which teachers report their experiences of addressing common problems relating to pupil behaviour. Haydn's website presents coded teacher testimonies from 150 interviews with teachers (R6), and provides a resource enabling student- and newly-qualified teachers' access to both the views of experienced teachers, and the strategies they use, to establish a working atmosphere in the classroom which is conducive to pupils' learning.</p> <p><b>What the Haydn Scale and teacher testimonies tell us about behaviour in schools</b>  As well as radically changing perceptions of the extent to which behaviour is a problem in English schools, the research provides insights into the complex factors contributing to deficits in</p>		

classroom climate and their influence on pupil attainment, teacher wellbeing, and morale. Teacher testimonies from the research give insights into 'in-school variation' in classroom climate. By detailing the varying and subtle relationships between teaching skills, subject knowledge, learners and contexts, the testimonies illustrate why some teachers are able to secure higher levels on the Haydn scale than others, even when working with the same pupils. The testimonies also provide usable insights into teachers' views on how teachers get better at managing pupil behaviour.

### 3. References to the research

- R1 Managing pupil behaviour: working to improve classroom climate.  
**Haydn, T.**  
London, Routledge, **2012**. ISBN: 978-0-415-61431-3
- R2 To what extent is behaviour a problem in English schools? Exploring the scale and prevalence of deficits in classroom climate.  
**Haydn, T.**  
*Review of Education*, **2014**, Vol. 2, No. 1: 31-64, DOI: 10.1002/rev3.3025.
- R3 Working to improve classroom climate using a ten-point scale and focusing on the development of the classroom management skills of individual teachers.  
**Haydn, T.**  
*Creative Education*, **2015**, Vol. 6, No. 22: 2351-2360, DOI: 10.4236/ce.2015.622241.
- R4 Working to improve classroom climate and pupil behaviour, in S. Capel., J. Lawrence, M. Leask and S. Younie (eds), (2020) *Surviving and thriving in the secondary school*.  
**Haydn, T.**  
Routledge, **2020**, 136-149. ISBN: 978-1-138-48969-1
- R5 The working atmosphere in the classroom and the right to learn: problems of control and motivation in British Schools.  
**Haydn, T.**  
*Education Today*, **2002**, 52 (2), pp. 3-10. Held on file at UEA.
- R6 Managing pupil behaviour (website with coded teacher testimony on common behaviour problems facing student teachers and NQTs).  
**Haydn, T.**  
**2020**, <https://terryhaydn.co.uk/managing-pupil-behaviour/>

### 4. Details of the impact:

**1. Influencing policymaking in the UK:** The landmark Bennett Review, published in 2017 (S2), was commissioned by the DfE to review the impact of standards of behaviour on pupils' learning, and staff satisfaction in English schools. Bennett, Lead Advisor to the DfE on behaviour, invited Haydn to be an expert contributor to a series of DfE meetings. The Bennett Review cites 8 Haydn publications, including R1 and R2, and directly quotes 922 words of Haydn's work (R2) to support Bennett's proposals for improving school learning cultures by addressing behaviour. Bennett says: *'To emphasise the case that there is a substantial opportunity to improve behaviour in schools, it is useful to quote extensively from Professor Terry Haydn (2014) (R2) below who made a careful exploration of both the appearance and the lived reality of classrooms in the UK'* (S2).

█ writes about the role Haydn's research played in shaping the review:

*'The report draws in particular on [Haydn's] 2014 paper (R2). The research questioned the positive picture which had previously been painted of standards of behaviour in English schools and suggested that behaviour was a much more significant and widespread problem than was generally acknowledged at the time. The research contributed to the decision of the DfE to look into the issue of behaviour in schools... Since the publication of the reports, there is now a much more general acceptance of the importance of behaviour as an issue for schools to address, and an acknowledgement of the harm done to pupil wellbeing and attainment by deficits in classroom climate.'* (S1)

The Bennett Review has had far-reaching consequences for policymaking on behaviour management in English schools. In 2014, Ofsted requested a copy of Haydn's research (S3) and

Haydn was subsequently invited to be part of the DfE commissioned review of behaviour in schools. Ofsted's most recent policy document on behaviour, 'HMC1 commentary: Managing behaviour research' (2019) cites the Bennett Review at length and marks a radical shift from their earlier (2012) statements on behaviour in schools.

**2. Developing teacher education to improve pupil behaviour:** The Haydn scale is the most widely used instrument for understanding the issues of classroom climate and pupil behaviour in England (S5). Haydn's research is adopted by many university- and school-based providers of initial teacher education. It has been presented to the 99 university members of the Universities' Council for the Education of Teachers (UCET), its Executive Director stating *'the research has been shared widely – and utilised – by HEI based educators since it was disseminated to them through UCET forums and the annual UCET teacher education conference. The 10-point scale has had a positive impact on how classroom management is covered in ITE programmes and as a result, how it is dealt with in schools'* (S5). In October 2020, the National Association of School Based Teacher Trainers (NASBTT) selected Haydn's research for inclusion in the online Routledge School Based Teacher Training Hub, commissioned 'to provide trainee teachers and their mentors with focussed, accessible, evidence-informed guidance that will help develop skills and confidence for successful classroom practice'. The online hub serves NASBTT's 200 member providers and over 10,000 trainees. It is complemented by the book 'Secondary Behaviour Management: The Essentials' (2019, edited by Oberholzer for Routledge). Both of these training resources present Haydn's research, initially published in R1, to trainee teachers, mentors and teacher educators (S8).

Many thousands of student teachers have been inducted into the use of the scale in face-to-face invited lectures in ITE institutions since 2010 (S5), and the research instrument and teacher testimonies are used by many partnership schools when students go out on placement. Feedback from institutions where Haydn's lectures present the Haydn Scale shows a high proportion of attending trainee teachers find the research and supporting teacher testimonies to be useful. At the University of Oxford (2016), for example, of the 107 trainees making an evaluative comment on Haydn's PGCE lecture and resources, over 94% considered them at least 'valuable', with 73% considering them 'very valuable' (S6). Trainee teachers at University College London (2019) stated the lecture and resources *'really resonated with myself and everyone around me'* and *'put me at ease with the very tricky and daunting prospect of classroom management'* (S7). The Haydn Scale improved trainees' understanding of the complex judgements needed to establish good working atmosphere (*'not just binary choices'*), raised aspirations (*'given me some goals I'd like to achieve'*) and supported action for improving teaching (*'something I will use when observing classrooms'*) (S7). School mentors use the scale in observation/lesson evaluation practices, remarking on the impact of the Haydn Scale for overcoming *'trainees' anxieties about class management'* through *'discussion of the levels'* (S7).

Several Course Directors of leading Initial Teacher Education providers and behaviour experts attest to the usefulness and impact of the research (S4, S5), for example:

**UCL:** *'...for more than a ten year period... he [Haydn] has reached 600-700 student teachers each year, just as they begin teaching in schools across London and SE England. So, his research and findings have reached about 6,000 secondary teachers, and upwards of 300 schools.... [The] research and the 10 point scale he used in the research has been very well received by the student teachers, in their evaluations and has had real impact in enhancing their classroom management, thereby improving teaching and the learning of young people, often in socially/economically disadvantaged circumstances. Terry's research and dissemination has thus contributed to social justice for young people in London and beyond.'* (S5)

**Oxford:** *'Terry Haydn has delivered an annual lecture on classroom management to our PGCE cohort (n. 190 each year) for the past 11 years. The lecture is based on the research outlined in Terry's book 'Managing pupil behaviour: working to improve classroom climate' and the 10 point scale on which the research was based. The lectures have been exceptionally well received by our student teachers and the evaluations of the sessions have been consistently positive. The 10 point scale instrument is therefore highly likely to have influenced the thinking and practice in classroom management of over 2000 student teachers from the University of Oxford. The vast*

*majority of these student teachers now work in state education and many are in senior positions in schools.'* (S5)

Attesting to how the Haydn Scale and teacher testimonies evince recognition in those who teach in classrooms, [REDACTED] (Teachers' TV, behaviour consultant and trainer) commented on how they promote reflection, discussion and action relating to classroom climate: *'I have used the scale and teacher comments arising out of the research in my own professional development work with teachers and student teachers. The scale unfailingly intrigues and interests those involved and is an excellent resource for exploring why some teachers become better than others at managing pupil behaviour. I have recently undertaken some work with STEM training and note that Professor Haydn's work is used by them in their influential teacher training projects.'* (S4)

In April 2020, Haydn distilled and coded teacher testimony from his research in a way that clearly articulated the views of experienced teachers on the most common behaviour problems teachers encounter in classrooms. The teacher testimony resource accompanying the Haydn Scale gives teachers and student teachers better understanding of complex factors influencing pupil behaviour, the effect that classroom climate has on pupil learning, and insights into why pupils behave better for some teachers than others. This enhanced the accessibility of an important part of Haydn's research, making the data, findings and tools easily available to initial teacher education students/tutors in higher education, and students/mentors in schools, to use in conjunction with the scale itself. This increase in the reach and impact of the research has been acknowledged by DfE's Behaviour Advisor:

*'The more recent accessibility of "themed" teacher testimony from the research, on the behaviour section of Professor Haydn's website, has also, in my opinion, enabled student teachers and NQTs to benefit from the views of experienced teachers on how to address common problems related to pupil behaviour, such as how to get the class quiet, refusal, sending pupils out, moving pupils etc.'* (S1)

Many more teachers and student teachers have accessed the scale and teacher testimony on the scale via the Teachers' TV lecture on the research. Several Teacher Education MOOCs/VLEs have featured the use of the scale, including UCL, University of Reading, Manchester Metropolitan University, University of Oxford, University of Sussex, University of Nottingham and University of York.

### **3. Raising awareness and improving teaching and classroom management in schools:**

Haydn's research has also contributed to changes in school management, school improvement and continuing professional development programmes associated with pupil behaviour. Behaviour consultant [REDACTED] states *'...Haydn's research dispelled the rather cosy ideas about standards of behaviour in UK schools which prevailed a few years ago and has contributed to an acknowledgement that poor pupil behaviour is a major issue in the UK education system.'* (S4)

Setting issues of classroom climate in the context of school improvement, in 2016 Schools Minister Nick Gibb asked academy directors *'What is behaviour like in your schools?'*, citing Haydn's research and acknowledging Haydn's findings about 'the continued prevalence of disruption' and their importance. Presenting Haydn's findings relative to OFSTED's 'Under the Radar' report and the Bennett Review, Gibb emphasised *'understanding of the classroom culture in your schools'* as a complement to school-level data, and for ensuring *'your academy trust allow[s] every pupil to go as far as their talents will take them.'* (S3)

Bennett's online Master's level course on managing pupil behaviour makes extensive use of Haydn's research. [REDACTED] acknowledges that *'...Haydn's research has had a significant influence in shifting perceptions of the issue of behaviour in English schools, and the scale and associated materials have had a positive influence on the quality of training available to teachers and student teachers in UK schools.'* (S1)

For school leaders and middle managers, the Haydn scale and materials have had an influence in terms of steering them towards making behaviour issues a higher priority, and in focusing on the problem of 'in-school variation' in classroom climate. At the level of individual trusts, Haydn's research has contributed to academy improvement by providing tools to inform continuing professional development for existing teachers, for example by invitation from Sapiientia Trust,



whose Professional Development Lead invited Haydn's training for '*supporting and working alongside my teachers*' and requested '*resources to use ... across the wider Trust of four high schools and eleven primaries, and within the Teaching School.*' (S7)

#### 4. Influencing policy and practice and raising awareness internationally

Since 2014, the Haydn Scale has been adopted in several other countries (S9) following translation of the scale and accompanying teacher testimonies into languages including Polish, German, Spanish, Portuguese, Chinese, and Japanese. The 2015 paper (R3) brought the scale to a wider international audience, and Haydn has subsequently been invited to talk about the research at a number of national and international conferences and seminars. The metrics for R3 in *Creative Education*, with large south east Asian readership, report 3,841 downloads and 4,927 views (taken from scirp.org, as of December 2020). The research is featured on teacher education MOOCs which include online interviews and simulations relating to the Haydn Scale and supporting teacher testimony resources, which have attracted subscriptions from over 140 countries (S10). Blog commentary from one of the FutureLearn MOOCs provides insights into why teachers find the Haydn Scale and accompanying materials useful. Participants praise the Haydn Scale's '*realistic approach*' and linked '*self-review*' resources for enabling teachers '*to be honest*' about classroom climate, helping them '*address the factors that are influencing the learning environment*'. Teachers stated they '*learnt a lot on behaviour management*' thanks to the well explained articles (S10).

The translated Haydn Scale and materials have been accepted for publication on a major Polish education website (S9), and in February 2019, Haydn was invited to give a lecture and seminars on his research at the University of Tallinn, Estonia (S9). The Haydn Scale is widely used in schools and ITE in New Zealand; the Editor of *Principals' Digest* described the scale as 'one of the most widely requested and useful resources for school principals and lead teachers in New Zealand' (S9). The research and supporting materials were presented and shared with 200 participants at the Innovation Teach National Conference on Behaviour in Chicago, 1st July 2014. Haydn was also invited to talk about the research at a national teacher conference in Slovenia (S4) and provided an online workbook on the working atmosphere of the classroom for its teacher delegates (S9). An adapted version of the scale for use with mathematics teachers has been used as part of the MathTASK teacher development programme in the UK and Greece (S9).

#### 5. Sources to corroborate the impact

##### Policy

- S1 Testimonial: DfE Behaviour Advisor and Director of researchED.
- S2 Creating a Culture: How school leaders can optimise behaviour, DfE commissioned report on behaviour in schools (pp. 18-20 & 72-73), accessed on 27.01.2021
- S3 Citation by a. Minister for Schools, b. Ofsted's Chief Inspector, c. Request for copies of paper
- S4 Testimonial: trainer/consultant and Teachers' TV presenter on behaviour, 01.12.2020.

##### Initial teacher education and teacher professional development in the UK

- S5 Testimonials from ITE Course Leaders: (a. Oxford University, 02.11.2020; b. University College London, 27.11.2020; c. Manchester Metropolitan University, 04.12.20); and d. Executive Director of University Council for the Education of Teachers (UCET), 30.11.2020.
- S6 Quantitative evaluation of proportion of student teachers reporting the talk about the research as being valuable, Oxford University School of Educational Studies 2018.
- S7 Student teachers and teachers explaining *why* they found the research useful.
- S8 Email from Commissioning Editor at Taylor and Francis, 29 September 2020 on selecting the research for Routledge/NASBTT Initial Teacher Education Hub.

##### Beyond the UK

- S9 Evidence of use beyond the UK since August 2013.
- S10 Comments from teachers subscribing to FutureLearn MOOC, 'Professional Development for Early Career Teachers'.