In this seminar, Professor Haydn addresses the complexities involved in assessing and comparing standards of behaviour in schools, both within the UK and in comparison with standards of behaviour in other countries. He also explores public discourse around deficits in pupil behaviour, comparing the statements of policymakers and politicians, with testimony from experienced teachers.

Professor Haydn argues that suggestions that the problem of poor behaviour is a straightforward one can be unhelpful for student teachers. The reality is that schools and teachers will always have to work hard, and with considerable initiative and ingenuity, to eliminate the problem of disruptive behaviour and deficits in classroom climate. In the UK, as elsewhere in the developed world, there are many pupils in high schools who are not perfectly socialised, and who are not wholeheartedly committed to learning.

Professor Haydn will also introduce the 10 point scale to 'measure' and reflect on levels of behaviour in classrooms, widely used in the UK and elsewhere.

Research questions arising from the seminar include:
• To what extent is behaviour a problem in UK schools?
• Why do pupils behave better for some teachers than others?
• Do ‘strict’ school systems improve standards of behaviour?
• How do teachers get better at managing pupil behaviour?
• What might be done to improve standards of behaviour in UK schools?