

better relationships,
better learning,
better behaviour



Recent research into behaviour in Scotland's schools and exclusion statistics have shown encouraging and sustained improvements in recent years. Fewer and fewer children are being excluded and there has been a positive impact in schools where there is a focus on social and emotional wellbeing and an ethos of mutual respect and trust.

Purpose

This leaflet outlines new policy guidance in response to the recent *Behaviour in Scottish Schools Research 2012*. The Scottish Government and Scottish Advisory Group on Behaviour in Schools (SAGBIS) have identified the next steps and priority actions to support local authorities, establishments, practitioners and partners to further improve relationships and behaviour within their learning communities. This is central to the successful delivery of Curriculum for Excellence and the implementation of Getting it Right for Every Child (GIRFEC). This leaflet also provides information to help establishments and authorities develop and implement robust and effective approaches to promote positive relationships and behaviour.

This new policy guidance builds on and supersedes previous policy guidance on promoting positive behaviour, which was first set out in the 2001 report *Better Behaviour – Better Learning* and most recently the 2009 leaflet *Building Curriculum for Excellence through positive relationships and behaviour*. Links to useful organisations and documents are included on page 8.

Why was the research carried out?

Behaviour in Scottish Schools 2012 research was commissioned by the Scottish Government and carried out by Ipsos MORI, the third in a series of reports into behaviour in Scottish schools since 2006. The aim is to provide a clear and robust picture of behaviour in publicly funded mainstream schools and of current policy and practice in relation to managing behaviour, to help inform SAGBIS.

The researchers looked at the experiences and perceptions of almost 5,000 individuals who work in schools – headteachers, teachers and classroom support staff. It asked them questions about positive behaviour, low-level disruptive, and serious disruptive behaviour.

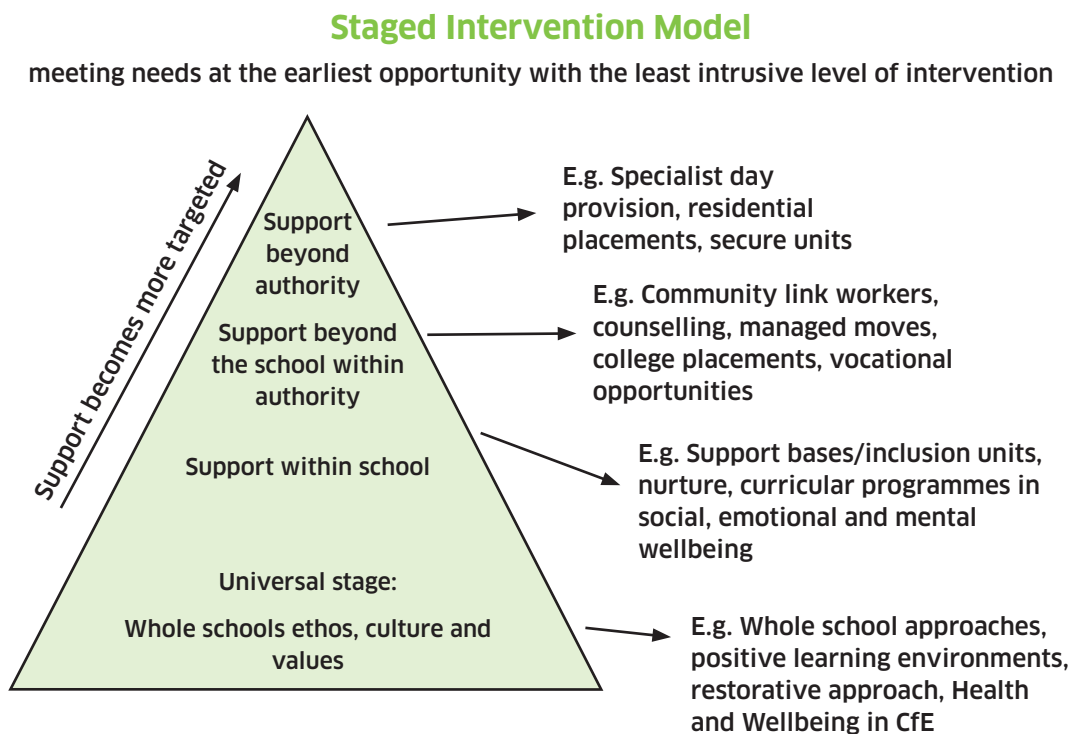
What did the *Behaviour in Scottish Schools 2012* research find?

In summary, the research found that:

- › Overall, both primary and secondary staff were very positive about pupils' behaviour.
- › Teachers were confident in their ability to promote positive behaviour and to respond to negative behaviour in their classrooms.
- › Overall, the proportion of both primary and secondary teachers who had encountered low-level disruptive behaviour in the classroom has decreased.
- › Low-level disruptive behaviour is still too common and has a bigger day-to-day impact on the learning environment than serious disruptive behaviour or violence.
- › Primary teachers saw an increase in 'talking out of turn' in the classroom.
- › Secondary teachers and support staff saw a rise in the 'use of mobile phones and texting' in the classroom and an increase in pupils using mobile phones abusively.
- › Support staff had significantly more negative perceptions and experiences than headteachers and teachers.
- › Detailed case studies were carried out in some schools and in these – in both primary and secondary sectors – there were reported concerns about the perceived increase in the incidence of children and young people with severe mental health issues, Attention Deficit Hyperactivity Disorder (ADHD) and autistic spectrum disorders and the challenges that these raise in terms of behaviour.

Looking at how schools are promoting positive behaviour, the research found that:

- › Schools are using a wide range of approaches to encourage positive behaviour, e.g. a curricular focus on social and emotional wellbeing, restorative approaches, nurturing approaches, peer mentoring, solution oriented approaches.
- › Positive and supportive approaches are increasingly being used far more than punitive methods.
- › Staff said that ‘promotion of positive behaviour through whole school ethos and values’ is the most helpful approach to improving behaviour.
- › The staged intervention model is a key component in local authority behaviour and relationships policies (see diagram below).



What next?

With a few exceptions, the 2012 research has shown improvement in behaviour and relationships in Scottish schools. However, while the findings in the report are generally positive, disruptive behaviour – whether low-level, serious or violent – can have a significant impact on staff and pupils. The research emphasises the need to strengthen and develop current approaches to ensure they are fully embedded across Scotland. It also highlights a number of issues that need to be addressed.

The table on page 4 outlines the priority actions agreed by SAGBIS and highlights who is responsible for delivery.

SAGBIS recognises that these key tasks will have to be addressed during a period of challenging financial pressures on public services and families. However, research demonstrates that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the longer term.

	SG/SAGBIS/ RSW Team	Local Authorities	Heads of Establishments	All staff	Partners
Priority Actions					
Supporting Policies					
Review, develop, plan and implement policy frameworks to support a focus on positive relationships and behaviour	✓	✓	✓	✓	✓
Develop and deliver a full range of training to support a focus on positive relationships and behaviour	✓	✓			
Continue towards fully embedding current positive approaches to relationships and behaviour across Scotland (e.g. use of readiness checks; sustainable training models which build capacity; systematic review; evidence of impact)	✓	✓	✓	✓	✓
Develop a shared understanding of wellbeing and everybody's responsibility to promote and support it	✓	✓	✓	✓	✓
Ensure children's rights are considered within all aspects of the life of the establishment		✓	✓	✓	✓
Whole school communities continue to work together to support the development of relationships within a positive ethos and culture					
As one of the four contexts for learning, the ethos and life of the establishment should have a focus on the Mental, Emotional, Social and Physical Wellbeing of staff and pupils			✓	✓	
Continue to use a wide range of strategies which encourage positive relationships and behaviour and focus on the promotion of wellbeing (e.g. restorative approaches)	✓	✓	✓	✓	
Peer-to-peer aggression is explored through opportunities for pupils to engage with the positive approaches (e.g. Solution or Cool in School)	✓		✓	✓	✓
Every school should include a statement about culture, ethos and values and aspirations in their School Handbook			✓	✓	✓
Important Role of Support Staff					
Support staff should be fully included in the school's strategic approach to promoting positive behaviour and relationships, including access to staff training		✓	✓		
The training pack for support staff will be updated to take account of current policy and to provide advice on effective use of support staff as part of the class team	✓				
Role of Mobile Technology, Social Networking and Internet Safety					
Develop and publish guidance on the safe and responsible use of personal mobile technology in schools, which will recognise the role that social networking plays in people's lives, and take into account wider issues of internet safety and the 2013 ICT Excellence Group report	✓				
SG/SAGBIS guidance should be used to develop LA/school policies on the safe and responsible use of personal mobile technology with the involvement of whole school communities (staff, pupils and parents)		✓	✓		
The Scottish anti-bullying service, respectme, will continue to raise awareness of bullying and will provide training for organisations on how it can be tackled					✓
Vital Role of Parents and Carers					
Parents and carers should be engaged as partners in ensuring the consistency of approach to promoting positive relationships and behaviour between home and the learning environment	✓	✓	✓		✓

Policy guidance

Learning Communities – across early years, primary, secondary and special sectors – which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact. SAGBIS is keen to ensure that this approach is promoted consistently and embedded across Scotland. Effective whole school approaches can only be developed by involving everyone in the learning community – children and young people, staff, parents and carers and the wider community.

All establishments are expected to have robust policies and procedures in place to ensure a consistent approach to improving relationships and behaviour across the whole community and which consider children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC).

There are two key policy drivers supporting the development and promotion of positive relationships in establishments – **Curriculum for Excellence (CfE)** and **Getting it Right for Every Child (GIRFEC)**.

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

Within CfE all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. There are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all practitioners, who have a role in:

- › establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- › promoting a climate in which children and young people feel safe and secure;
- › modelling behaviour which promotes health and wellbeing and encouraging it in others;
- › using learning and teaching methodologies which promote effective learning;
- › being sensitive and responsive to the wellbeing of each child and young person.

All staff share a responsibility for identifying the care and wellbeing needs of children and young people, and the GIRFEC approach provides a structured framework to help staff work together to assess these needs.

Children's wellbeing is at the heart of GIRFEC. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the SHANARRI indicators). The wellbeing wheel describes these indicators – see diagram on page 6.

GIRFEC aims to show how services for children and young people can work together better to meet the needs of those they support. It shows how everyone – from childcare providers, teachers and health visitors to the voluntary sector, police and social workers – can work in the same way, using the same methods and terminology – to ensure that children's wellbeing is at the very heart of what they do and how they do it.

Genuine partnership between pupils, staff, parents and carers, the wider community and other agencies in the public and voluntary sectors is essential to encourage, support and develop initiatives that promote health and wellbeing. GIRFEC values and principles underpin work not just in education but in those other agencies as well, providing a common approach and language which helps develop effective partnership working.

Additional Support for Learning

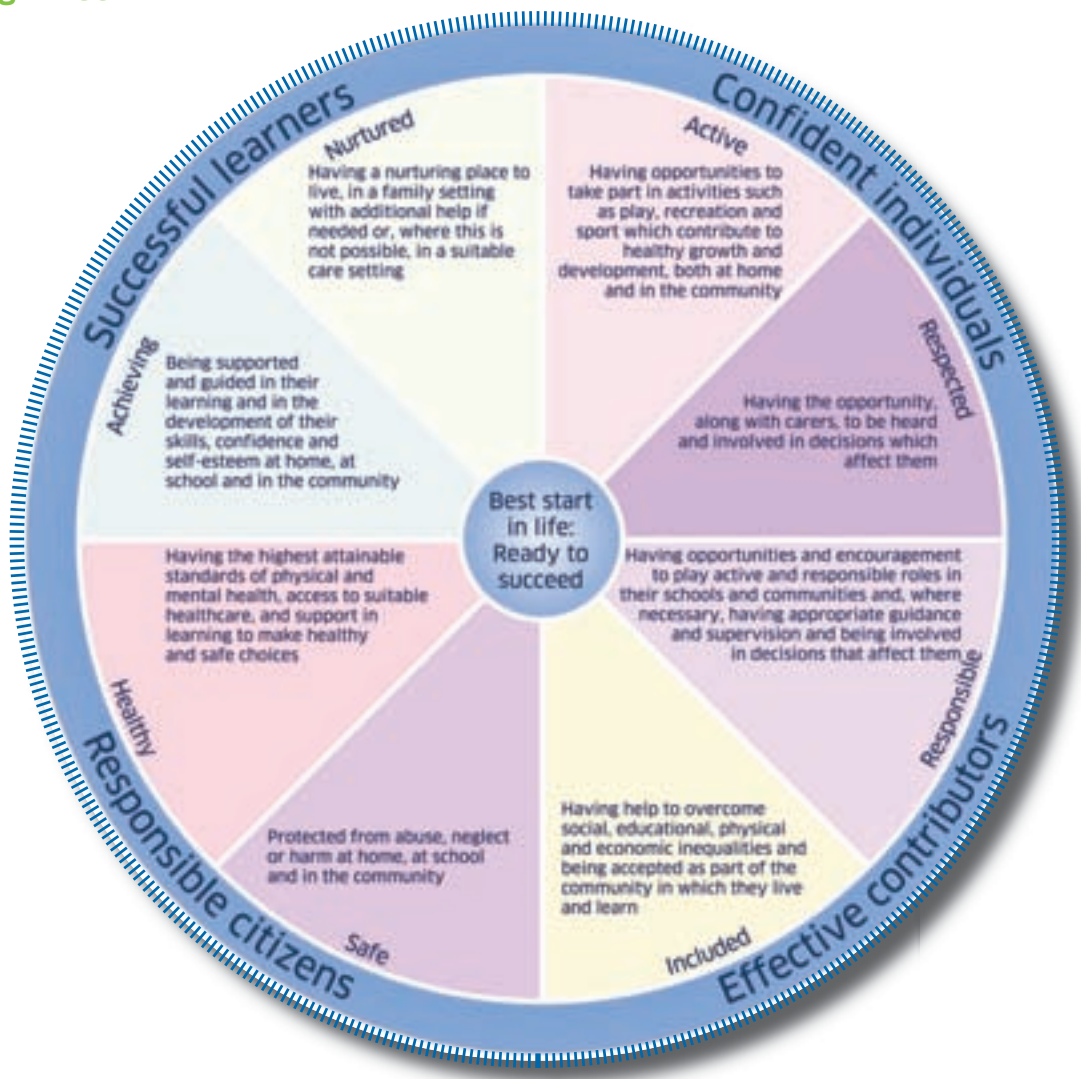
The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of support to pupils in schools. Education authorities and other agencies have duties to identify, plan for and review the additional support needs of their pupils. The Scottish Government has published a long-term plan of support for implementation of additional support for learning which sets out a range of actions to be taken over the next four years. These actions will provide support to those working in schools and learning establishments to support pupils learning.

The vital role of parents and carers

SAGBIS recognises that parents and carers are key partners in their children’s learning. It’s vital that schools engage directly with parents and carers and foster a positive environment where parents and carers are encouraged to work in partnership to ensure where possible a consistent message between the home and school environment.

The Scottish Schools (Parental Involvement) Act 2006 places a duty on Scottish Ministers and local authorities to promote parental involvement. Education Scotland supports schools and education authorities to engage meaningfully with parents and carers in the education of their children and in the wider school community. Parent Councils have an important role to play and are well-placed to support schools and headteachers in developing school policies, and advising on how best to engage with parents and carers.

Wellbeing wheel



Further support and resources

Education Scotland's Rights, Support and Wellbeing Team will:

- › Support local authorities to review, develop, plan and implement policy frameworks on positive relationships and behaviour, linked to related key policies and frameworks through strategic, integrated planning mechanisms.
- › Support delivery of student/probationer/early career teacher education programmes covering positive relationships, social and emotional wellbeing and positive behaviour.
- › Support local authorities to deliver training programmes covering positive relationships, social and emotional wellbeing and positive behaviour for teachers and support staff and children's rights.
- › Provide joint service and multi-agency training, capacity building and follow up support in local authorities, schools, children's services, early years and other learning establishments.
- › Develop and maintain links and networks across local authorities and key stakeholders to share practice through professional learning communities.

The Scottish Advisory Group on Behaviour in Schools

SAGBIS is a group of representatives from various organisations that gives advice to national and local government about behaviour and relationships in Scotland's schools. The group will continue to monitor the development of positive behaviour and relationships in Scotland's schools. The group is chaired jointly by the Minister for Learning, Science and Scotland's Languages and the Spokesperson for Education, Children and Young People from the Convention of Scottish Local Authorities (COSLA). Other members of the group are from these organisations:

- › Association of Directors of Education (ADES)
- › General Teaching Council for Scotland (GTCS)
- › Educational Institute for Scotland (EIS)
- › Voice the Union
- › Scottish Secondary Teachers Association (SSTA)
- › School Leaders Scotland (SLS)
- › Association of Headteachers and Deputies Scotland (AHDS)
- › National Association of Schoolmasters Union of Women Teachers (NASUWT)
- › Association of Scottish Principal Educational Psychologists (ASPEP)
- › Scottish Teacher Education Committee (STEC)
- › Education Scotland



Further support and information

- › Contact details for the Rights, Support and Wellbeing Team and links to further information about positive behaviour approaches – www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/positivebehaviour/contactamember.asp
- › Information on Health and Wellbeing in Curriculum for Excellence including experiences and outcomes, responsibility of all and support materials – www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp
- › Information on Getting it Right for Every Child including named person, lead professional and the national practice model – www.scotland.gov.uk/Topics/People/Young-People/gettingitright
- › Information on Additional Support for Learning including the Supporting Children's Learning Code of Practice, the long term plan of support for implementation and progress reports – www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL
- › Parentzone – Information for parents about education in Scotland and ideas to help parents support their child's learning – www.educationscotland.gov.uk/parentzone/index.asp
- › Respectme – Scotland's Anti-Bullying Service. Information and advice on all aspects of bullying for practitioners, parents and pupils. Includes details of respectme's free training programme, advice on policy development and campaigning work – www.respectme.org.uk
- › Scottish Government pages on the Early Years Framework including the Early Years Collaborative as well as the National Parenting Strategy – www.scotland.gov.uk/Topics/People/Young-People/Early-Years-and-Family
- › Links to reports from Behaviour in Scottish Schools Research 2009 and 2012 – www.scotland.gov.uk/Publications/2009/11/20101438/0, www.scotland.gov.uk/Publications/2012/10/5408
- › Pupil Inclusion Network Scotland – network which supports the work of voluntary sector and partners with pupils who are vulnerable or excluded – www.pinscotland.org
- › United Nations Convention on the Rights of the Child – www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx
- › Scottish Government action plan in response to 2008 concluding observations of the UN Committee on the Rights of the Child – www.scotland.gov.uk/Publications/2009/08/27111754/0

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