

REPORT TO: Council Committee for Education

MEETING DATE: 16 March 2010

BY: Executive Director of Education & Children's Services

SUBJECT: Behaviour Support: Secondary and Primary Schools

1 PURPOSE

- 1.1 To provide the Committee with information about behaviour support for pupils attending East Lothian schools.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of this report.
 - (ii) Note the promotion of positive behaviour approaches in East Lothian schools.
 - (iii) Request a further report on the implementation of positive behaviour support approaches in February 2011.

3 BACKGROUND

- 3.1 East Lothian Council is committed to the vision that all children in the authority should be: *safe, nurtured, healthy, achieving, active, respected and responsible, and included.*
- 3.2 Along with this is a shared ambition for children and young people that will enable them to develop their capacities as *successful learners, confident individuals, responsible citizens and effective contributors to society and work.* The work and commitment of all East Lothian school staff is critical in achieving this.
- 3.3 The vast majority of pupils attending East Lothian schools are well behaved. East Lothian schools are orderly, allowing teachers to teach and pupils to learn.

- 3.4 East Lothian schools are committed to developing excellent systems to promote positive behaviour and to respond appropriately to unacceptable behaviour where this occurs.
- 3.5 School support strategies are developed through authority guidance in conjunction with the specific needs of individual schools. The multi-agency nature of support is vital in assuring effective interventions to home based issues.
- 3.6 Within East Lothian schools it is recognised that: “Effective learning and teaching is much easier to achieve where a positive ethos and good discipline prevail. Discipline policy cannot and should not, be separated from policy on learning and teaching – the two are inextricably linked”. *Better Behaviour Better learning; Scottish Executive (2001)*].
- 3.7 Each East Lothian school has its own unique Code of Conduct or Disciplinary Policy, which sets out expectations of behaviour for pupils and parental cooperation in implementing this. Central to the policy is: “Respectful and constructive relationships are the starting point for successful learning” *Curriculum for Excellence; Scottish Executive (2004)*
- 3.8 Support for pupils is based upon Staged Assessment and Intervention (SA&I), which is East Lothian’s framework for assessment and planning for individual children and young people with additional support needs. This framework allows child centred and integrated approaches to assessment and delivery of services to ensure the earliest, most effective and least intrusive response to needs of pupils.
- 3.9 Behaviour Management In Primary And Secondary Schools
- 3.9.1 East Lothian schools use a variety of approaches to promote positive behaviour within the classroom and the wider school environment. These include creating a positive ethos through shared values; developing positive relationships between pupils and staff; agreeing class rules with pupils; creating reward systems and direct staff support for pupils experiencing difficulties. Training and development for staff in national and local initiatives to support positive behaviour is offered. Some of the initiatives currently being rolled out are:
- Restorative Practices
 - Being Cool in School
 - Nurturing Approaches

3.9.2 Team Teach

East Lothian Council have adopted the Team Teach approach for de-escalation and physical management so that staff may manage safely serious behaviours. This is a certificated qualification. The approach is based on the safety of the individual presenting the behaviour, the member of staff dealing with the behaviour and those around. Training is offered on a voluntary basis. Currently 539 education staff and 254 staff from other departments are qualified.

3.9.3 For serious indiscipline and violent incidences all schools have robust procedures in place.

3.9.4 Temporary exclusion of a pupil in East Lothian is used as a last resort and only where there has been a serious breach of discipline. Schools minimise the length of exclusion, where this is possible, to reduce the loss of education to the pupil. This assists keeping the pupil engaged with education. During 2008/09 there was a 9% decrease in temporary exclusions compared to 2007/08. The total number of temporary exclusions has been falling each year since 2006/07. There have been no permanent exclusions (removal from the school roll) in East Lothian since the Scottish Government established ScotXed programme of data exchange in 2003/04.

3.10 Secondary School Support

3.10.1 East Lothian secondary schools provide a high quality of pastoral support for pupils through the guidance system. This provides a constant monitor and tracking system for pupils ensuring that there is a key member of staff for each pupil.

3.10.2 Secondary schools deliver a wide range of curricular options, in partnerships with other services, notably Jewel and Esk College, Bridges Project and East Lothian Skills Centre in order that pupils have a range of vocational as well as academic opportunities. This supports pupils by allowing the acquisition of employability skills as well as required formal qualifications. This flexibility supports particularly pupils who may struggle to remain within their mainstream timetable.

3.10.3 Four East Lothian secondary schools have established 'Behaviour Support Bases' for pupils who require further support to manage their behaviour.

3.10.4 In a small number of cases joint packages of support are offered through the East Lothian Inclusion Service (ELIS). Referrals are made to the Multi Agency Advisory group (MAAG) when a school requires this additional support for a pupil.

3.10.5 A very small number of secondary pupils have such complex needs that they require to be placed in "Special School" or "Residential School" provision. Currently there are 13 East Lothian secondary aged pupils within residential school placements and 9 secondary

pupils within day special school placements. Pupils are placed in special schools through the (MAAG) process.

3.11 Primary School Support

- 3.11.1 All East Lothian primary schools offer a nurturing and caring environment appropriate to the age and needs of their pupils.
- 3.11.2 Monitoring, tracking and support of behaviour is undertaken by the class teacher in conjunction with the school management team.
- 3.11.3 Within the authority's primary schools a small number of pilot groups have been established adopting a 'Nurturing' approach. These are at an early stage and schools have reported some success.
- 3.11.4 An Early Intervention Primary Teacher is available to support classroom teaching staff in managing whole class environment and behaviour.
- 3.11.5 A very small number of primary pupils have such complex needs that they require to be placed in day 'Special School' provision. Currently there are 5 East Lothian primary aged pupils attending day special school placements. Pupils are placed in special schools through the Multi Agency Advisory Group (MAAG) process.

3.12 East Lothian Promoting Positive Behaviour Strategy Group

- 3.12.1 One of the outcomes of the Scottish Government's Report '*Better Behaviour Better Learning*' has been the creation of the 'Promoting Positive Behaviour Team' to assist local authorities develop a strategic approach to behaviour support.
- 3.12.2 East Lothian Council established the East Lothian Promoting Positive Behaviour Group to develop a strategic approach to building capacity of staff within schools to manage behaviour at all levels and to analyse and monitor data in relation to indiscipline and attendance across the authority schools and use this information to inform future strategy and interventions.
- 3.12.3 The Scottish Government 'Promoting Positive Behaviour Team' supports East Lothian schools through its involvement in the East Lothian Promoting Positive Behaviour Strategy Group.
- 3.12.4 The Strategic Outcomes of the East Lothian Promoting Positive Behaviour Strategy Group are:
 - Embed 'Better Behaviour Better Learning' as an integral part of the Learning and Teaching Policy at authority and school level.
 - Build and increase capacity of schools and school staff to support pupils with a range of challenging needs through specific and focussed support and training for staff.
 - Support the delivery of 'Curriculum for Excellence' through improved daily interactions.

- Pupils' needs being more effectively met, as evidenced by fewer exclusions and increased attendance.

3.13 Proposed Actions

3.13.1 Continued promotion of positive behaviour through strengthening strategic planning through the work of the East Lothian Promoting Positive Behaviour Strategy Group. The Group will report on a regular basis to the Education Management Team and Head Teachers.

3.13.2 Continuation of training development for all staff and adoption of the national initiatives listed below to support positive behaviour:

- **Support Staff Training (Scottish Government Training)** - To be rolled out in 2010/11 for all support staff supporting pupils.
- **Embedding “Being Cool in School” within primary schools** - Continue to offer primary schools and staff training opportunities in this approach.
- **Restorative Practices Training (Scottish Government Training)** - To be available to schools wishing to adopt this whole school approach.
- **Self-Regulation Training** - Continue to explore and evaluate the effectiveness of this approach within a small number of schools.
- **Place2Be** - This is to be introduced within a small number of primary schools across East Lothian.
- **Early Intervention Primary Teacher** - This post to continue for one further session in supporting classroom teaching staff in managing whole class environment and behaviour.
- **Whole School Behaviour Audit Toolkit** - To continue to develop toolkit to assist schools address behaviour needs.
- **Develop primary school peer mediation training** – This is a process where students constructively resolve disputes and conflict amongst their peers.
- **Develop ‘Nurturing Approaches’ in primary schools** – This is very effective in building the resilience and confidence of young children who may be finding it difficult to cope in the classroom and an important dimension to the education of some of our most vulnerable children encouraging increased levels of motivation.

3.13.3 To continue to work with other services and agencies in developing support systems for East Lothian pupils including review of East Lothian Inclusion service Primary provision.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – Funding for ‘proposed actions’ will be met through agreed budgets.

6.2 Personnel - None

6.3 Other – None

7 BACKGROUND PAPERS

7.1 Improving relationships and promoting positive behaviour in Scotland’s schools; Scottish Government; 2008.

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