

## Suggested changes from Behaviour in Scottish Schools 2023 report and Moray response

The qualitative research participants made a number of suggestions as to how relationships and behaviour in schools might be improved in the future, including:

Report suggestion	Moray response
<p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>• A greater consistency in relation to approaches to relationships and behaviour: more clarity at a national level, in the form of national guidance or policy, as to which behaviours are and are not acceptable and how they might be managed consistently across schools in different areas</li> <li>• The perceived lack of consequences for pupils engaging in more disruptive behaviours: the management of the behaviour of a small core group of young people with whom all other approaches and strategies had been exhausted was thought to necessitate more robust measures. However, apart from suggestions such as removing pupils from the class temporarily, providing additional options for alternative provision or in more extreme cases the school, teachers were not always able to articulate what might be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on positive relationships and positive behaviour policies and approaches.</li> <li>• Focus on nurture and inclusive practice</li> <li>• See ASN paper for future provision</li> <li>• Ongoing work with partner agencies</li> <li>• Key policy review with the system including attendance policy etc</li> </ul>
<p><b>Additional resources</b></p> <ul style="list-style-type: none"> <li>• The respondents emphasised the importance of providing adequate resources to fund nurture and support for pupils with additional support needs in mainstream schools under the presumption of mainstream policy. The reported increase in pupils with additional support needs (e.g., ADHD, Autism Spectrum Disorder) and young people with undiagnosed conditions suggest that much higher levels of funding and support are required if these pupils' needs are to continue to be met in mainstream schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of resource for ASN within current budgets</li> <li>• ASN future provision</li> </ul>

<p><b>Enhanced Support Provision</b></p> <ul style="list-style-type: none"> <li>• A lack of provision for social, emotional and behavioural needs (SEBN) within enhanced support provision: more places to be made available in enhanced provision to help support highly dysregulated pupils, more opportunities to be provided for support through third sector organisations and breadth of curriculum and learning options to be explored. Again, funding would be required to pay for these additional resources.</li> <li>• More support from national and local government bodies</li> <li>• More support to be provided at national and local governmental level: this often related to resources, both in terms of staffing and funding, to allow schools to have the capacity to deal with disciplinary and behavioural issues, and to support pupils with additional support needs. It was proposed that the Scottish Government might issue a statement of support making clear that violence is unacceptable for school staff experiencing violence in their workplace</li> <li>• More communication from local authority staff about how specific school incidents had been addressed.</li> <li>• A more visible presence from LA staff, such as visiting schools and experiencing the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• See ASN paper for future provision</li> <li>• Use of available budget and resource</li> <li>• Partner agency support and input</li> </ul> <p>National Response</p> <p>Subject to budget setting</p> <ul style="list-style-type: none"> <li>• Feedback to HTs via briefings and strategic meetings</li> <li>• HT representation at GIRFEC Leadership Group (GLG)</li> <li>• School visit programme</li> <li>• Immediate support to schools where incidents are occurring</li> <li>• Redeployment of central team (small resource) to schools experiencing difficulties</li> </ul>
<p><b>Greater Resources needed at LA level</b></p> <ul style="list-style-type: none"> <li>• The benefits of additional funding for schools in deprived areas through the Pupil Equity Fund (PEF) and the Scottish Attainment Challenge (SAC), for example, in establishing Inclusion Hubs, were outlined.</li> </ul>	<ul style="list-style-type: none"> <li>• PEF plans and outcomes</li> <li>• SEF plan targeted to specific areas and to support this work</li> <li>• Use of partnership FWBF funds</li> </ul>

<p>However, school staff also highlighted instances where their funding from PEF and SAC had been reduced or come to an end, with implications for the funding of inclusion hubs and support staff levels</p> <ul style="list-style-type: none"> <li>• School staff perceived that cuts to statutory services (e.g. social work, Child and Adolescent Mental Health Services), alternative learning provision from third sector organisations, enhanced support provision, and numbers of support staff impacted on the resources available to schools to help some of their most dysregulated children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of ASN resource to schools</li> <li>• Training offer to practitioners</li> </ul>
<p><b>Need for Additional Staffing at school level</b></p> <ul style="list-style-type: none"> <li>• At a school level, school staff called for funding to increase staff capacity to support pupils with distressed behaviour. Staff pointed to reductions in numbers of support staff, and the ways this has impacted on schools' ability to provide one-to-one support and facilitate nurture and well-being groups. Staff also called for smaller class sizes, particularly in the primary sector, to help staff build relationships with their pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Moray Council, like many local authorities have to reduce budgets in order to have a balanced budget</li> <li>• School use of DSM and PEF funding</li> <li>• Class sizes are set nationally and head teachers create classes based on linear formula agreed</li> </ul>
<p><b>Need for more training/collaboration</b></p> <ul style="list-style-type: none"> <li>• Class teachers called for more classroom observation from their peers to help them reflect and discuss strategies used, and access additional peer support from their colleagues, to help them promote positive relationships and behaviour. They also wanted more time after attending professional learning to be able to reflect on the sessions and consider how they could apply the strategies to improve behaviour.</li> <li>• Support staff should be paid to undertake learning and</li> </ul>	<ul style="list-style-type: none"> <li>• This can be negotiated in Working Time Agreements (WTA) and agreed locally in each school</li> <li>• Moray training offer in place and WTA</li> <li>• Teachers have negotiated collegiate time and also an additional 35 hours to reflect</li> </ul>

<p>development, including formal training, outside of school or their contracted hours. Support staff themselves requested appropriate induction training to support them in their roles with pupils</p>	<ul style="list-style-type: none"> <li>• Can be included in professional development as part of professional review and development and professional update</li> <li>• Moray induction for support staff is being developed and implemented</li> <li>• Support staff attend on in-service days and have access to professional learning and development</li> </ul>
<p><b>Parental and pupil engagement</b></p> <ul style="list-style-type: none"> <li>• Greater engagement with parents: as not all parents were perceived as being supportive of schools' efforts to address behaviour, and it was stressed that schools and teachers were being held accountable for wider social issues. Earlier intervention to help support struggling families was proposed, though the issue of providing this in the context of local authority budget cuts was recognised.</li> <li>• It was suggested that campaigns to engage with pupils themselves to discuss their rights and responsibilities within school, and how to address low and more serious disruptive behaviours, might be beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing work in schools</li> <li>• Partnership approaches</li>   <li>• To be considered as a partnership approach</li> </ul>