

REPORT TO: EDUCATION COMMITTEE - 20th FEBRUARY 2006

REPORT ON: MANAGING DISRUPTIVE BEHAVIOUR

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 67-2006

1.0 PURPOSE OF REPORT

1.1 This report brings forward comprehensive guidelines for dealing with disruptive behaviour in schools, and includes a revised policy on exclusion from school and a review of offsite education provision. A copy of the guidelines has been passed to each of the Group Secretaries and is available for inspection in the members' lounge.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i. note and approve the guidelines on the management of disruptive behaviour;
- ii. note the revised policy on exclusion from school;
- iii. note the review of offsite provision, including the commitment to continue to consult on the shape of a final staffing structure for the Offsite Education Service; and
- iv. instruct the Director of Education to monitor and evaluate the impact of the revised guidelines, and report back to Committee no later than March 2008.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising from this report. Resources for the implementation of these guidelines are very limited, and there is therefore little scope for major expansion of facilities.

3.2 The financial implications of the proposed staffing structure for the Offsite Education Service will be reported to Committee after full consultation has taken place.

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 There are no direct Local Agenda 21 implications.

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

5.1 It is the aim of this report to ensure that the educational opportunities of the majority of learners are not hindered by the actions of a disruptive minority, but furthermore that due support is given to those whose actions in the classroom are unacceptable.

6.0 BACKGROUND

6.1 In spite of the wealth of evidence of good ethos and positive relationships between staff and pupils in our schools, disruptive and unacceptable behaviour remains one of the most pressing issues facing us at the present time. That this is a national problem

was recognised by the Scottish Executive when it set up its Discipline Task Group, leading to the publication of the report *'Better Behaviour - Better Learning'* in 2001.

- 6.2 The Education Committee, at its meeting on 19th November 2001, approved Report No. 731-2001 on *'Supporting Pupils with Social, Emotional and Behavioural Difficulties'*. That report generally raised awareness among staff of SEBD and introduced a range of strategies to empower staff to work with vulnerable pupils. The policy was extensively evaluated in 2003, as a result of which a number of issues were identified - need for clarity and consistency of approach, staff development and training, the development of an alternative curriculum, the role of other departments and agencies, the level of offsite provision.
- 6.3 More recently, the Education Committee, at its meeting on 24th October 2005, approved Report No. 648-2005 on the *'Provision of Offsite Education'*, which proposed a review of current arrangements for offsite provision and the establishment of an additional offsite centre.
- 6.4 At its meeting on 21st November 2005 the Education Committee approved Report No. 703-2005 on *'Managing Unacceptable Behaviour in Schools'*, which remitted the Director of Education to discuss the issue of unacceptable behaviour with all relevant agencies, to review the guidelines on exclusion and to plan and implement an anti-violence poster campaign.
- 6.5 Both Reports 648-2005 and 703-2005 proposed that a comprehensive report and guidelines on the management of all disruptive behaviour should be prepared. This would deal with the entire spectrum of disruption and would incorporate the proposals contained in the earlier reports.

7.0 PROPOSALS

- 7.1 The Education Authority will give all possible support to all staff in their work with pupils prone to disruptive and unacceptable behaviour.
- 7.2 There is already in place a range of strategies to deal with disruptive behaviour. The guidelines aim to improve the effectiveness of these strategies by, for instance, making them clearer and therefore more consistently applied. They also emphasise that effective management of disruptive behaviour is the responsibility of all staff, and will in part be achieved through the application of good learning and teaching techniques in the classroom. Lastly they introduce new strategies or extend existing ones, described in the paragraphs which follow.
- 7.3 The Education Authority will address the range of disruptive behaviour through two key projects in its Development Plan 2005-08: *'Supporting and Developing Learning and Teaching'* and *'Supporting Children and Young People'*. The first of these, through the *'Learning Together in Dundee'* programme will develop long-term strategies to assist staff to improve classroom management techniques leading to improved interactions with pupils. Learning Tutors will be appointed in each cluster to support this work. The second project will offer support and advice to deal with individual children and young people with severe behavioural difficulties.
- 7.4 The Stages of Assessment and Intervention have been revised to clarify the definition of the abilities and behaviours, and appropriate interventions, associated with each stage. Training on the revised stages has been undertaken with staff in all schools.
- 7.5 Onsite support in secondary schools for pupils who require alternative provision has been reviewed, as a result of which all schools will be asked to develop further their

own arrangements, in line with agreed clear characteristics of good provision. This will include the establishment of a support base in each secondary school.

- 7.6 A full programme of staff development opportunities will continue to be developed, targeted at whole-school, cluster and individual audiences. Training in the management of disruptive behaviour is considered to be so important that all staff will be expected to access the menu of opportunities at least once over a period of three years. This will be additional to the opportunity organised by the Education Authority for all staff to attend a presentation by Bill Rogers, who is a recognised expert in the field of behaviour management and who made a very successful pilot presentation to the staff of the Braeview Academy cluster in 2005.
- 7.7 The 'Supporting Staged Intervention' Peer Guider scheme is in place in 20 primary and 1 secondary schools. Feedback from participants is sufficiently positive to warrant its extension to all remaining schools.
- 7.8 The Education Authority will continue to develop its working relationships with its partners in the Council, through projects such as Xplore and the multi-agency Joint Action Teams, and with external agencies such as the Health services and Barnardos, in order to give joint support to vulnerable and/or challenging children and young persons.
- 7.9 Training will continue to be offered in the use of Individualised Educational Programmes and the new Co-ordinated Support Plans, to enable teachers to make appropriate use of these documents in planning support for pupils with behavioural difficulties.
- 7.10 Head Teachers will be encouraged to deal with incidents of wholly unacceptable behaviour as firmly as possible. They might consider long-term exclusion, recommend permanent exclusion from their school, involve the Police, or recommend the use of Anti-Social Behaviour and/or Parenting Order legislation.
- 7.11 The Education Authority will continue to monitor the incidence of disruptive behaviour in its schools, and the progress of individual children whose behaviour causes concern. In addition a Standing Group will be established to monitor and evaluate the impact of these guidelines on disruptive behaviour.
- 7.12 The revised exclusion guidelines, of which the Policy section is included as Appendix 3 of these guidelines on managing disruptive behaviour, will be implemented with immediate effect.
- 7.13 The recommendations of the review of offsite provision, contained in Appendix 4 of these guidelines, should be implemented, including the establishment at the first opportunity of an additional offsite centre for secondary age pupils and the removal of S3/4 young persons who attend offsite from their mainstream school roll. The final staffing structure for the Offsite Education Service will be the subject of ongoing discussion and consultation with affected parties and the appropriate trade unions.

8.0 CONSULTATION

- 8.1 This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance), Director of Social Work and Director of Leisure & Communities. Head Teachers have been consulted, as have teacher and support staff unions.

9.0 BACKGROUND PAPERS

9.1 None

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Director of Education

5th January 2006

JC/DD