BEHAVIOUR MANAGEMENT TRAINING

Estyn

Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
For Education and Training in Wales

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## 1.	Introduction

### 1.1	Purpose

The purpose of this report is to provide advice, in accordance with Estyn's remit from the Welsh Assembly Government, on the actions taken by local authorities to train staff to manage the behaviour of pupils in schools. The report supports the Welsh Assembly Government's commitment to social inclusion and equal opportunities as set out in 'The Learning Country' in August 2001.

### 1.2	Evidence base

This advice is based on:

* information drawn from a survey of behaviour management training in 20 local authorities;
* information provided by local authorities on behaviour management services;
* the contents of Behaviour Support Plans;
* Estyn Section 10 inspection reports on individual schools; and

reports by Estyn and the Audit Commission on local authority special educational needs services, including behaviour support services.

## 2.	Main Findings

There is considerable variation between local authorities in the quality and scope of partnership working within and across directorates in relation to improving children's behaviour.

Many local authorities do not have single budgets, shared between education and social services, to enable them to implement plans for improving the behaviour of children.

Most authorities are not good at collaborating with relevant voluntary agencies or services provided on behalf of the National Health Service, hence services for children with behaviour difficulties lack cohesion.

Schools and other services that work in a collaborative manner with parents and carers can have an important impact upon children's behaviour at school.

Community and Mental Health Services (CAMHS) in many local authority areas, are playing a significant role in delivering training to staff in schools. However, not enough is being done to improve the understanding of teachers about mental health in children.

Many local authorities do not effectively evaluate the effect of training on behaviour management to ensure that it has a positive impact.

In general, non-teaching support staff are inadequately trained to work with pupils with behaviour difficulties.

The correlation between pupils' behaviour difficulties and their educational achievement is not always given enough prominence. Strategies to improve behaviour are most effective when they are coherently linked to efforts to improve attitudes in learning. Many authorities have not yet developed effective links between school improvement services and special educational needs/ behaviour services.

Staff in schools do not always work well as a team in managing pupil behaviour. Schools that adopt and successfully implement a whole-school approach to behaviour have the most positive impact.

Elected members do not receive consistent information about the activities across directorates related to improving children's behaviour, largely because performance management is under-developed.

3. Recommendations

The Welsh Assembly Government should issue guidance to local authorities on:

- integrating the information related to children held across directorates;

- the structures for joint planning, delivering or commissioning and evaluating services to children; and

- good practice on behaviour and attendance.

Local education authorities should:

- continue to engage all partners, in developing a vision and implementing strategies on improving the behaviour of children. This would entail the bringing together of information and use of joint budgets, with appropriately co-ordinated planning, training and support mechanisms for tackling difficult behaviours;

- ensure that there is appropriate training and support for non-teaching staff working with pupils with behavioural difficulties;

- use the skills of educational psychologists and specialist staff; to ensure that information on behaviour is appropriately collected and analysed; evaluate the impact of behaviour management training programmes; and identify what works well in schools;

- promote improved understanding of teachers and support staff about mental health as a cause of difficult behaviours in children by working in closer collaboration with CAMHS teams; and

- ensure that a framework of performance management based on shared outcomes is implemented across directorates.

Local authorities and partner agencies should:

- share information on all aspects of behaviour support to enable staff to learn from the good practice of others working to improve the behaviour of children.

Schools should:

- develop and implement strategies and systems that provide a whole-school approach to managing behaviour in the broader context of PSE programmes and related arrangements for care and guidance of pupils;

- plan more carefully how best to meet the needs of all pupils, including those with behavioural and special learning needs;

- continue to work closely with parents and other agencies to provide a consistent approach to managing pupils' behaviour;

- monitor and evaluate the impact of intervention on pupils' achievements; and

- ensure that pupils' learning is not unduly disrupted by withdrawal from lessons for additional specialist teaching.

4.   Background information

4.1   Inspection evidence

The Annual Report of HM Chief Inspector of Education and Training in Wales describes the standards that learners achieve and the quality of their education and training. The report also pays attention to the arrangements that schools and local authorities make for improving the behaviour of pupils. Inspection evidence over the past three years shows that there have been improvements in the way teachers manage pupils' behaviour, particularly where both teaching and non-teaching staff have received training and everyone has put into practice what they have learned.

Inspections of local authority special educational needs (SEN) services, including behaviour support services, over the last three years have found wide differences in the quality of services provided. Local authorities that work proactively with schools and parents to support the improvement of behaviour are having positive outcomes for pupils.

Close collaboration between school improvement services and SEN/ behaviour support services is an important factor in improving the behaviour of pupils in schools. In some authorities these services work very effectively together. Where this happens, there is comprehensive data about schools' performance in relation to:

- pupils' achievement;
- pupils' attainment;
- information provided for teachers and support workers;
- training received; and
- training outcomes.

Only a small number of authorities make good use of this information to understand which approaches for managing behaviour work best.

4.2   Behaviour Support Plans (BSP)

By law, each authority must prepare and review a statement detailing the arrangements made, or proposed, in their area for the education of children with behavioural difficulties. This statement is known as a Behaviour Support Plan.

The plan must include the arrangements for:

- provision of advice and resources to relevant schools for promoting good behaviour and discipline, and dealing with pupils with behaviour problems;
- provision for pupils educated otherwise than at school, for example because of exclusion; and
- assisting pupils with behavioural difficulties to find places at suitable schools.

Generally, the BSP notes the specific training strategies that the authorities will provide to staff in schools to assist them in developing better management of pupil behaviour.

4.3   Behaviour Support Teams

The majority of local authorities have established behaviour support teams to support the implementation of their BSP. Whilst models of service between authorities vary, there are similarities in working practices. Most teams offer:

- support and guidance to individual pupils;
- support and advice to individual teachers;
- training for whole school staff;
- training for governors, and others working with children; and
- a link between parents, schools and support agencies.

A small number of teams work with other agencies to provide training and support to parents on how to improve the behaviour of their children.

Behaviour support teams usually comprise specialist teachers and support workers and have an educational psychologist working with them. There is usually close liaison with educational social workers (ESWs) and youth offending teams (YOTs). Many teams work closely with local pupil referral units (PRUs), often sharing staff and expertise.

Behaviour support teams provide most of the training on behaviour management in the majority of authorities. They are often proactive in involving other agencies in this training. Training is focused mostly on helping teachers to develop better relationships with pupils and improve classroom management.

4.4   Special Educational Needs Code of Practice for Wales

The SEN Code of Practice for Wales 2002 provides practical advice in relation to the statutory duties and rights contained in Part IV of the Education Act 1996 and the Special Educational Needs and Disability Act (SENDA) 2001. The Code provides clear guidance on making a graduated response to pupils' needs, including the statutory requirement to assess needs and make and maintain statements of SEN. Only a very small percentage of pupils across Wales have undergone statutory assessment resulting in a statement of special educational needs specifically for emotional and behavioural purposes.

Pupils with statement for behavioural difficulties.

2002-2003	Boys	Girls	Total
Pupils with Statement for behaviour	1,526	239	1,765
Pupils with Statement for behaviour as % of all pupils in maintained schools in Wales	0.62%	0.10%	0.36%

The vast majority of pupils in schools whose individual behaviour gives cause for concern do not require a statement of special educational need and have their needs met appropriately by the school making internal arrangements through the 'School Action' stage of the Code. When support is required from outside the school, the local authority provides this through School Action Plus, or undertakes statutory assessment. However, many behaviour support teams provide initial support, advice and guidance on how to improve the behaviour of individual pupils at an early stage of the graduated response.

Very few local authorities have data on the number of pupils receiving support for behaviour without a statement of SEN prior to April 2002 when the Code of Practice for Wales was introduced. However, many authorities are presently developing systems for gathering information on pupils receiving support through the 'School Action' or 'School Action Plus' stages.

4.5   The use of central funds to fund behaviour management training

Local authorities' use of central grants for education, support and training to pay for training of specialist behaviour teachers, learning support assistants and other support staff training takes appropriate account of the Welsh Assembly Government's social inclusion priorities. Courses provided are, in general, of good quality. However, local authorities do not do enough to evaluate the effectiveness of training programmes and hence identify what works well in schools.

5.   The relationship between quality of teaching and behaviour

Most schools teach their pupils well and manage pupils' behaviour effectively. The vast majority of pupils are sensible, polite and keep to the rules of the school. However, in some classes where pupils are generally well-behaved, progress may be impeded by low-level disruption caused by a small number of pupils who distract others. Serious misbehaviour is usually confined to a few pupils. Training that promotes a consistent, whole-school approach, and in some cases a whole-authority approach, can have a significant impact on the management of pupils' behaviour.

Poor behaviour can stem from a variety of factors:

- difficulty in coping with school work;
- school work that is not matched to learning needs;
- low self-esteem;
- poor relationships with teachers;
- poor teaching;
- poor relationships with other pupils, which may include bullying;
- disaffection with the curriculum offered at school;
- pressure from others to behave in a way that conflicts with authority; and
- difficult home circumstances, including lack of parental discipline and control.

For pupils whose behaviour is related to family and associated difficulties beyond the control of the school, and who may also be affected by issues commonly associated with poor attendance, the multi-agency approach is proving the most successful. The shared information and expertise of staff from across agencies can provide good support to pupils and families experiencing problems. In general, only a small minority of pupils regularly have behaviours that are very difficult to manage in school.

Despite the problems that some pupils experience, most schools successfully manage pupils' behaviour. Good behaviour is most often prevalent in schools where teachers deliver interesting lessons that offer sufficient challenge.

Training strategies to improve behaviour are most effective when they are coherently linked to efforts to improve teaching and learning.

Good teaching provides the main incentive for good behaviour at school. In schools where pupils' behaviour is good, teachers ensure that the learning and teaching are interesting, challenging and differentiated to meet the needs of all learners. They plan their lessons well and identify clear learning objectives that they share with pupils, so that pupils know what they are expected to have learned by the end of the lesson and how they are going to achieve this. Good teachers check pupils' level of understanding throughout the lesson and often end the lesson with a plenary session in which the main learning points are reinforced. These teachers also have good control of the class and there are warm relationships between pupils and teachers. Where support assistants are present they work well with the teacher to ensure that pupils receive appropriate levels of support. Training teachers and support staff to use praise and positive reinforcement and set high expectations of both pupils' behaviour, and learning, has been a high priority in many authorities.

Pupils who have special learning needs can find aspects of lessons difficult and subsequently behave poorly to avoid the tasks involved. Some pupils may not have had their special learning needs identified or receive appropriate support. These pupils may attempt to disguise their academic difficulties by 'showing off' or acting in a 'don't care' manner. In general, behaviour support teams and SEN staff work well to assist other teachers and support staff to provide appropriately differentiated work and to advise about how they can best meet pupils' learning and behaviour needs. However, the practice in many schools of withdrawing pupils for individual sessions outside the classroom can be disruptive and the work undertaken by these pupils is not always well matched to their work in class.

Many local authorities are now strategically planning and monitoring the work of the school improvement service and the behaviour support/social inclusion and SEN services in a more cohesive manner. This enables information about schools' performance to be matched with other data, including that relating to pupils' behaviour and teacher support and training. In general, authorities need to develop better ways of using this comprehensive data as tool in planning and evaluating the impact of training.

6.   Working with partners

Supporting pupils with behavioural difficulties often requires local authorities to work closely with other partners and agencies, particularly when the behaviours stem from circumstances at home. The most effective support for children results from a seamless, comprehensive, approach that operates across different agencies. Some of the key partners involved in supporting pupils with difficult behaviour include:

- parents and carers;

- teachers and support workers;
- social services, including youth offending teams (YOTs);
- child and adolescent mental health services (CAMHS);
- educational welfare services (EWS);
- family doctors (GPs);
- voluntary agencies;
- behaviour support/social inclusion services; and
- police and magistrates.

Working closely with parents and carers can have an important impact upon children's behaviour at school. Developing a relationship with parents and carers to work in a collaborative manner to manage behaviour is more successful than trying to work without their involvement. Some authorities ask parents to sign contracts agreeing their role in promoting improved behaviour.

Parenting programmes across Wales, through the type of partnerships that Sure Start can offer, are successfully supporting many parents, especially those of children under five years of age. Presently, these programmes are delivered in partnership with early years providers, schools and other agencies. In only a small number of authorities are behaviour support teams involved in Sure Start projects. There is a need to plan and deliver training and support to parents and children in a more cohesive manner to ensure a consistent approach to managing behaviour. When services offer good support and advice to parents on how to improve their children's behaviour, at the same time as delivering a consistent approach in school, there is usually a positive change in behaviour.

Children in Mind (1999), an Audit Commission study of the work of CAMHS teams, noted that disruptive, anti-social or aggressive behaviour was one of the four most common problems exhibited by children with mental health problems, and most children had more than one of these problems. The CAMHS Wales strategy document, Everybody's Business (2001) established sound principles for multi-agency working that recognised the crucial roles of the partner agencies in supporting improvements in children's mental health. This inclusive approach is reflected in the training on behaviour management that many CAMHS teams, in collaboration with behaviour support services, have given to teachers and support staff in schools, as well as to parents. However, schools may not always fully understand the cause of a child's problems, or consider the possibility that mental health may be reason for a child's difficulties.

Some authorities have brought together education and social services within a single directorate covering children's services. Where this has happened there are greater opportunities to actively plan, deliver and appraise services to vulnerable children in a more unified approach. Increased collaborative working across directorates and enhanced joint budgetary and commissioning powers of local authorities would enable a variety of flexible, multi-agency support arrangements.

Many Estyn inspections of local authority services have highlighted the need to improve collaborative partnership working across agencies.

7. Successful training on behaviour management

Local authorities have provided a broad range of training to support staff to improve the behaviour of pupils. However, only two authorities have provided training for more than 30% of teachers, with ten authorities training less than 15% of teachers. Some of the most effective initiatives that staff have received training in are outlined below.

7.1.1 Assertive Discipline

Over half of the authorities in Wales have provided training in whole-school strategies for maintaining and improving standards of behaviour, in general using an 'Assertive Discipline' approach. The strategy promotes safe classroom environments through fostering mutual respect. It encourages staff to use praise and positive behaviour in order to encourage effective learning. The authorities achieving the greatest success through this strategy promote, through training in schools, the need for clear leadership on behavioural matters with agreed policies and procedures, reliable systems that staff, including support staff, understand, and expectations and routines that pupils are clear about. Involvement with parents and multi-agency back-up from external support workers when required help to establish a consistent approach. Factors that motivate pupils and encourage them to behave well include, in particular, rewards and praise given in a consistent manner to effectively acknowledge success and to reinforce positive behaviours. The majority of these authorities offer an ongoing programme of training to ensure that new staff receive appropriate training in this approach.

7.1.2 Circle Time

Many authorities have delivered training on the use of 'Circle Time' to help staff manage pupils' behaviour. The strategy has been particularly successful in primary schools, and is having a good impact in some authorities where it has recently been introduced in Personal and Social Education classes in secondary schools. Circle Time offers pupils and teachers opportunities to get to know more about pupils' interests and feelings, and to develop listening and communication skills in a non-competitive environment. Some teachers use puppets and video material in these sessions to help tackle issues related to bullying, stealing and sexuality.

7.1.3 Handling Emotional Aggression and Restraint Training (HEART)

One authority has established a team of fifteen specialists to deliver whole-school training on how best to respond to aggressive incidents and defuse situations of conflict. The team, which includes serving teachers and headteachers, trains staff to use the HEART programme in diffusing

potentially violent incidents. A number of authorities are using HEART as a model to promote greater staff confidence in dealing with difficulties.

7.1.4 Solution-Focused Brief Therapy

Over a quarter of the authorities have carried out accredited training for teachers and educational psychologists to work directly with pupils using Solution-Focused Brief Therapy. This type of psychotherapy is designed to take relatively few sessions and concentrates on finding individually-tailored solutions to the problems that pupils experience.

7.1.5 Nurture Groups

The development of Nurture Groups to help teach pupils how to make better relationships with adults and develop peer support is improving pupils' behaviour, attainment and school attendance, and is building pupils' confidence and self-esteem in a small number of authorities. The groups work closely with school staff and parents to try and enhance the nurturing, emotionally supportive environment of the whole school for all pupils. A regional support network has developed across six south Wales authorities with an aim to locally deliver the Nurture Group Network accredited training course.

7.1.6 Webster-Stratton

A number of authorities have invested in early intervention training for teachers of young pupils by introducing the Webster-Stratton Dinosaur Schools programme. The Incredible Years Teacher, Parent and Child Programme, established from the University of Wales, Bangor, disseminates training and consultation work based on Webster-Stratton methodology. The centre has trained professionals to deliver parent programmes in four local authorities in addition to the Dinosaur Schools training programme offering classroom management skills for teachers. The school-based strategies focus on teaching primary school pupils how to manage their social and emotional needs, sometimes referred to as emotional literacy. Of particular note is some authorities' appointment of specialist staff to support schools in implementing the Dinosaur Schools approach. The training for teachers focuses on using proactive management strategies and providing clear classroom guidelines with predictable limits and re-engagement techniques to minimise disruption and avoid confrontation. Some authorities are collaborating well with other agencies to offer training programmes for parents, teachers and pupils.

7.1.7 Promoting Alternative Thinking Strategies (PATHS)

A small group of north Wales authorities are involved with a research project to evaluate the effectiveness of the implementation of the PATHS curriculum to encourage pupils to improve their behaviour. The project is a multi-agency collaborative project between the local authority, the primary health service and the University of Wales, Bangor, and also offers training for

parents/carers on behaviour management. The PATHS curriculum is helping children to consider their own and others' feelings and relationships, to understand what triggers certain emotions and behaviours, and to improve manners and exercise self-control. Schools that have received training and support in PATHS do not call for additional support and advice from Behaviour Support Services as often as they did before introducing PATHS curriculum. There are significant improvements in pupils' behaviour in these schools.

7.1.8 Behaviour Mentors

This strategy enables mainstream teaching staff to maintain responsibility for pupils and has helped schools to avoid the need to remove pupils from the classroom. By working in classrooms with staff, the behaviour mentors are able to recognise tensions and can support and encourage staff to deal more effectively with difficulties that arise. The strategy enables teachers to keep in the classroom those pupils whose behaviours are difficult to manage. In one authority, area-based behaviour support teachers work in both primary and secondary schools to encourage a consistent approach by staff. Transitional difficulties for pupils are being reduced because of the consistent approach used by staff of primary and secondary schools, supported by the same behaviour specialist. Relationships with pupils, parents and other agencies are more effective when there is consistency on matters of behaviour across the area as a whole, including consistent implementation of an agreed approach, as well as involvement of the same staff wherever possible.

7.2 Common features

A number of the above initiatives have a prime focus on encouraging pupils' positive behaviours and developing self-esteem. Positive behaviour management training, for staff and parents, emphasises the importance of establishing clear routines, expectations and objectives. For teachers, it supports the development of consistency both within the lesson - in the way the individual teacher deals with different pupils and situations - and in relation to pupils' experience in their lessons with other teachers. When this approach is also taken outside the school, it helps parents to be more positive and consistent in dealing with their children.

8. The use of data in behaviour management training

The majority of authorities, through their behaviour support services, are concentrating their training on improving classroom management skills as a means of preventing inappropriate behaviours. However, very few have trained staff in how to collect and analyse data on inappropriate pupil behaviour as a source of evidence and to analyse data on individual behaviours to assist in planning for improvement. In general, not enough effort is presently being made to help staff understand:

- why pupils' behaviour sometimes changes with different teachers throughout the day; and
- the relationship between pupils' achievements and their behaviour.

Analysing trends and patterns of incidents of poor behaviour in relation to individuals, whether they are pupils with behavioural difficulties, or teachers experiencing problems managing pupils' behaviour, would help to show whether the authority is providing the best training. There is a need to analyse which strategies have been most effective in enabling teachers to manage behaviours and the cost of implementing such strategies. This information will enable each authority to make objective decisions on how best to target their resources based on comprehensive knowledge of the outcomes of different strategies. Without such tracking, there is a danger that the authority wastes valuable resources and does not promote effective strategies for improving behaviour management.

9. Monitoring and evaluating training

At present, the most popular means of monitoring the effectiveness of training involves comparison of exclusion rates and analysis of course evaluation forms. Less than 20% of the authorities evaluate the relationship between the training they provide and its impact on the number of exclusions.

Only a small minority of authorities monitor case outcomes or use outcome data to target future training. No authority currently monitors the correlation of training staff in behaviour management techniques with outcomes in terms of pupils' attainment.

Local authorities need to find out more about the type of training that works most effectively and in which circumstances.

10. Who has received training?

Almost all local authorities offer training to staff to help improve their management of pupils' behaviour. Many authorities focus the main training opportunities specifically upon educational psychologists and specialist teachers from behaviour support services, with the aim of enabling these staff to pass on good practice to classroom teachers. Some authorities, however, offer training to all staff working with pupils in schools, and include officers and advisory staff from their school improvement services in a whole-authority approach. This approach is having good outcomes and is helping to endorse the inclusion agenda through breaking down traditional boundaries between aspects of support services to schools. It emphasises the relationship between improving behaviour and learning outcomes and provides school improvement officers with better information for monitoring strategies and outcomes of school behaviour policies.

Only a small number of authorities have provided training for parents and carers as part of their strategy. Where parent and carer training has been provided it has mostly been in collaboration with other agencies and concentrated on pupils in the early years.

Governor training has mostly focused upon procedures regarding exclusion and the implications for governing bodies of the Disability Discrimination Act. One authority has succeeded in training all staff over the last 3 years (approximately 600 staff per year) and significant numbers of parents, but has not provided any training for governors. Despite this input, the number of pupils excluded from schools remains high.

The number of non-teaching staff receiving training varies considerably across Wales. Some authorities have invested great efforts into training these staff, particularly those who form part of the behaviour support outreach service to mainstream schools. Increasingly, non-teaching support staff are able to undertake National Vocational Qualifications (NVQ) through local authority arrangements with colleges of further education. However, in relation to the total number of staff employed in behaviour support roles across Wales, the proportion of non-teaching support staff that have received training is very low. Staff who work directly with pupils with difficult behaviour receive the least training.

11.   Who provides the training?

The majority of local authorities deploy the skills and expertise of their educational psychologists and behaviour support team advisory staff as the prime providers of training on behavioural matters. External providers are often used to introduce new methodology and for initial training of behaviour specialists within an authority. The numbers of specialist staff receiving training over the past three years have steadily grown, increasing the capability of local authorities to cascade training information, skills and expertise down to staff in schools.

Some authorities have established close relationship with the universities in Bangor, Cambridge and Birmingham and are involved in active research projects associated with behaviour management.

A small minority of special schools are involved in training and providing on-going support to their mainstream colleagues on behavioural matters. Where this happens, the local authorities see this work as an important development in the changing role of special schools. Using the expertise and skills of staff from special schools to support the inclusion of pupils with behavioural difficulties provides a favourable response to the Welsh Assembly Government's agenda as identified in Shaping the Future of Special Education – An Action Programme for Wales (1999).

The number of authorities working in collaboration with local partners from the health services and the voluntary sector to provide training for schools and

parents has increased greatly over the last two years. Many authorities have provided training by, and in conjunction with, social services, voluntary bodies, CAMHS and primary health care teams, demonstrating a commitment to the social inclusion agenda through pro-active working across agencies.

12.   Local networks, support and information

In most authorities it is common practice to hold termly meetings of special educational needs co-ordinators (SENCOs)/ social inclusion coordinators at which staff can discuss current developments, behaviour practices, learning styles, teaching approaches and other relevant issues. These meetings are also used as opportunities for officers and advisory staff to consult practitioners on strategic issues, such as the authority's Behaviour Support Plan. Most of those authorities that do not currently have SENCO/social inclusion coordinator meetings have plans to establish forum groups in the near future. Existing groups typically have a broad membership that includes SENCOs/social inclusion coordinators, educational psychologists and advisory teachers from the behaviour support service. Representatives from CAMHS and Education Social Workers attend meetings in a small number of authorities.

In some authorities, particularly where there are high numbers of pupil exclusions, groups have recently been established for headteachers to meet and discuss attendance, behaviour management and exclusion issues with officers and advisors. These groups are beginning to develop arrangements for agreed transfers of pupils in order to avoid exclusion and maximise efforts to maintain pupils in educational placements. In some cases, work with other local education and training providers is enabling pupils to access alternative curriculum and accreditation options. Evaluation of behaviour management training is being shared and some joint initiatives have emerged from these networks.

Inter-agency planning and development meetings are held regularly in most authorities, usually involving behaviour support service managers, headteachers of pupil-referral units (PRUs) and educational psychologists. These meetings rarely involve individual teaching staff from schools, except for specific case reviews.

A small number of authorities have central libraries that are well-resourced with a variety of behaviour and social inclusion materials available for teachers. Other authorities are currently developing facilities of this kind. In many authorities, both the educational psychology team and the behaviour support service maintain a resource library with reference books, journals and videos on behaviour that include Assertive Discipline packages. This sometimes represents unnecessary duplication of expensive materials.

There are few regional networks that enable staff to share information and resources. However, some authorities are beginning to work well with regional partners to hold conferences on behaviour management practices. These

conferences provide good opportunities for teachers, educational psychologists and support staff to share good practice and learn about further training and alternative methodologies.

Non-teaching support staff rarely have the chance to meet colleagues undertaking similar work. Only a small minority of local authorities organise conferences specifically for these staff, or offer opportunities for them to attend joint in-service training with teachers. However, many authorities have plans to provide general training, in most cases with nationally-accredited qualifications of NVQ 2 or NVQ3, through a local further education college or training provider.

13.   References

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