Discipline in Scottish Schools: A Survey of Teachers' Views

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Commissioned by the Discipline Working Group

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The General Teaching Council for Scotland ("the Council") was set up under the Teaching Council (Scotland) Act 1965. It was the first such body for teachers in the United Kingdom and, indeed, one of the first teaching councils in the world. One of the fundamental principles underlying the work of the Council is that of professional self-government.

The public interest is represented on the Council. Its membership of 50 consists of 26 elected registered teacher members; 18 appointed members representing local authorities, directors of education, directors of social work, further and higher education institutions, the churches and the Scottish Council of Independent Schools; and 6 members nominated by Scottish Ministers.

The Council is an advisory non-departmental public body (NDPB), but differs from other NDPBs in that it is funded from the annual registration fees paid by registered teachers and not from the public purse. With regard to the public interest, policy statements and general advice issued by the Council are made available to the public and Minutes of meetings of the Council are made available to the press and on the Internet, subject to confidentiality in the Council's case work.

The principal aims of the General Teaching Council for Scotland are:

❖ *To contribute to improving the quality of teaching and learning;*

❖ *To maintain and to enhance professional standards in schools and colleges in collaboration with partners including teachers, employing authorities, teacher education institutions, parents and the Scottish Executive Education Department;*

❖ *To be recognised as a voice and advocate for the teaching profession;*

❖ *To contribute to the development of a world-class educational system in Scotland.*

The Council's key functions are:

❖ *To maintain and enhance the quality of teaching in Scotland;*

❖ *To maintain standards of professional conduct and competence in teaching;*

❖ *To provide advice on the entry requirements for initial teacher education and the supply of teachers;*

❖ *To enhance the status and standing of teaching and the teaching profession;*

❖ *To develop the strengths of Council staff;*

❖ *To run an effective and cost-efficient organisation.*

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1   Introduction

In September 2003, "Teaching Scotland", the magazine of the General Teaching Council for Scotland (GTCS) published an article on discipline and its impact on teacher professionalism. The article was from teachers in one large secondary school and drew attention to their concerns over a rising tide of pupil indiscipline, the negative impact of the Scottish Executive policies on social inclusion, and the lack of appropriate sanctions for teachers to use to deal with disruptive pupils.

This article evoked a significant amount of correspondence from other teachers, all sharing similar concerns about indiscipline and teacher morale.

The full Council of GTCS considered that this spontaneous expression of teacher concern was a matter germane to the Council's remit and required a response. As a consequence, the Council set up a Discipline Working Group (DWG) of seven members, representing elected, nominated and appointed categories of membership to undertake a focussed research study "to look at the difficulties relating to indiscipline". In addition, the Chief Executive wrote to the Minister for Education and Young People outlining the Council's concerns and intimating that the DWG had been created.

The research study included an analysis of the development of the debate around pupil behaviour over the past two years and an analysis of the wide range of available data including new data collected by the Discipline Working Group using focus groups and a survey of teachers. The report which follows summarises the key issues identified in the study and draws attention to the recommendations which have been endorsed by the Tenth Council of the GTCS.

1.2   National Context

It would be naïve to suggest that the Scottish Executive and the Scottish public is unaware of the issue of declining standards of behaviour and respect among many of our young people. Even before this issue was addressed formally by GTCS there had been many expressions of public concern, regularly reported by the media, and specific actions such as young people's curfews taken by the police. Similarly, the issue was not news to the Scottish Executive which had delivered numerous public statements and created a plethora of responses to the inappropriate behaviour which was perceived as occurring in the wider community and particularly in schools. The previous Minister for Education (now First Minister) Jack McConnell had chaired a Discipline Task Group which reported in June 2001 under the banner of "Better Behaviour - Better Learning".

That group alone produced 36 separate recommendations, directed variously at Scottish Executive, Local Authorities and Schools. Its report led to significant investment by the Executive (initially £10m per annum but rising far beyond that as consequential action was identified), and a considerable raft of activity in schools, all designed to ameliorate the most disruptive forms of pupil behaviour and improve the conditions for effective learning and teaching.

Nevertheless, by the autumn of 2003 many teachers were reporting their frustration that "Better Behaviour - Better Learning" had had no observable impact and Scottish Ministers were searching for even more solutions such as the one announced in September 2003 by the Minister, namely a pilot initiative on restorative justice.

In March 2005, HMIE published "A Climate for Learning: A Review of the Implementation of the 'Better Behaviour - Better Learning' Report". In presenting the report, Graham Donaldson, Senior Chief Inspector commented that:

> "Most Scottish schools and most Scottish teachers manage these issues (behaviour and learning) well and most Scottish children behave well at school".

But he also commented that:

> "In too many schools, however, low-level disruptive behaviour is a significant problem that prevents children from learning as much as they could. Very challenging behaviour from a few pupils also continues to cause concern".

From their comprehensive study, HMIE were able to conclude that progress was being made in most local authorities and in most schools to implement the "Better Behaviour - Better Learning" report. They were not yet convinced that this had fed right through to classroom level nor that staff development had made the best links between behaviour management, learning and teaching, and curriculum design and delivery.

HMIE also recognised that difficulties in maintaining positive behaviour were most often observed in secondary schools, and that:

> "Whilst schools are generally managing behaviour and discipline well, they are doing so in the context of feeling greater pressure, particularly in terms of low-level discipline".

A final piece in the chronology of behaviour and learning (2003-2005) was the report, published in May 2005, on the Second Stage Review of Initial Teacher Education which among other things recognised that increasing the time spent on training to handle behaviour management in the beginning stages of your career as a teacher was a good preparation for maintaining positive pupil behaviour throughout your career.

In summary, the 'official' evidence indicates that there are continuing problems over pupil behaviour, especially in secondary schools, but that much has been achieved in improving the conditions for learning in most primary schools and many secondary schools since the "Better Behaviour - Better Learning" report of 2001. The official evidence is also helpful in reminding teachers, parents and the

wider public that most Scottish children enjoy school, behave well at school, and learn successfully whilst at school.

1.3   Previous Scottish Research

While "Better Behaviour - Better Learning", was being implemented, research was commissioned by the Scottish Executive from Professor Pamela Munn and colleagues at the Moray House School of Education and having undertaken in-house reviews, the Minister for Education released the new data (4 October, 2004) and the policy review in two linked documents "Better Behaviour in Scottish Schools. Policy Update 2004" (Scottish Executive Education Department), and "Discipline in Scottish Schools: A comparative survey over time of teachers' and headteachers' perceptions" (Moray House School of Education).

As far as the Moray House findings are concerned, these are best represented in their summary document "Teachers' Perceptions of Discipline in Scottish Schools" (Insight 15, SEED, November 2004), which concludes:

> "This picture suggests it is essential to continue to focus on behaviour management as a key policy area. It is also important, however, to remember that there have been concerns about the standards of pupil behaviour for as long as there have been schools. Teachers saw the majority of pupils as well behaved. Nevertheless the trends in teacher perceptions suggest an increasing number of teachers encountering a wide range of potentially disruptive behaviours in the classroom and around the school. The most marked increases are from secondary teachers but there are increases in some, though not all, behaviours reported by primary teachers. There are three themes to which it is worth drawing attention.
>
> 1   Boys are seen as particularly difficult and challenging by both primary and secondary teachers.
>
> 2   Lower level behaviours continue to be the most wearing for teachers.
>
> 3   The reports of physical aggression towards teachers are showing a statistically significant rise for secondary and primary teachers. Although the numbers of teachers reporting physical aggression are small they show a trend in the wrong direction."

Finally, it is important to remember that in surveys people reply to the questions they have been asked. If the survey had asked about actions to promote good discipline we would have a rather different picture of life in classrooms from the one presented here. We know from a range of sources about the good work which teachers in collaboration with parents, pupils and

a range of others in local communities are carrying out to make schools a happy and safe place.

1.4   The GTCS Discipline Working Group

The two DWG Surveys, under the heading of "Pupil Discipline and Learning", ie the focus group discussions and the survey of teachers, were undertaken in May 2005 and the covering letters encouraging teachers to participate were framed in terms that their responses would help:

> "improve programmes of professional development of teachers, present a full picture about pupil discipline and learning to the Scottish public, and emphasise to the Scottish Executive what further actions they could take to help create a positive climate for pupil behaviour and learning in our schools".

The findings and recommendations from the focus group discussions have been incorporated into Section 8 of this report.

2   The Pupil Discipline and Learning Questionnaire

The Discipline Working Group (DWG) questionnaire is in two sections. A copy of the questionnaire is included in Appendix 1.

Section A invited teachers to give information on their Personal and Career background.

Section B of the questionnaire invited teachers to consider a number of factors which could have an effect on pupil behaviour and learning.   The Section B factors were grouped into four themes: Environment for Learning; Curriculum; Pupil Support; and Relationships and Professional Development. The questions were drawn from the collective experience of DWG members, the literature and comments around the area of pupil discipline since the publication of "Better Behaviour – Better Learning" (Scottish Executive 2001), and from independent assessors.   The questions invited a response on the teachers' own experiences, their attitudes towards the initiative and any comments they wished to make.   In addition, at the end of each section, the teachers were invited to say which initiative was the most relevant, which was least relevant and to give reasons for each opinion.   The next part of Section B invited teachers to reflect on their experience of initial training; probation; and professional development and to consider their professional skills and what made them effective.

Finally, teachers were invited to state what changes in school structuring or conditions might be needed to make them more effective professionals.   In each of these last two areas of the questionnaire, a free response was the form of input from the teachers.

3   The Sample and Demographic Analysis

3.1   The Sample and Demographic Analysis

The questionnaire was distributed to a structured sample of 5000 teachers (Table 1) drawn from the General Teaching Council for Scotland (GTCS) register of teachers.

	Total	Male	Female
Primary	2275	150	2125
Secondary	2275	1180	1095
Primary HT	200	37	163
Secondary HT	50	41	10
Primary Probationers	100	10	90
Secondary Probationers	100	32	68

Table 1 : Structure of DWG Questionnaire Sample

704 questionnaires were returned to the GTCS, representing 14% of the sample. Analysis of the personal and career data provided has been carried out in relation to the personal/career data of Scottish teachers available in the Scottish Executive Education Department (SEED) Census of Scottish Teachers (2004). Since the age categories used in the Register and in the Census differ, it is useful to take a broader grouping of SEED data in order to obtain a closer comparison (Table 2) between the national population and the survey population.

Age Group	SEED %Male	GTCS %Male	SEED %Female	GTCS %Female
SEED Up to 29 GTCS 21-30	1.1	0.8	14.3	9.7
SEED 30-39 GTCS 31-40	1.8	1.9	16.5	7.5
SEED 40-49 GTCS 41-50	1.9	7.5	26.1	19.6
SEED 50-59 GTCS 51-60	2.6	17.3	34.3	38.6
ALL 61+	0.1	1.4	1.4	2.9

Table 2 : Percentage of Teachers in Age Groups (GTCS survey sample and SEED Census data)

The analysis showed, in relation to the national census data, that the GTCS return is over weighted to some extent by male teachers in the 41-60 age group, and is under weighted in relation to female teachers in the 30-50 age group.   In terms of age and gender, female primary respondents outnumber both female secondary and male secondary respondents in each of the age groups used in the questionnaire. This finding is not surprising when 75% of all teachers are female and when the Scottish primary teacher population is 93% female.

Post of Responsibility: GTCS Questionnaire Return & SEED Census Data

A bar chart titled "Post of Responsibility: GTCS Questionnaire Return & SEED Census Data" comparing GTC Total and SEED Total across posts HT, DHT, PT, Teacher, and Other. The y-axis ranges from 0 to 80.
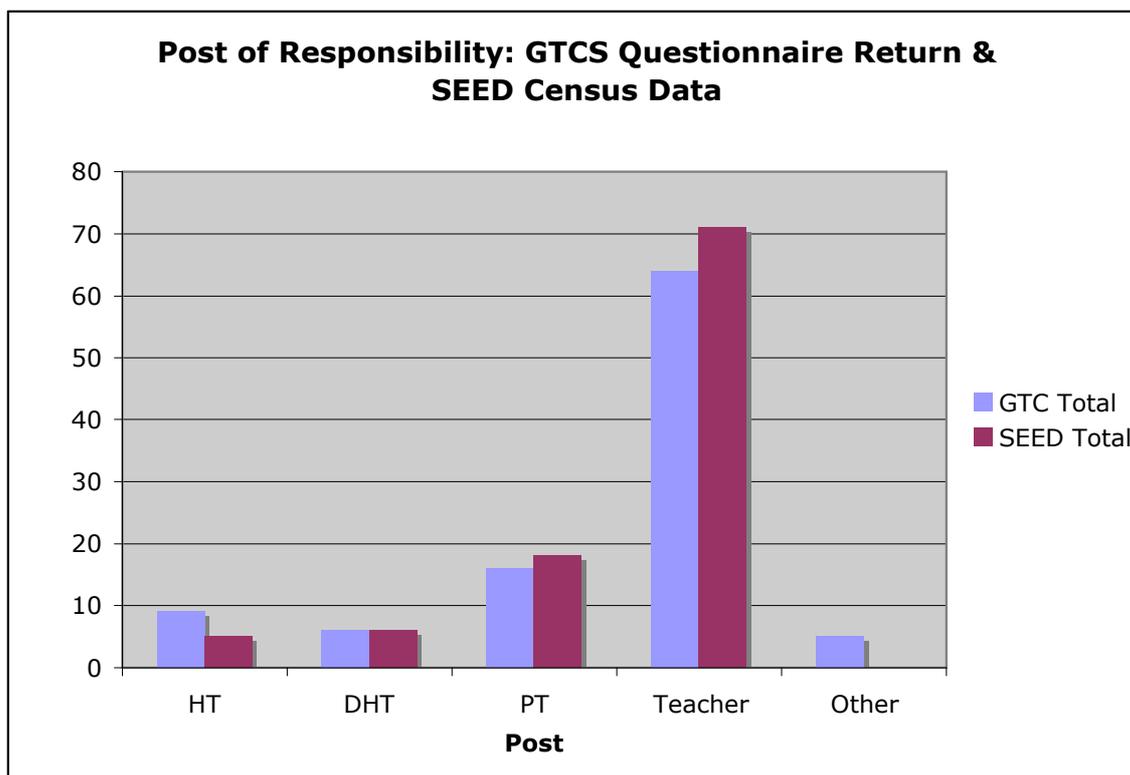
Table 3 : Post of Responsibility – GTCS Questionnaire Return and SEED Census Data

The majority of respondents were in full time permanent posts and, additionally, (Table 3) respondents indicated the type of post held in terms of responsibility. The GTCS questionnaire return was broadly consistent with the national census data (SEED Census 2004) with the proportion of non-promoted teachers[1] within the GTCS return slightly below the national data and return rates for headteachers slightly higher than the proportion of primary and secondary headteachers in Scottish schools. A small percentage of respondents entered 'Other' for this question but gave no further details.

The respondents' teaching background indicated an even spread across primary classes. In secondary all subjects were represented in the return, with the return from male mathematics teachers in particular proportionately greater than might have been expected from the national Census data (Table 4). Male teacher responses are greater than female in Chemistry, Computing, Mathematics and Physics. Other data on gender shows that proportionately more female teachers responded across subjects, in particular in Art, English, Modern Languages and Music, than might have been expected from national Census data.

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[1] Respondents making no response to the question on Post of Responsibility were assumed to be non-promoted teachers

Secondary Subject by Gender (GTCS Data)
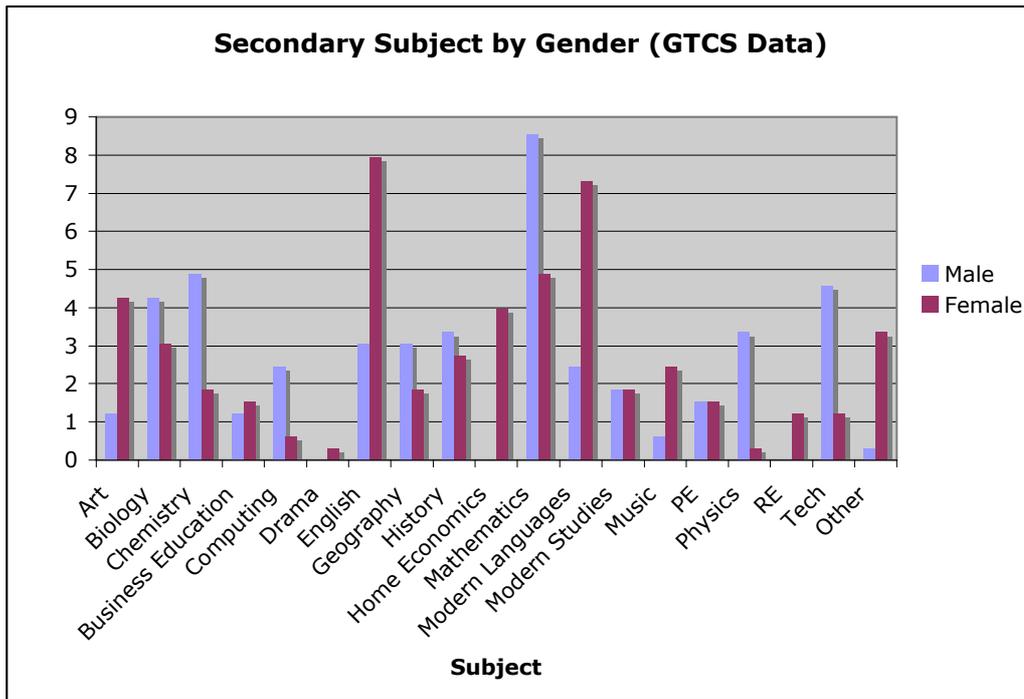
Table 4 : Secondary Subject and Gender – GTCS Questionnaire Return

The responses to the questionnaire came mainly from teachers who had been teaching 11 – 40 years (Table 5) and therefore were able to draw on considerable experience in responding. But the analysis also makes very evident that the current Scottish teacher population is heavily skewed towards the upper age ranges.

Years in Teaching
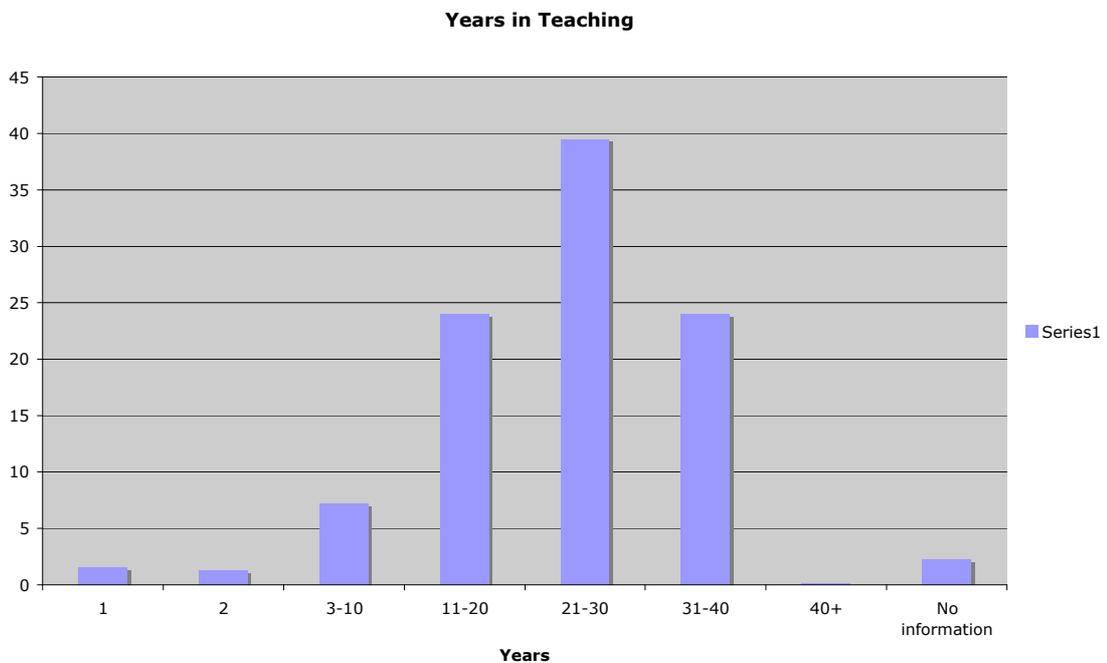
Table 5 : Teaching Experience of Questionnaire Respondents

It is also interesting to note that the data on length of time in the current school suggests that the profession is fairly stable in relation to this with most respondents, after probation, staying in the same school for around 15 years. This enables them to comment, with confidence, on trends in pupil behaviour over time.

3.2   Summary

In general, the response to the DWG questionnaire can be seen to be broadly representative of Scottish teachers but skewed a little in relation to certain categories, in particular, age and secondary subjects taught.   The analysis also confirms that the response to the questionnaire is broadly in line with the spread of responsibility of teachers to be found in school and can be considered to be a validly representative return. The return contained responses from teachers in nursery, primary, secondary and special schools and was in proportion to the sample used by the Discipline Working Group.   While some of the gender distributions are consistent with subject qualifications among the teacher workforce at large, the responses proportionately exceed the gender trends.   This data shows, for example, that the return from male mathematics teachers in particular is proportionately greater than might have been expected from the national Census data.   It is not possible to give an explanation for this phenomenon but there is no reason to believe that this has distorted the results of the questionnaire survey. Hereafter, however, results will usually be cited as from all 704 respondents, irrespective of sector, post, gender or age.

4   Factors Affecting Pupil Behaviour

4.1   Environment for Learning

The questionnaire asked respondents to state their experience of a number of factors[2] related to *Environment for Learning* which might affect pupil behaviour.   The return (Table 6) showed that teachers had significant experience of most factors although experience of Integrated Community Schools is, perhaps not unexpectedly, comparatively low.

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[2] The factors were School Expectation of Dress; Rules for conduct in public areas; School management structures; Smaller class size; Numbers of non-teaching staff; Quality of classroom fabric; Out of school hours activity; Integrated Community Schools; Timing/structure of school day/week
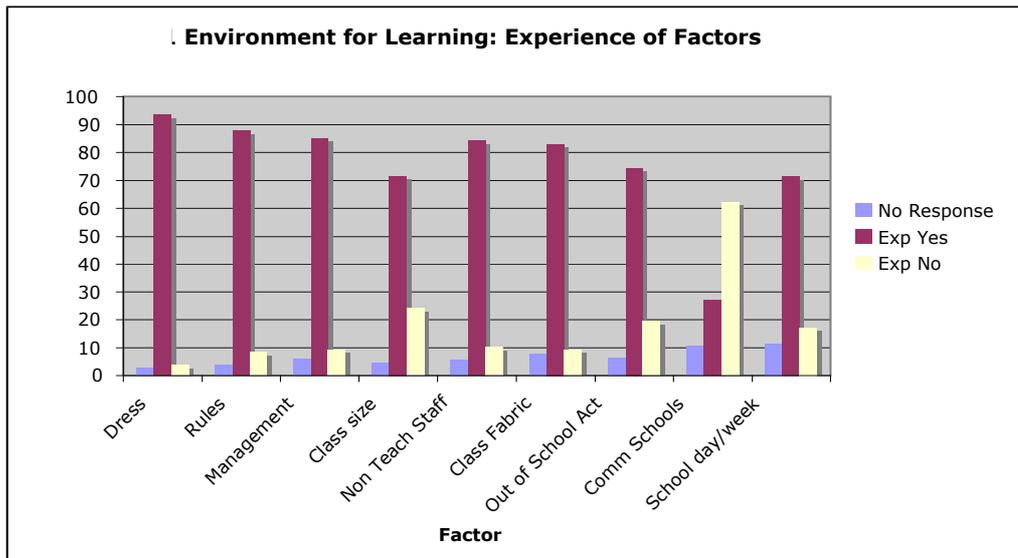
Table 6 : Environment for Learning – Experience of Factors

Respondents were then asked to rate[3] how powerful are the effects that each of the factors has on pupil behaviour and, later, to identify the most positive and the most negative factors. Taken together, the responses (Table 7) confirm the powerful effect that the environment for learning has on pupil behaviour, both positively and negatively. The initial response rates on *School expectation of dress*, *Smaller class size* and *Out of School Hours activity* showed these factors as having the most positive effect, closely followed by *Availability of non-teaching staff*, *School management structures*, *Timing/structure of the school day/week* and *Quality of classroom fabric*. Although experience of *Integrated Community Schools* was relatively low, those who had had experience rated the impact on pupil behaviour as positive.
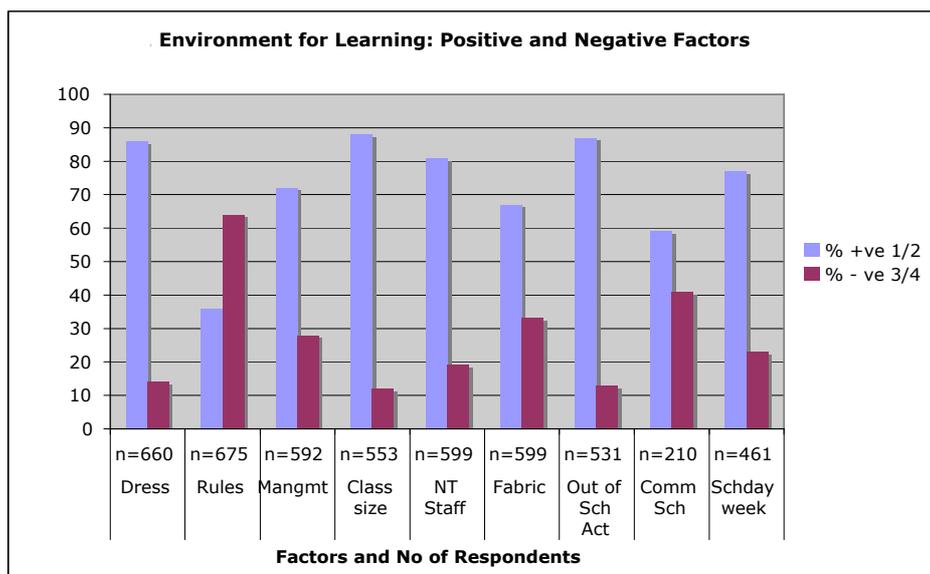
Table 7 : Environment for Learning – Positive and Negative Effects

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[3] The rating scale was 1:very positive; 2:positive; 3:negative; 4:very negative, but for Table 7 and similar tables, ratings 1 and 2 are aggregated, as are ratings 3 and 4.

The response to identifying the factor with most positive or most negative effect on pupil behaviour (Table 8) identified *Smaller class size* as predominantly the factor with the most positive effect. The most negative factor was much less clear-cut. Both *School management structures* and *Quality of classroom fabric* were identified by a small percentage of respondents as most negative factors.
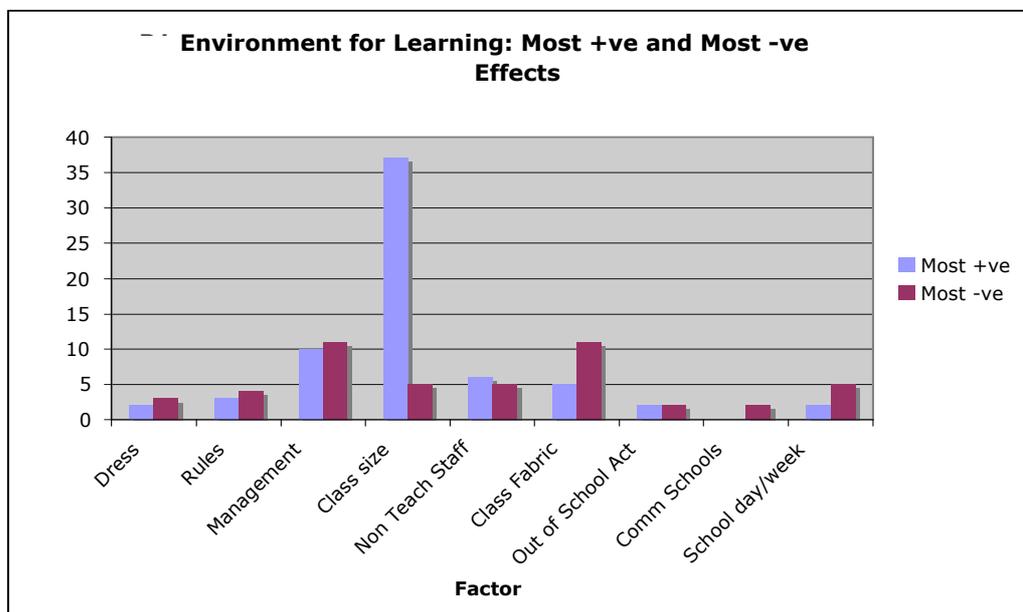
Table 8 : Environment for Learning – Most Positive and Most Negative

(i)   Smaller Class Sizes

Smaller class size appears to be perceived as potentially the most positive factor impacting on pupil behaviour – "*The most important factor in behaviour*" and "*Certain pupils misbehave badly in mainstream classes. In smaller classes they have less opportunity to do so*". Despite the high proportion of respondents identifying this factor as positive there are relatively few comments made in the responses and the small percentage of respondents who saw this factor as potentially negative did not clarify this in comments. The lack of comment, to some extent, may be because teachers feel that it is self evident that smaller class sizes will have a positive effect on pupil behaviour. Reduced class size, it is suggested, provides "*The opportunity to give pupils more attention, and to get to know them better*" but other responses warn against other effects - "*Mostly good but if (class size) gets too small (it) reduces socializing*". A number of other comments link smaller class sizes with the need for good quality teacher support from non-teaching staff such as classroom assistants.

(ii)   School Management

There are almost equal proportions of respondents who identify *school management* as having a positive or a negative effect on pupil behaviour. Teachers feel that consistent management support for teachers is crucial in dealing with indiscipline – "*Could be better as response varies*

depending on person approached"- and that senior staff must be visible in and around the school. The issue is who the individuals in senior management teams are and how they fulfil their roles – "*Weak. Nice people but give in to parents too often. Have attitude that there are no good teachers in (the) school".* Consistency of approach and whole-school positive discipline policies are listed as being important in establishing a positive ethos within the school. Recent changes in school management structures, however, are listed as having a negative effect – "*because the move to faculties has weakened the referral system for indiscipline".* Examples such as new principal teachers not being given enough time and a lack of clear definition of management roles are listed as current problems.[4]

(iii)   Quality of Classroom Fabric

Few respondents explained why they had rated the *Quality of classroom fabric* as positive or negative in its effect on pupil behaviour. Those teaching in new or refurbished schools felt that the new school gave pupils a reason to be proud – "*New classroom and teaching areas. Now working in an area that pupils take pride in and do not want it to get 'wasted'"* - and that new and well ventilated classrooms created a better atmosphere for learning – "*pupils are more settled when they have the materials they need & all is in good order".* Simple effects such as new carpeting, leading to reduced noise levels in classrooms, are also mentioned. Other respondents believe that the negative effect of a decaying environment on pupils and teacher mood is enormous and that pupils have little respect for old or damaged fabric – "*quality of classroom fabric. No pride when this is poor demotivating to pupils and staff alike".* It is even suggested that depressing surroundings '*make people give up*' or give a negative message to pupils – "*poor condition of building contributes to attitude of 'education is not important'".*

(iv)   School Expectation of Dress

School expectation of dress was identified as a very positive factor in the initial section of Environment for Learning but was not carried through to the most positive/most negative questions. Some primary respondents were convinced that a dress code gives children a sense of school identity and creates equality across classes. Others, however, were concerned that standards were deteriorating because a dress code was not strictly enforced. Secondary teachers who commented positively felt that a dress code, not necessarily a school uniform, improved the school ethos and encouraged everyone to try to reach their full potential. A dress code, it was suggested, makes everyone equal and reduces bullying – "*Less competition. Cheaper. Parental support".* Teachers, however, also emphasise the need for any dress code to be fully backed up by senior staff – *"school encourages wearing of uniform and enforces it"* -

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[4] Further examples of views on the impact of school management can be seen in responses to School Leadership as a factor in Relationships and Professional Development (p.47 below) and in comments on School Leadership in Changes to School Structuring or Conditions (p.57 below).

otherwise pupils may be uncooperative. The view was also expressed that school expectation of dress improves the appearance of a school but not necessarily pupil behaviour – "*an overarching consideration of dress distracts from the important issues*".

4.2   Curriculum

The questionnaire responses show a divide in terms of experience of the curriculum factors listed in the questionnaire[5].
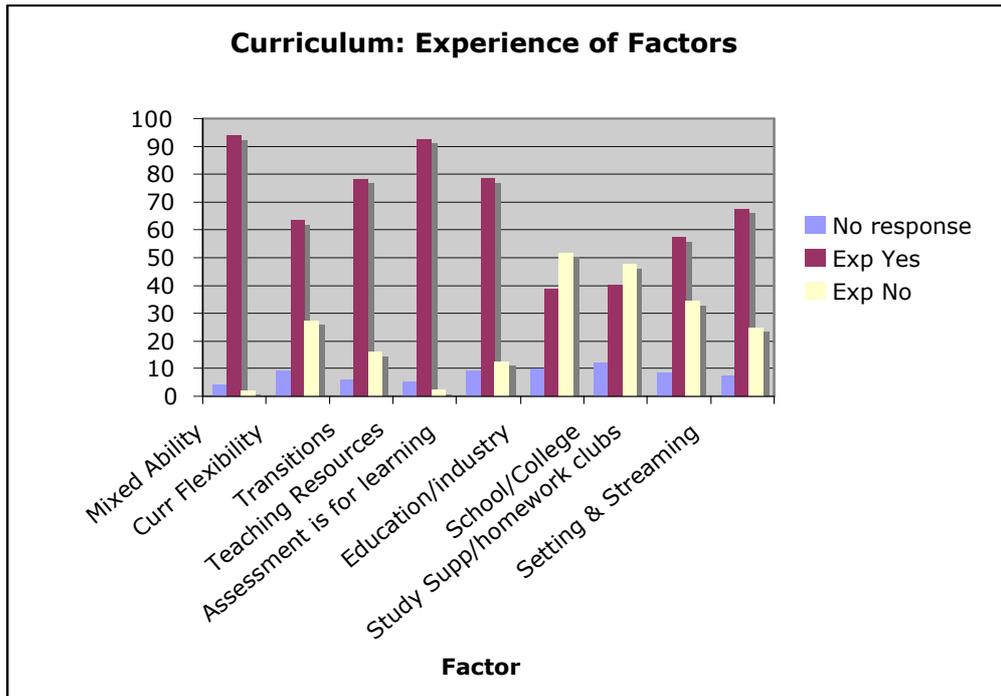
Table 9 : Curriculum – Experience of Factors

The majority of respondents (Table 9) had had significant experience of the listed factors except for *Education/industry programmes* and *School/college programmes*. Analysis of the responses demonstrates that proportionately more primary respondents claimed experience of *Education/industry programmes* than secondary making it unlikely that a simple difference between primary and secondary would explain the overall lack of experience of this factor. Similarly, the majority of both primary and secondary respondents claimed no experience of *School/college programmes* but the proportion of primary respondents claiming to have had experience of this factor marginally exceeded that of secondary respondents.

The responses to these two factors therefore is unlikely to be caused by a difference between primary and secondary experience and is more likely to indicate the lack of impact of these factors on schools in general.

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[5] The factors are Mixed ability classes; Curricular flexibility; Nursery/primary/secondary transitions; Quality of Teaching Resources; Assessment is for Learning; Education/industry programme; School/college programmes; Study support/homework clubs; Setting and streaming

Respondents were asked to rate the curriculum factors as being positive or negative in their effects on pupils' behaviour (Table 10). All of the factors except one, *mixed ability classes,* were rated as having predominantly a positive or very positive effect on pupil behaviour.
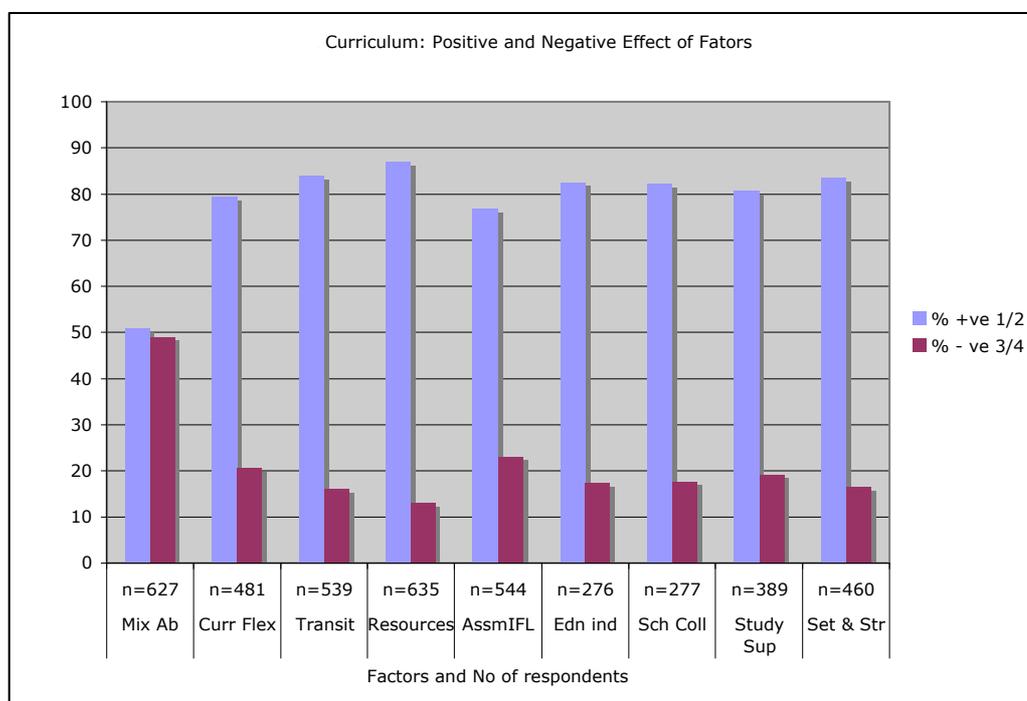
Table 10 : Curriculum – Positive and Negative Effect of Factors

(i)   Curriculum Flexibility

Curriculum flexibility is seen as positive by secondary teachers in allowing them to tailor the curriculum to suit needs of their classes – "*Schools need to respond to pupils needs & strengths"* and inappropriate curriculum being seen by some as the cause of most behaviour difficulties – "*Inappropriate curriculum causes more pupil disaffection than any other factor".* Curriculum flexibility allows secondary teachers to provide more appropriate courses - especially for Additional Support Needs (ASN) pupils. Curriculum structure changes in secondary are suggested by some teachers, for example, in that an accelerated course in S1 suits Standard Grade in S4 and "*the introduction of NQ units (Acc 3 ---> Adv. H) from S2 --> S6 has had a positive effect on improvement of motivation/Discipline in all classes".* Primary respondents also emphasise the need for flexibility – "*Primary curriculum leaves ample scope for 'de-cluttering'"* in order to meet pupil needs and to challenge pupils, thereby increasing motivation. The impact of the curriculum on other aspects of teaching and learning is highlighted – "*the 5-14 curriculum is too broad. A review of guidelines is necessary. Assessment is for Learning does not sit well with National Assessments"*; "*Primary now timetabled too strictly. Restricts interests of pupils, natural ending of a piece of learning- becomes contrived".*

(ii)   Transition

Transition is recognised as a potentially difficult time for pupils – "*Very difficult time. Primary could contain (behaviour), secondary cannot*" and "*Too big a jump, resources differ, communication poor*".   When *transition arrangements* between nursery and primary and between primary and secondary are well organised, however, the effect on pupil discipline is seen by respondents as being predominantly positive.   Attention to transition from primary to secondary allows there to be continuity in discipline provided the secondary school acts on the information passed on by the primary.   Good transitions are seen as capable of easing the move into secondary, giving primary and secondary teachers a chance to work together.   Some believe that the move of primary pupils to secondary in June helps transition with liaison and information exchange being helpful in settling pupils in S1.   The issue of all of a secondary school's associated primaries not covering the same work remains an issue in attempting to make appropriate groupings for S1, taking account of primary learning.   Good transition arrangements can include links with parents – "*good links with entrant pupil's parents; transition routines well established*" and have a positive impact on dealing with pupil behaviour.

(iii)   Mixed Ability Classes

The one factor which was not given a predominantly positive rating was *mixed ability classes*. The impact of mixed ability classes stands out as being almost equally split between views of this factor as positive and those of the factor as negative.   It was pointed out that even small classes can require mixed ability teaching – "*at the moment I have a small composite P6-7 of 18 pupils but ability from level A in writing to level E*". Teachers from all sectors who perceived mixed ability as having a very positive or positive effect on pupil discipline commented that, in mixed ability organisations, the pupils can learn from each other and can learn from their peers and that this allows pupils to develop at their own rate. "*Positive role models. Pairing of able and less able to encourage learning*".   Secondary teachers who commented acknowledged the potential for mutual pupil support benefiting all pupils but saw mixed ability as an organisational feature for S1/S2 classes rather than for more senior classes – "*Total mixed ability unworkable*".   It was also pointed out, however, that it is wrong to link indiscipline with lack of ability in pupils – "*disruptive behaviour is not dependent on ability*" and improved teacher skills are also required – "*(mixed ability) can help with dilution of problem groups, but requires more effort in classroom management*" and "*only good if differentiated materials are readily available*".   Concern about the impact of this on teachers was expressed – "*leads to massive preparation planning and teaching. Also leads to stress*".

Some who perceived mixed ability as having a negative or very negative effect were concerned about the negative impact of mixed ability classes on lower ability pupils – "*poor pupils see themselves as inferior and disrupt class*".   It was also pointed out that the most able pupils tend

to be neglected in mixed ability settings – *"poor pupils demand time so more able ones can feel neglected"* and that some subjects, specifically mathematics, require ability group settings.

Further evidence concerning this factor can be found in responses relating to the most positive effect and most negative effects on pupil behaviour.   The chart, below (Table 11), shows that there was not an equal split amongst those identifying this factor as the most positive and those identifying it as most negative.
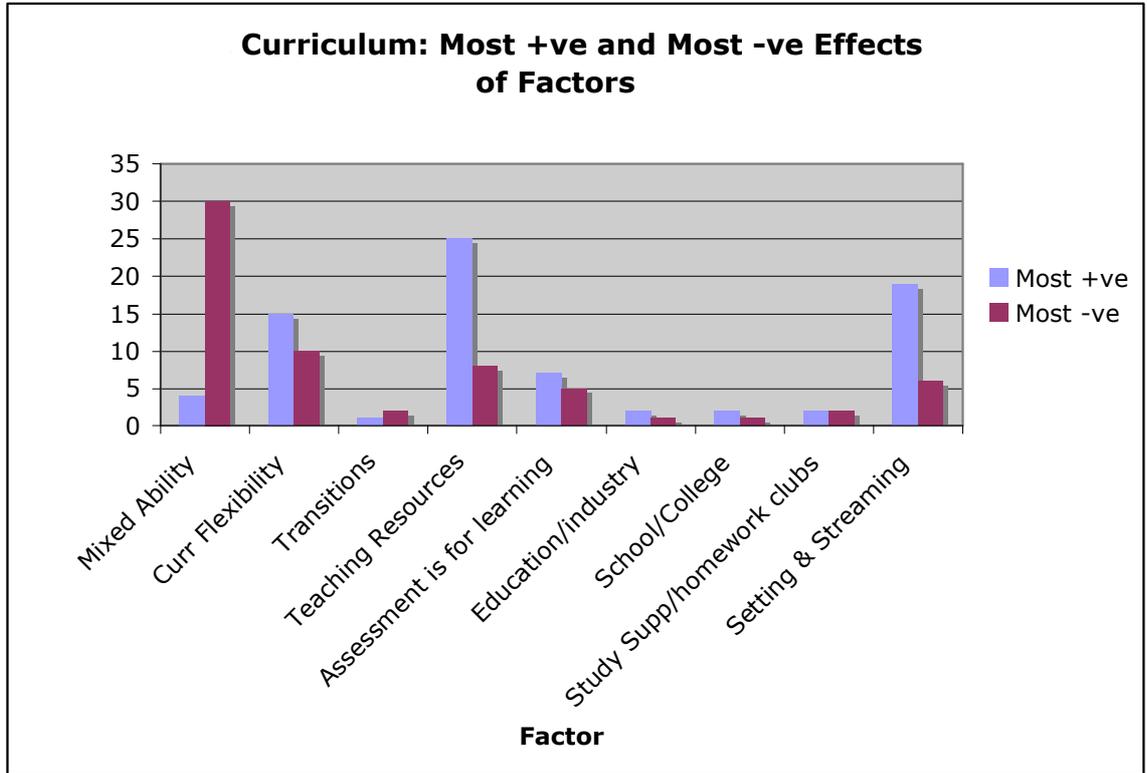
Table 11 : Curriculum – Most Positive and Most Negative Effect of Factors

Indeed, of those who responded to these questions, only 4% listed mixed ability classes as being the most positive factor while 30% listed them as the most negative factor.   Mixed ability is seen as predominantly negative in its effect on pupil behaviour by staff in both primary and secondary sectors and more likely to be so perceived by secondary teachers[6].

(iv)   Teaching Resources

Teaching resources are identified as having a significant effect on pupil behaviour – "*resources help to make lessons more stimulating, up to date and interesting. However due to cuts in budgets this is becoming more and more difficult to achieve with staff often buying their own resources".*   The greatest proportion of respondents identified this factor as having the most positive effect on pupil behaviour and few identified it as the most negative.   Those who did make negative comments cited the lack of resources or poor resources as having a negative

effect on behaviour perhaps because of the impact on teaching – "*limited resources reduces the quality of teaching*".   Strong views were expressed by some –

> "*I include here the total failure of the system to generate proper 5-14 resources rather than the farcical plethora of guidelines. The failure to update rather than abandon Standard Grade courses is unforgivable.   National Certificates are totally wrong for our students in S3 and S4*".

In a number of cases, the lack of ICT resources is singled out for mention – "*classroom very poorly equipped with no space for computers etc*"; "*Quality & number of resources. It is difficult to teach an ICT lesson and whole class around 3 computers - it can lead to misbehaviour and a negative learning experience*". Where ICT resources are good – "*increase in interactive software etc catering for different types of learner*" this can be seen as having a positive impact. Positive comments also identify the role that up to date and well-prepared resources play in maintaining pupil interest and motivation – "*make the job much easier; less time spent on DIY resource making*" and "*can free up teacher time from resource preparation, to being able to tackle problem behaviour*".

(v)   Setting and Streaming

The questionnaire did not separate *setting and streaming* although it is recognised that these are two distinct organisational arrangements.   Ability grouping for specific subjects within primary classes is common but streaming of primary classes is very uncommon. Setting arrangements are likely to differ between primary and secondary schools.   Increasingly, setting is used in primary schools across classes at a similar stage, e.g. P6 & 7, for mathematics and language and, in this respect, there may be similarity with setting in S1 and S2 classes.   Respondents did not distinguish between setting and streaming and the factor is reported as having a strong positive effect on pupil behaviour with the majority of primary and secondary teachers identifying it as very positive or positive and a much smaller proportion identifying it as negative or very negative.   Positive views included arguments for more appropriate curriculum – "*more able children can be stretched. Less able get more support*"; "*prevents under/over challenging pupils*" and "*can work at faster pace with top and have more fun with bottom*".   A small number of comments, however, appeared to link behaviour problems with lower ability and saw setting as an answer – "*the problem pupils are now concentrated in one set*"; and

> "*Setting - can concentrate indiscipline in lower sets but this may mean that the other sets can make more progress - it can polarise behaviour and learning. Mixed ability - may not cater well for children at each end of the ability spectrum but allows children greater scope to learn from each other*".

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[6] 45.8% of primary respondents and 54.2% of secondary respondents rated this factor as negative or very negative or listed it as 'most negative' factor.

It is interesting that primary respondents do not see setting and streaming as being negative, which reflects the increased use of this form of organisation in primary schools. Primary teachers comment positively on setting and streaming as allowing them to challenge able pupils and support less able pupils. Others however see this factor as being less effective for less able pupils because of the negative effects it can have on self-esteem – "*can give child inferiority complex*"; "*setting and streaming = creation of ghetto classes and groups for which the curriculum has little meaning or effect*". Secondary teachers' comments are similar to primary and both sectors comment on the need for setting/streaming in mathematics (primary and secondary) and in English and French (secondary).

(vi)   Assessment is for Learning

The questionnaire specifically asked respondents to comment on *Assessment is for Learning* rather than simply on 'assessment'. This is in response to the specific initiative of the Scottish Executive in setting up the Assessment is for Learning programme. Assessment is for Learning is seen by some as a current national initiative which is refining and strengthening a corporate approach to learning and teaching. Teachers were positive about the potential positive effect – "*Continuous assessment increases confidence on the whole*"; "*Pupils aware of learning and own part of the process of assessment*" and "*Raising awareness & involve children in their own learning*". Those primary teachers who commented on Assessment is for Learning were positive provided "*it relates to pupil need not government directories (not test level tables)*" and "*Only if information is used to support pupils, not just to tick boxes or reach targets*". Some feel that "*there is far too much emphasis on assessment which is stressful for all levels and is stifling individual creative thinking*". Assessment is for Learning, however, is seen as allowing children the opportunity to take more responsibility for their own learning which, in turn, produces improved motivation and self esteem on the part of the pupils. Assessment is for Learning is seen as addressing the core issues of what teachers are trying to do for the pupils, thus creating the basis for good relationships. Secondary teachers echo these views and suggest that, when this has been applied by reflective teachers, pace and challenge have transformed classroom teaching.

(vii)   Nature of the Curriculum

The nature of the curriculum itself is an issue for many teachers. *Curricular flexibility* has already been discussed above, as the factor specifically identified in the questionnaire. A number of respondents, however, made further comments on the curriculum itself in the response '*other*'. A number of primary respondents confirmed the need for there to be flexibility in order to deal with learning failure which itself can be a cause of misbehaviour. Emphasis is put on the need for the curriculum to be more suited to pupil needs in both primary and secondary in order to interest and motivate pupils. Secondary teachers identify the issue of course choice as a factor

in pupil behaviour in cases where timetable constraints cause pupils to have to take courses for which they may be unsuited.

The curriculum is seen by a number of both primary and secondary teachers as being too rigid and too overcrowded.   Primary respondents see 5-14 as being too broad and neither allowing teachers the time to cover it all as well as meeting basic pupil needs nor allowing a child centred education to take place.   Secondary teachers comment on the irrelevance of certain courses which are over-academic and thus, not of practical or vocational use to pupils and their immediate future.

4.3   Pupil Support

The questionnaire asked respondents to state their experience of a number of factors[7] related to Pupil Support (Table 12) that might affect pupil behaviour.
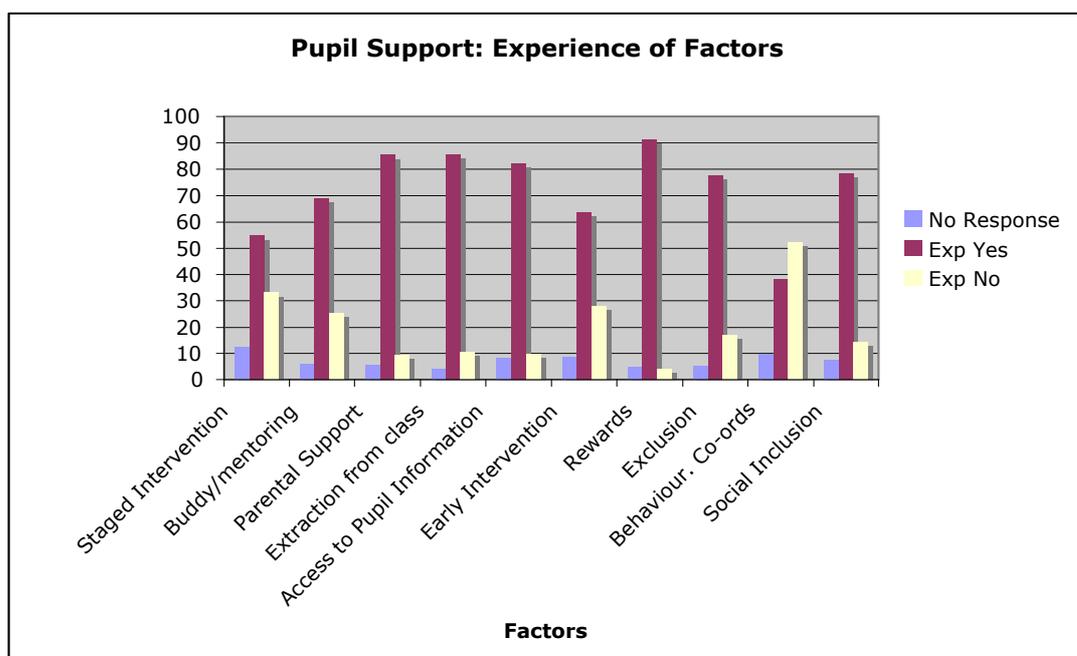
Table 12 : Pupil Support – Experience of Factors

Respondents were very experienced in factors relating to pupil support with only   *Behaviour co-ordinators* showing fewer than 50% of respondents saying that they had experience of this factor.   In particular, almost all respondents recorded that they had had experience of *Rewards for positive behaviour, Parental support, Extraction from class* and *Access to pupil information.*

Respondents to the questionnaire were asked (Table 13) to rate how powerful the effect of the various listed factors are on pupil behaviour.

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[7] The factors were Staged Intervention; Buddy/mentoring systems; Parental Support; Extraction from class; Access to pupil information; Early intervention; Rewards for positive behaviour; Exclusion from school; Behaviour co-ordinators; and Social inclusion

Pupil Support: Positive and Negative Effects of Factors
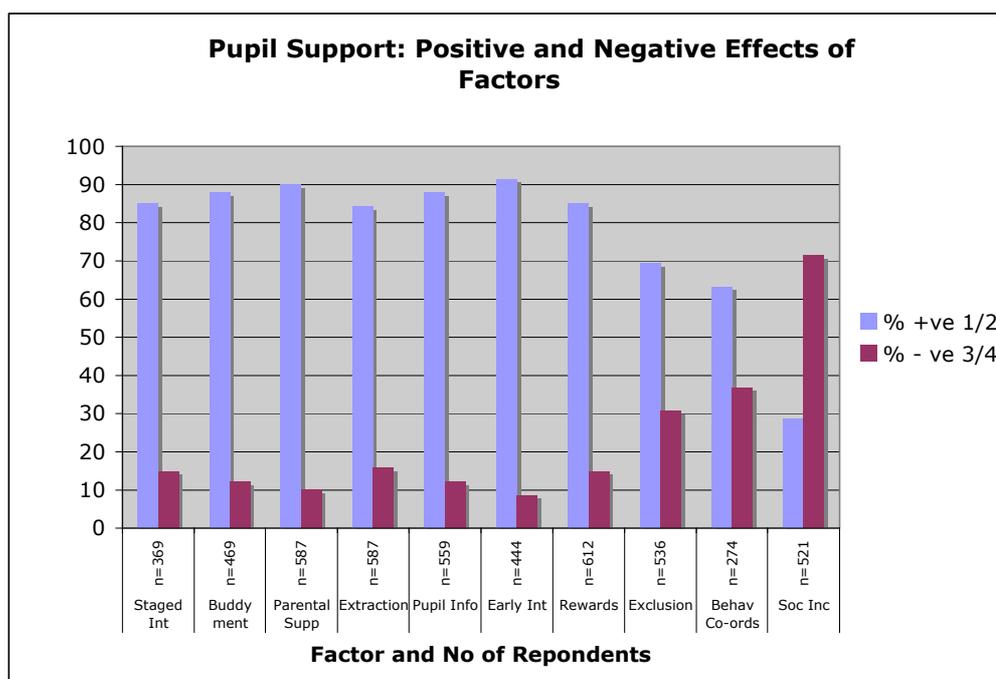
Table 13 : Pupil Support – Positive and Negative Effect of Factors

(I)   Social Inclusion

Only *social inclusion* is identified as having a predominantly negative effect on pupil behaviour with more than 70% rating this factor as negative or very negative in its effect on pupil behaviour. *Parental support, early intervention* and *staged intervention* have almost 100% of respondents identifying them as positive, with *buddy/mentoring schemes* and *access to pupil information* not far behind.   *Extraction from class* and *exclusion from school* receive a high level of support from respondents despite the controversial nature of these actions in educational policy although respondents were divided about the effects of exclusion from class.   Further evidence of respondents' views can be found in the most positive and negative effects of factors identified below (Table 14).

Pupil Support: Most +ve and Most -ve Effect of Factors
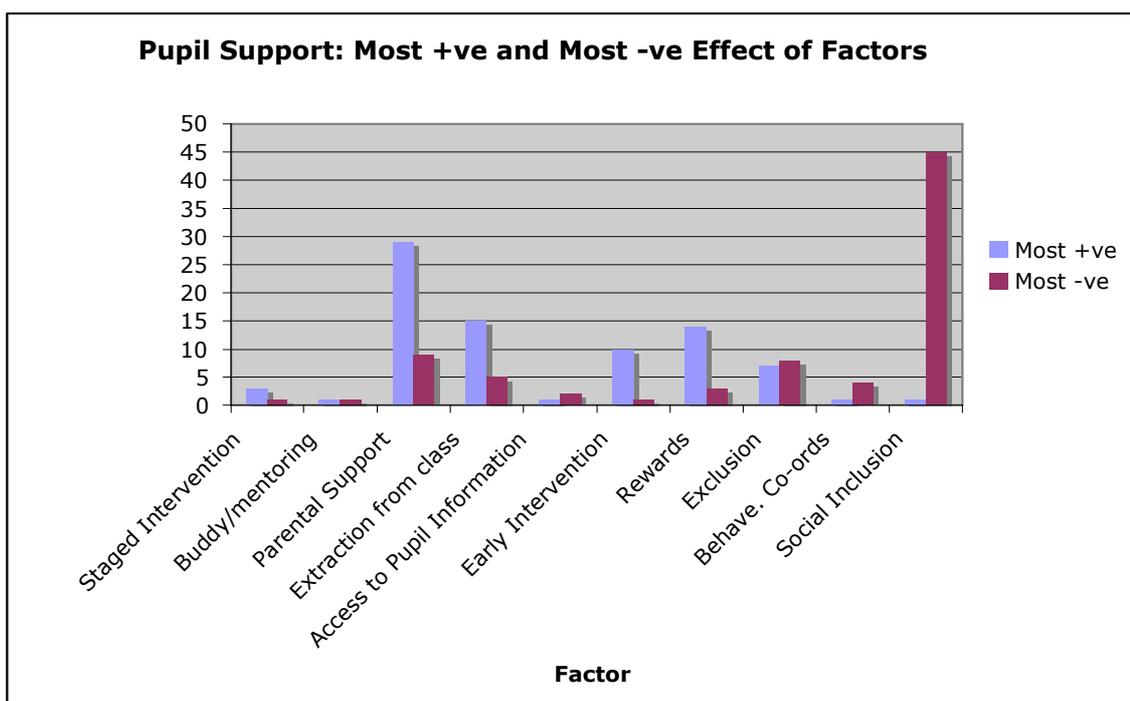
Table 14 : Pupil Support – Most Positive and Most Negative Effect of Factors

The comments made by respondents may help to explain the predominantly negative view of *social inclusion*. Almost half of those identifying social inclusion as 'most negative' also took the time to make comments, which is an indication of the strength of feeling held by teachers on this issue.

Respondents had to interpret 'social inclusion' in ways that were meaningful to each individual and his/her school context – "*Social Inclusion is fine if we are talking about physical disabilities. There has been a serious deterioration of general behaviour in classroom with children with ADHD complaints*". Respondents from both primary and secondary schools appear to have interpreted 'social inclusion' to mean integration of pupils with special needs, particularly children with behavioural difficulties – "*disruptive in every way and of benefit to no-one. Children blossom in care of the few remaining special schools and become target in mainstream, whose staff are not trained, (taking) a disproportionate slice of time, etc*" and "*social inclusion … is responsible for so many children in mainstream where they are unhappy & where they cause such damage to so many would-be learners*". Many respondents felt that this had a very detrimental effect on teaching and learning – "*Social inclusion = having to gear all day everyday to one extremely disruptive pupil (keeping him calm, involved, motivated at the expense of everyone else)*". Inclusion of this kind was seen as – "*allowing bad behaviour to rub off on others not the other way around*". Respondents regard social inclusion as having been poorly supported – "*no support or protection from local authority. Just moral blackmail*". '*You should include everyone*'" and believe that there is a lack appropriate training for teachers – "*pupils with major behaviour/learning difficulties are taught by someone who does not have the skills to deal with them*". The age profile of respondents suggests that the skills to deal with the challenges that

social inclusion brings were not part of their initial teacher education and many respondents identify a lack of training and support for teachers in relation to social inclusion as a major issue.

(ii)   Exclusion from School

Exclusion from school is a related factor to social inclusion but attracted fewer comments.   It is seen as positive (70% rated it very positive or positive) in relation to pupil behaviour and learning for similar reasons to those presented by teachers opposed to social inclusion.   Exclusion is seen as a way of focussing on those who want to learn – "*allows classes to get on with business of learning. Takes some stress away from teacher*" but it is also pointed out that some behaviour cannot be seen to be acceptable without serious consequences, and many see exclusion as the only option in response to these cases at present but point out that – "*The most disruptive children who don't respond to the positive behaviour initiatives, have nothing to fear as they know they cannot be permanently excluded*".   The minority of respondents who rated exclusion as negative pointed out that exclusion only removes the problem temporarily from the school but does not deal with the pupil's problem nor does it in itself bring about improvement in attitudes. The negative effect on continuity of pupil learning is also pointed out – "*pupils being removed from one period of a 3 period slot and when they return they have missed work that can never really be caught up*" and "*alternative to exclusion schemes (involving outdoor education) where pupils regularly out of class… continuity is impossible. How are these schemes in any way fair to well-behaved pupils?*".   Some respondents see exclusion as a statement that a child has no value and, therefore, a negative factor.   It is also suggested that excluded children often get into trouble in the community and that exclusion "*Often places child back into inappropriate home background which fosters negative attitudes to school*".

(iii)   Parental Support

Not unexpectedly, *parental support* is identified as a factor that can have a very positive effect on pupil behaviour – "*vital - after all they see more of their children. Consistency of approach by school and home make a difference*".   Teachers comment that they need backing from parents who must realise that teachers want what is best for their children – "*where parents work in partnership with the school it provides continuity of purpose for the child's education*".   Positive parental support is thought by many respondents to be capable of encouraging learning and improving poor behaviour before a pattern of poor behaviour is established but caution is shown – "*provided parents are sensible and reasonable and do not take word of child against school. If this happens parental intervention can cause serious disruption*".   The negative view, however, is held in relation to parents who are seen as interfering and demanding instead of supportive or who may be hostile or abusive to teachers and who defend or refuse to believe the bad behaviour of their children –

"*Parents who constantly question authority of school/class teacher. Undermines teacher/school authority and has a negative effect on learning/teaching for their child, who is often the very one who has behavioural problems in school (partly) because of the parental attitude, and also due to the lack of parenting skills*".

(iv)   Early Intervention

Early Intervention receives support as having a positive impact on pupil behaviour – "*Early intervention supports pupils and families before difficulties become unmanageable. Parental support is vital*".   Nursery teachers see the effects as being long lasting and primary teachers emphasise the need for intervention to be preferably at P1-3 and believe that S1 is too late – "*it prevents the sense of failure developing and also prevents a gulf in knowledge and skills from developing early on*".   Intervention is seen as being too late at secondary level and more needs to be done at primary.   It is suggested that intervention is needed in relation to emotional and behavioural needs rather than solely academic work.   Secondary teachers confirm this view and suggest that early intervention is essential and may clear up easily solved problems before they escalate.   The need for good monitoring and a good level of support are identified as essential if early intervention is to be effective.

(v)   Rewards for Positive Behaviour

Rewards for positive behaviour received support as having an impact on pupil behaviour provided rewards are consistent, but were not seen as necessary if the learning environment in the school is correct.   Teachers from all sectors, however, report that rewards work well in behaviour management – "*reward stickers work well - provide positive encouragement. Pupil support from parents is also very encouraging (Primary)*" and – "*certificate system provides incentive (Secondary)*" and also include mention of assemblies to give positive feedback for good attendance. More substantial rewards can also be effective – "*Provides access to a wide range of opportunities in leisure, sport, culture etc. Helps build the right ethos*".   The issue of the nature of rewards losing impact over time is clearly an issue since rewards can become meaningless and pupils have to like rewards and see them as worth having.   In one example S1/S2 pupils could use behaviour points to 'buy ' pens etc. and this appeared to work well as did S1 pupils receiving a certificate for good behaviour.   The fairness element is also an issue for some teachers – "*(Rewards) are often given to normally badly behaved pupils for behaviour that should be the norm. Other well behaved pupils feel left out*".

4.4 Relationships and Professional Development

The questionnaire asked respondents to state their experience of a number of factors[8] related to Relationships and Professional Development (Table 15) that might affect pupil behaviour.
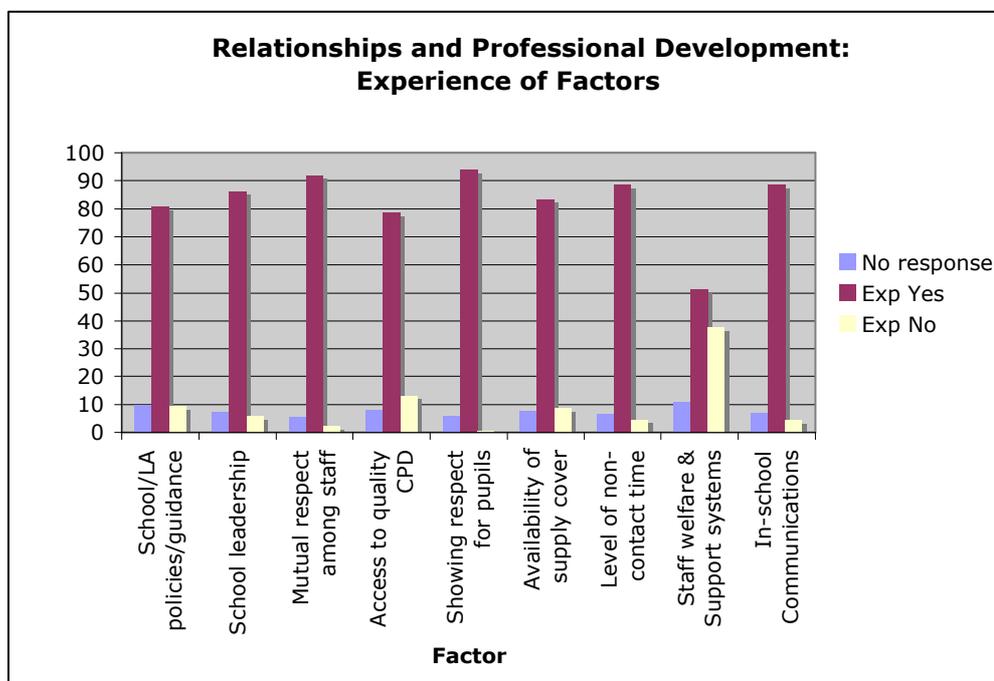
Table 15 : Relationships and Professional Development – Experience of Factors

Predominantly, teachers in schools have experience of the various factors which relate to relationships and professional development and their impact on pupil behaviour. Almost half of respondents, however, claim to have had no experience of *Staff welfare and support systems.*

The effects of the factors listed below (Table 16) on pupil behaviour are reported as being generally positive.

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[8] The factors were School and LA policies/guidance; School leadership; Mutual Respect among staff; Access to quality CPD; Showing respect for pupils; Availability of supply cover; Level of non-contact time; Staff welfare and support system; In-school communications
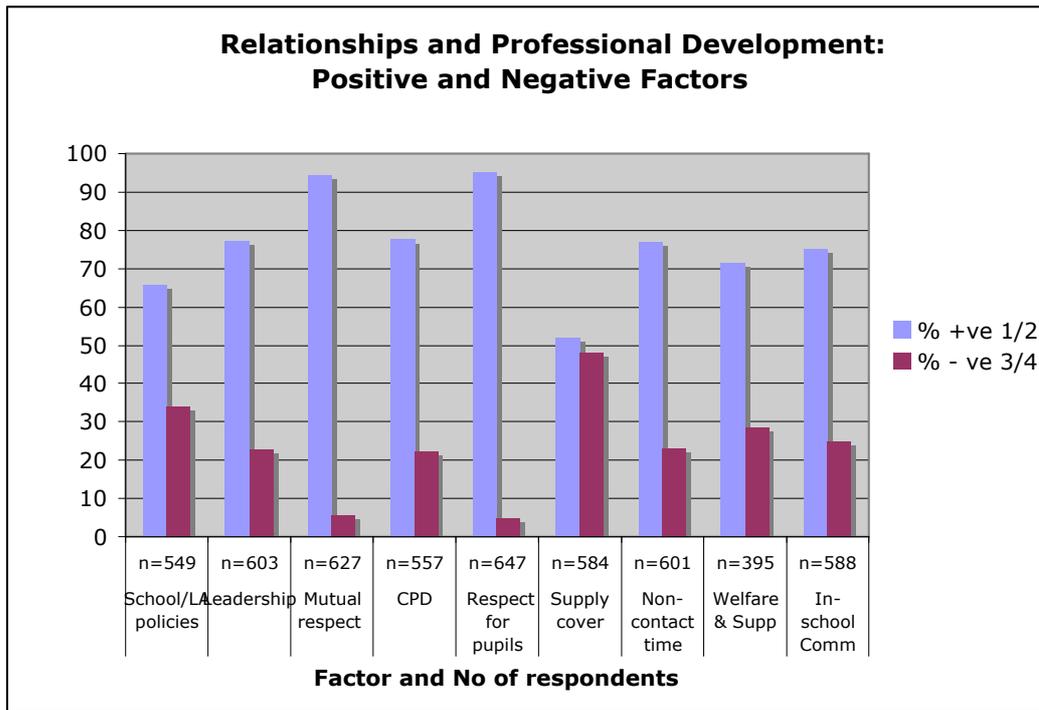
Table 16 : Relationships and Professional Development – Positive and Most Negative Factors

Respondents were divided, however, about the effects of *availability of supply cover*. *Mutual respect among staff* and *respect for pupils* are the factors that are reported by almost all respondents as having a very positive or positive effect on pupil behaviour. *School leadership, level of non-contact time* and *access to quality CPD* are also seen as important positive factors.
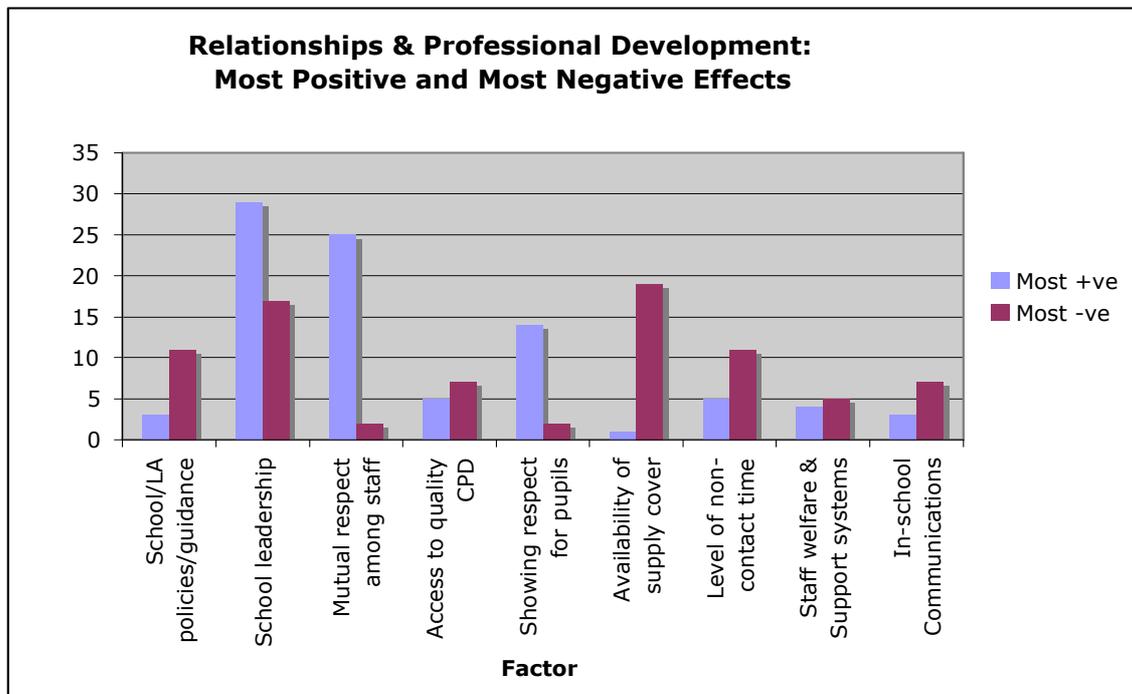
Table 17 : Relationships and Professional Development – Most Positive and Most Negative Factors

(i)   Mutual Respect, Respect for Pupils

Mutual respect among staff and *Respect for pupils* are regarded as potentially the most positive factors in their effect on pupil behaviour (Table 17).   Respondents emphasise the need for mutual support and respect since that helps teachers' self-esteem, self-confidence and professionalism, helping them to do a good job – *"Feeling that you are not alone and there is someone there to discuss problems with increases morale"*.   Pupils can then see the staff as a team otherwise the school is divided and ineffectual – "*Mutual respect among staff - a major problem where this doesn't exist particularly within departments"*.   Respect, for and between staff and pupils, is capable of creating a climate for positive working relationships – "*mutual respect among staff provides a very good model for pupils & support for staff"*.

Respect for pupils is seen by many as essential – "*It goes without saying you respect pupils. This is not the issue"*, otherwise there is likely to be chaos and this would negatively affect learning. In many responses it is suggested that pupils who feel valued, trusted and consulted try much harder to please the teacher – *"incredible repercussions for good - comes back tenfold"* and "*showing respect for pupils - this approach if constantly applied elicits respect by pupils for me. Then learning can occur in a positive atmosphere"*.   Respect is defined by a number of respondents: *"Respect, not in touchy feely way, but within set limits"*; *"For building up good relationships, but still maintaining discipline"*; *"Respect for pupils is the key"*.   The need for CPD in this factor is mentioned since, as society changes, so teachers must adapt and recent CPD is mentioned as having been excellent in this area.   Teachers are seen as important, often the only, positive role models that many pupils have and it is suggested that if teachers cannot show respect, even in the face of bad behaviour, they are not helping to improve the situation.

(ii)   Availability of Supply Cover

Availability of supply cover is reported as having both a positive and a negative effect on pupil discipline.   A positive view is that supply cover prevents pupils experiencing disrupted lessons or being sent to assembly, both of which unsettle the pupils and staff and which cause problems. The negative view of many is, not unexpectedly, based on the difficulty of finding supply cover in the first place and concerns about the quality of cover.   It is reported that many teachers stay at work when ill and they may end up recovering over holiday periods. Supply teachers may be unaware of how to deal with disruptive pupils and unclear about which sanctions to apply, leading to further disruption.   The lack of supply cover can lead, in some cases, to an inability to take advantage of CPD which frustrates teachers as well as being damaging to their career prospects. Secondary teachers express concerns about "*lack of specialist supply cover causes major problems for all departments. Expertise is essential for pupils to progress with specialist tasks in any department*" an example of which is a music teacher, in one day, being asked to cover Maths, Modern languages and Physics.   A further example, from a secondary Principal Teacher in a practical subjects department, reports:

> "… *being short staffed for 6 months two years ago and now unable to get maternity cover for a member of staff. As a result courses now cannot be developed and work monitored to the expected level and it has proved impossible to deliver a full curriculum which has resulted in S1 and S2 pupils receiving a watered down course so teachers can cope*".

Lack of supply cover makes it difficult to ensure that pupils are given appropriate work which results in discipline problems especially for the lower ability pupils.

(iii) School Leadership

School Leadership is recognized as being a very important factor impacting on pupil behaviour. Effective, strong, visible and positive leadership is seen as being essential in setting the tone, while poor leadership has all the opposite effects. This view is common to teachers in all sectors and there is considerably more comment on the impact of school leadership in comments on *Changing School Structuring or Conditions* (p.57).

(iv) Access to Quality CPD

Access to quality CPD received support as having a predominantly positive effect on pupil discipline yet comments here and later in specific comments on CPD, reveal that there is concern about both the lack of CPD relevant to pupil behaviour and the general availability of CPD. CPD is recognized as being potentially beneficial in difficult circumstances provided that it is meaningful and good quality. Generally respondents are committed to CPD and willing to benefit from it.

Around half of respondents claimed to have had no experience of *Staff welfare and support systems*. Those who did have experience predominantly regarded this factor as having potentially a positive effect on pupil behaviour - *"there is nothing much more likely to assist a teacher to feel that they have the weight and help of the entire school in addressing the issues of behaviour with vigour & confidence"* but the lack of structured systems of staff support is regarded as a negative influence. Poor staff support is seen as leading to low morale and, for some, stress – *"Why should staff have to put up with verbal/physical abuse from pupils and parents when some would report teachers if they looked at someone the wrong way. Teachers have rights too. Feels like no one is defending teachers. Lowers staff morale"*. Good support systems are reported as working well but some have been discontinued because of lack of time for staff to meet. Most support is seen to come from colleagues, listening to others, giving advice if possible and sharing good practice for difficult pupils.

(v)   In-school Communication

In-school communication was seen as being potentially very important in dealing with pupil behaviour – *"Necessary for planning, organisation and enabling everyone to work effectively as a team"*.   When identifying the most positive or most negative factor, in-school communication was regarded as one of the more negative influences – "*a management which apparently consulted but communicated badly using paper and e-mail led to resentment and a lack of confidence in the school leadership".*   Good in-school communication is seen as a vital part of dealing with pupil behaviour; where communication works, problems are seen to arise less frequently.   It is seen as essential to allow all staff access to information in order to develop a good school ethos with class teachers being better informed of changes of pupil circumstances.   Good communication encourages involvement of staff and a feeling of being valued.   Communication has developed in some cases with use of different forms i.e. e-mail and telephone.   Where communication is not good there tends to be a lack of consistency in dealing with behaviour issues and this can lead to resentment and anxiety.   It is easy for communication to become simply a paper exercise and seen by teachers to be top-down.   This does not help staff confidence and can be a negative factor in dealing with pupil behaviour.

(vi)   School and Local Authority Policies and Guidance

School and LA policies and guidance are accepted as potentially having the capability of offering sound advice but also can be seen to be user-unfriendly, time consuming and, with little teacher input, can be seen as top-down – "*often reflect the latest fads by people isolated from the real world of classroom dynamics".* The importance of making policies clear to pupils and teachers is emphasized.   The negative view comments on the danger of too much time being spent on paper work – "*necessary but unless time is given to discuss and read them they get put on the backburner"* and the need for policies to be tougher due to perceived rising indiscipline in schools.

4.5   Summary of Responses to those Factors

Of the four areas[9] dealt with in section B of the questionnaire, *Curriculum and Pupil Support* showed the most convergence among respondents on how the factors involved relate to discipline and learning. There was a degree of divergence in views about the impact of factors related to *Relationship & Professional Development* but *Environment for Learning* showed the greatest degree of divergence of all.

It is possible to speculate as to why this might be so.   *Curriculum* is largely defined and set out in terms of structure through the development of central guidance documents over the last fifteen years such as *Curriculum and Assessment 5-14*, *The 3-8 Curriculum* and, more recently, *A Curriculum for Excellence*. The syllabus and arrangements for SQA examinations have been very influential in the post-S2 sector.

It is not surprising, therefore, that teacher views will tend to converge on the influence they perceive that curriculum has, positive or negative, on pupil discipline and learning. Similarly, initiatives relating to *Pupil Support* and perceptions of their impact may have led to a degree of convergence, both positive and negative, in views about their impact on pupil behaviour.

In contrast, the factors identified by the DWG questionnaire in relation to *Relationships and Professional Development* and in relation to *Environment for Learning*, could be regarded as diverse and largely subjective with less external coherence than the factors related to *Curriculum* and *Pupil Support*. In particular, *Environment for Learning* includes factors which are controversial, such as the nature of school rules or the role of school management, and which are likely to lead to a wide divergence in teachers' responses.

It may be useful at this point, therefore, to list the factors where there was most **divergence** of views among teachers in relation to the impact of these factors on pupil discipline and learning across the four areas of the questionnaire:

B1   *Environment for Learning*
- ❖ integrated community schools
- ❖ rules for conduct in public areas
- ❖ quality of classroom fabric
- ❖ school management structures

B2   *Curriculum*
- ❖ mixed ability classes

B3   *Pupil Support*
- ❖ behaviour co-ordinators

B4   *Relationships and Professional Development*
- ❖ availability of supply cover
- ❖ school and LA policies/guidance
- ❖ staff welfare and support systems

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[9] Environment for Learning; Curriculum; Pupil Support; and Relationships & Professional Development

5   Other Issues

5.1   Initial Training: What could have been better addressed?

Teachers were invited to reflect on their initial training and to consider what might have been better addressed.   It is not surprising that, given the age profile of respondents, many claimed to have forgotten what had been covered.   The comments of those who did remember generated a number of themes.

(i)   Relevance of ITE

Some respondents commented that, in the past, there was no training in how to deal with bad behaviour or how to promote positive behaviour but believe this lack of training is no longer the case. Nevertheless some teachers feel that they needed "*more time devoted to learning about behaviour management - Only had one lecture on this, but it's becoming more important*".   Some respondents commented on the need to observe good and bad behaviour in many classes and to have lots of experience in practical situations in a variety of schools, special units, nurseries, observing practitioners in a variety of situations.   Finally, the view was expressed that nothing could be done to improve ITE and that only experience and developing instincts can enhance prior training in this area.   There is so much to absorb that it is suggested that initial training may not be the right place.

(ii)   Scope of disruptive behaviour

The view was expressed that there is a need for a greater insight to be given in teacher education into how widespread bad behaviour is and how lazy many pupils are.   Teacher education should explain that "*many pupils can't be bothered to try to learn*" and should "*provide a realistic insight that learning for many pupils is not 'cool'*".

(iii)   On-the-job training

Some respondents felt that teacher education did not provide them with the necessary skills to deal with disruption and reports were given of new teachers having worked with excellent experienced teachers and benefiting from 'on-the- job' training.   Others also reported having learned by observing poor teachers and seeing what didn't work and that receiving practical advice from experienced teachers was most useful.

(iv)   Learning Support

Some respondents took the view that insufficient attention is given in ITE to learning support and to teaching children with SEBD. This raises the issue of the link between initial teacher education and CPD and the most appropriate locus for input on matters related to special educational needs.

(v)   Suggested Content of initial training on Techniques for dealing with disruption

This is the area in which respondents expressed the widest range of views.   The view was expressed that theory would have been more beneficial a few years into teaching and, since there is so much to fit in (especially in one year courses), it is unlikely that students could have absorbed anything else.   This raises, again, the issue of the link between initial teacher education and CPD.

Views put forward by teachers on what should be covered in ITE in relation to dealing with disruption included:

❖   How to deal with verbally abusive /aggressive pupils.
❖   Strategies to cope with potential flashpoints.
❖   Better insight into the actual setup in the classroom and not the theoretical setup for the ideal class.
❖   More attention to practical matters like discipline, and time management
❖   Classroom management techniques.
❖   Using case studies to discuss options and strategies available to teachers.
❖   Actual practical tips, rather than abstract theories, which are difficult to relate to the classroom
❖   Behaviour management - showing experts dealing with difficult situations.
❖   The great impact of positive attitudes
❖   Behaviour management and avoiding confrontation.
❖   Classroom organisation to maximise learning and avoid disruption.
❖   More input on understanding the causes of why children present behaviour that is non compliant; more training in assertiveness; more training in child protection guidelines so that teachers are confident in required procedures; more training in how to cope with parents.
❖   Psychological / social control of adverse / anti-social pupil behaviour both in and out of the classroom; with the legal consequences of such spelled out clearly for both teacher and pupils.

5.2   Probation: What could have been better addressed?

Many of the comments made were on probation itself rather than what might have been better addressed in relation to dealing with learning and pupil behaviour.   Probationers clearly do have problems, with some pupils, in dealing with constant low level disruption, pupil immaturity and impulsiveness, various syndromes such as ADHD, aggression, and constant unwillingness to comply. The location of professional development and continuity with ITE emerges again as a key issue – "*the opportunity to return to college and revisit some aspects of training*" being one suggestion.

Those who did address the question responded under a number of themes:

(i)   Need for Positive support

A few respondents mentioned having had a positive experience of probation with good support from peers and department and line management.   Senior management spent time talking and giving advice informally.   Others reported very negative experiences of probation but recognized that current probation/induction arrangements are a major positive step forward.

(ii)   Need for In-school support

Respondents were specific about the kind of in-school support needed to help probationers with pupil discipline and learning.   Better support and role models, better knowledge of school procedures are required as well as better ways of informing probationers on how school policies are implemented.   Opportunities to visit and observe experienced practitioners backed up by management support and having a designated mentor were suggested as well as more non-contact time and time for reflection all of which are in line with the experience currently given to probationers in the Induction arrangements.

CPD during probation, it was suggested, might include dealing with problems specific to the probationer's experience in class: Shadowing experienced colleagues, shadowing pupils to address discipline issues, and more support with the practicalities of the classroom, for example, the positioning of resources, desks etc. all of which could be seen as building on initial teacher education.   Some more of the suggestions are listed below:

- ❖   Better/more info about potentially disruptive pupils
- ❖   Observation of teachers with good class discipline.
- ❖   Proper supervision and the Principal Teacher taking time to listen to difficulties.
- ❖   Regular meetings with mentor outwith department
- ❖   Observation of good practice
- ❖   Team teaching as much as possible to begin with. Identification of teachers with particular strengths
- ❖   Experience working with other agencies

❖   More experience in all types of schools - special / mainstream / EBD

5.3   Continuing Professional Development: What could have been better addressed?

Respondents tended to comment on their experience of CPD in general rather than on what might have been better addressed in relation to pupil discipline and learning.   Not unexpectedly, respondents' experience of CPD has been variable.   Some report on CPD having improved over the last ten years and having experienced CPD which was mainly a positive experience enabling them to develop new skills that have been put into practice in a classroom situation.   Others have negative experiences of CPD in some cases with in service speakers regarded as a total waste - entertaining but without specific examples of how to deal with issues – "*Courses are often distanced from reality*".   Some respondents took the view that no one has any answers to discipline problems and that CPD is tinkering around the edges but making no substantial progress.   Some feel that:

> "… *CPD is virtually impossible. Non-contact time involves following up on discipline matters. Very little preparation can be done at school. By the time marking is done, well over my pro rata hours have been done. Some of the CPD offered has been a waste of time*".

Teachers report difficulties with twilight courses when teachers may not be at their best and which have not been effective.   Part-time members of staff and some job-share teachers report that they do not find it easy to take part in some of the CPD work and regularly go on courses either on days off or after hours since there is no cover available.

Suggestions made by respondents for the improvement of CPD include ensuring that schools avoid limiting opportunities for teachers because the CPD available does not match the school development plan.   More use of critical self-evaluation is suggested.   Respondents note that few CPD courses appear to deal with behaviour issues and their suggestions of specific issues for inclusion in CPD include:

❖   inclusive education: since anxiety is seen as a huge barrier to learning affecting the self-esteem of particular children making them more likely to be disruptive or difficult.

❖   recognition of autism and dyslexia and how best to cope with it.

❖   positive behaviour strategies

❖   SEBD courses

❖   more effective pupil counselling

❖   classroom management –link with ITE and reminders of good practice

❖   more interagency with follow up projects taking on whole staff or at cluster level.

❖   dealing with mixed ability classes / differentiation

❖   further study into child development. Visits to other schools, special units

❖   further study of teaching and learning styles

❖   views of management perspective.

- ❖ how to address different learning styles; specific learning difficulties; how to support pupils with autism, ADHD.
- ❖ how to teach particular subjects to pupils with various learning difficulties who are now integrated into mainstream
- ❖ observing experienced teachers dealing effectively with pupils with additional needs
- ❖ peer case studies of situations
- ❖ social inclusion policy.

5.4   Effective Professional Skills and why they are Effective

The questionnaire asked teachers to identify professional skills which are most consistently effective in maintaining a positive climate for learning and behaviour, and why these skills are effective.   There was an impressive response from teachers which can be summarised in a number of key professional skills.

(i)   Teacher demeanour

Teachers emphasised the need for calmness, fairness and consistency in dealing with pupils. They identified that a calm, controlled disposition even if tested to the limit at times is required along with a friendly respectful way of interacting with young people as an important professional skill. This is summed up as *"building rapport, ensuring I capture their interest and imagination. Pupils want to be treated as people and wish to see fairness and equality.   They like to see the purpose of things".*   The ability to judge the mood of any particular class on a given day, and the ability to anticipate events based on experience, and being able to tailor the lesson accordingly as well as being aware of potential flashpoints are identified as important teacher qualities in dealing with pupils.

(ii)   Professional Teacher skills

A range of professional teacher skills is identified as being fundamental to the effective positive management of pupil behaviour and learning.   Teachers require good organisation, meticulous thorough preparation and varied teaching strategies with pupils actively involved in order to impact on pupil interest and influence behaviour. Planning, preparation and tailoring lessons to each class specifically, is seen as leading to a positive learning climate, helping to prevent behaviour issues.   Being really well organised and enthusiastic about what is being taught, sharing intentions and outcomes clearly with the pupils, considering prior learning seriously are described as the starting point.

The need to be firm but fair in any approach to discipline is fundamental with very clear boundaries, which have been discussed with pupils and parents, in terms of behaviour, being essential.   However, a sense of humour is also seen as invaluable and the ability not to lose one's temper nor hold a grudge is also regarded as being important – *"firmness and fairness with all pupils underlined by respect for all.   Leading by example knowledge and passion for the*

subject. Tolerance and sense of humour. The ability to bring the subject to life". A sound knowledge of subject matter is regarded as essential along with "*a continuing interest in improving all kinds of subject knowledge – cultural, historical, social – thus potentially engaging pupils outwith the strict parameters of any one subject's learning".* Respondents emphasise showing respect and enthusiasm and genuine interest in pupils to gain their trust along with seeking to make children independent learners.

(iii)   Leadership and management skills

Promoted staff emphasise the need for them to have good management skills particularly when dealing with potentially difficult people and situations. Good organisation and time management and willingness to support teachers who are having difficulties are important characteristics and a very good relationship with parents and all members of staff are all essential. One respondent emphasised the need for school managers to be able to recognise when help from professionals such as librarians, health workers, PE specialists, language tutors is required and to make wise choices about how to use available help. Willingness to be adaptable, to learn about new ideas and strategies and an ability to support the new ideas to allow for a chance of success are important characteristics of management and leadership skills.

(iv)   Creating a positive Classroom/departmental ethos

Creating an ethos of motivation and achievement in all areas not just maths and language is a professional skill and can impact positively on pupil learning and behaviour. Pupils should always have lots of relevant work available and should know what is expected of them. In order to be effective, it is essential for teachers to show an interest in pupils as individuals, and to have mutual respect for them; to maintain high expectations which are made clear to pupils from start, especially the expectation that each pupil takes responsibility for his/her actions and thus far his/her learning:

"*In a lot of ways psychology is the most effective. Each child with a learning or behavioral problem is different. Sometimes the same strategies can be employed for many children, sometimes you're struggling to find a point of contact with an individual. Organisation and preparation are very important in the class situation. If you don't understand what makes a more difficult child tick, how can you hope to find something that makes the learning process work for them?*"

Respondents suggest that it is important to be able to create an atmosphere of calm, well prepared lessons, encouraging pupils of all abilities to participate. Children, it is suggested, should above all find the learning experience enjoyable, taught by a teacher who respects each pupil. Teachers with long experience in pastoral care / guidance and pupil support emphasise that communicating with all pupils and looking at their personal, curricular and vocational persona

in its entirety is the most effective tool for maintaining a positive learning environment and behaviour.

6   What Changes in School Structuring or Conditions would make you a more Effective Professional?

Teachers were asked to say what changes in school structuring or conditions would make them more effective professionals.   The importance of this issue to teachers can be seen in the fact that so many took time to write at length in response to the question.   The following sample of statements made by respondents reflects the range of responses and are typical of the overall response.

(i)   Class Structures

The issue of class size continues to produce substantial comment despite government actions that have already been taken to produce smaller class sizes, particularly in S1 and S2.   Teachers take the view that substantially smaller class sizes would make the learning experience for pupils much better and make life easier for the classroom teacher – "*More support and smaller classes is a must. Social inclusion doesn't always work. It leads to the whole class being disrupted*". Secondary teachers suggest that every teacher should have his/her own classroom and it should be available for non-class-contact time allowing the teacher to be able to prepare the room and move the furniture around to suit different teaching methodologies – "*provision of an ASN classroom base. Time allocated to allow collaborations.   Direct links with educational psychologists and other professionals.   Presence of a behaviour policy.   A more flexible approach to curricular issues.   A more coordinated language scheme.   Strong leadership*".   This is viewed as critical in order to have time to know, respect and value pupils as individuals. It is suggested that the most motivating lessons are often participatory, using materials. Large class sizes make it is extremely difficult to monitor, support and encourage groups, the noise level increases and some children use movement around the class as opportunities to misbehave. It is noted that secondary schools limit practical classes to 20 and it is suggested that limiting class size may be the most effective way to improve learning and teaching.   Changes in the school day are also suggested, for example eliminating the afternoon break, which, it is claimed – "*would provide an uninterrupted teaching time, less time lost and behaviour would improve avoiding the disruption that can occur during an afternoon break*".   Other suggestions include altering the length of school terms across the school year – "*five terms of eight weeks are a possibility that would not test the tolerance of pupils as much as the current arrangements*".

(ii)   Support Staff

Teachers who made comments identify a need for increases in support to manage pupils who are consistently challenging class and school authority.   More support staff are needed, according to

respondents, who are not committed full time to a class and "*who are available to give pupils a listening ear when required   Experience shows that this can nip many behaviour issues in the bud*" and "*More home/support workers. Increased staffing levels. Teaching and non teaching. Rise in status of classroom assistants. Better pay. Better quality support*".   There is support for a staffed base for behavioural issues providing a quiet time when needed.   Some teachers believe that there is a need for a review of responsibilities in pupil support because of the changes that have occurred because of restructuring which has in some views caused a greater time lapse in dealing with incidences of serious misbehaviour.

(iii)   School Leadership

The largest number of comments in this part of the questionnaire related to management and school leadership.   Respondents are clear that a strong and effective Senior Management Team, willing to support teachers, is required.   It is recognised that this kind of team building takes time but should be used to establish good learning/teaching strategies so that both teaching and behaviour management in the classroom are consistent throughout the school.   Consistency in dealing with issues referred on to them is seen as essential along with making time to give feedback as soon as possible to teachers on referrals.

Concerns are expressed by a number of secondary respondents about the new Senior Management structure, recently introduced.   Some feel that this has had a negative effect on pupil discipline and argue for a move away from the collegiate management system back to specialist subjects being managed by a principal teacher for that subject.   More generally there is a view in secondary that Senior Management Teams need to make more of an impact –

> "*SMT who mean business; never fail to discipline effectively and immediately; check up that pupils do not re offend; who are not afraid to put a stop to the downward spiral of behaviour; who understand that someone has to stand up for the rights of teachers.   Learning support must be supplied for pupils who need it in all subjects, not just English and Maths*".

In a wider context – "*SQA must give 12 months notice if they are to make changes to allow for training. They must also distribute accurate, mistake free info for pupils and teachers*".   The supervision of classes by members of staff who are not specialists in that subject is also a cause for concern especially if the work left is inappropriate for the students and the time available, potentially leading to pupil indiscipline.

A change which would be regarded as positive is the appointment of a behaviour coordinator to every school.   Where there are pupils with learning or behavioural difficulties, it is argued that teachers should be given as much support as is necessary, not whatever support is available and problems should be dealt with promptly and effectively.

Respondents emphasise the need for a clear, unambiguous code of behaviour that applies to all pupils and teachers, the breaking of which by pupils or teachers being unacceptable. It is suggested that – "*school managers should be responsible and held accountable for pupils breaking behaviour code. The Health and Safety at Work Act it is suggested should cover any threat to teachers and/or pupils*" and is an issue that managers need to address immediately in the view of some respondents.

Some teachers' comments call for the full implementation of the McCrone agreement by local authorities which would allow schools their full complement of support staff. Some call for better accountability in relation to finances by local authorities, avoiding cuts in education budgets to make up for over-spend in other areas. It is felt that headteachers should be in school rather than out at local authority meetings which may have little relevance to learning and teaching. Some teachers feel that headteachers are getting more and more tied up in financial matters, which does not allow them to take on the role of Head of School properly. It is suggested that pupils and teachers alike will not have respect for someone who is rarely there, who is detached and who does not appear to be involved in the daily life of the school.

(iv)   Staffing Issues

A range of staffing issues is mentioned in relation to desirable changes. These include an increase in the availability of quality supply teachers, giving more human and material resources for classes which have problems, increased non-contact time, allowing paper preparation and full use of available ICT resources, and more opportunities for teachers to have planned time for reflection through, for example, sabbaticals.

(v)   Relationship with Parents

Positive changes to relationships with parents include recognising that parental support is a resource which is under used and vital in managing the behaviour of certain pupils' behaviour. A considerable opening up of the school structure would be needed to accommodate this. Many families need a support package to bring up their children rather than sanctions against them. In contrast, a number of respondents call for parents to be given more responsibility for dealing with aggressive and disruptive pupils with consequences for parents whose children continue to be disruptive.

(vi)   Social Inclusion

The negative views of social inclusion which were found in the earlier section of the questionnaire are reinforced in this final section with comments that call for more use of exclusion and special schools for pupils with emotional and behavioural problems, and a limit on the mixed abilities in one class. This is linked with repeated suggestions for more streaming and setting.

(vii)   School and Class Fabric

This is a factor discussed earlier in the questionnaire but additional comments included the need for pleasant surroundings for both pupils and teachers with prompt repairs to classrooms since this is better for morale.   A substantial increase in ICT facilities in individual classrooms was seen as necessary.   Alterations to school buildings to support SEN pupils were identified as necessary and it was pointed out that all schools providing inclusion should be autism and dyslexia friendly. More pastoral care office space is required and more confidential interview rooms.

(viii)   Professionalism

The need was identified for teachers to have the opportunity to discuss the educational process with colleagues in order to feel fully involved in the ongoing debate with more time for teachers to reflect on what they are doing and why

(ix)   Curriculum Issues

A large number of comments and suggestions were made about the nature of the curriculum and its structure.

It is hoped by some that the proposals of 'A Curriculum for Excellence' will impact positively. "*There is a need to ensure achievement is celebrated and that diversity is also celebrated rather than set high academic achievement as the benchmark"*.   It is felt that the curriculum should be based on a range of outcomes which is tailored for individual progress with assessment at exit point out of the system.   Children should be treated as individuals and not as "*a product that is manufactured and tested repeatedly to jump through hoops which mean little to them other than to lower self esteem when they fail compared to their peers"*.   There is a need to provide more experienced and knowledgeable support for classroom teachers to help with inclusion issues.

The need for better primary-secondary continuity and progression is emphasised and it is suggested that the number of teachers for each pupil to interact with in S1 should be as few as possible along with a key person that pupils should see at least once per week and who might be responsible for PSD.   Some suggest that there is a strong argument for extending the primary school structure until the end of S2 and giving pupils a more authentic choice of curriculum then. It is suggested that *"real options should be provided at S3 for the less academic pupil, in the form of technical, home economies etc, assessing them as practical subjects and affording them the credibility they deserve"*.

Curriculum flexibility is an issue which was part of an earlier section of the questionnaire.   This issue was returned to in this final section.   Some respondents were seeking more freedom in teaching the curriculum and for any national guidelines like the 5-14 Guidelines to be less

constricting. The need to value different learning styles was highlighted as was learning outdoors and learning in a meaningful context. Some teachers felt that they should be working with pupils at their level of development and not emphasising literacy and numeracy for all too soon.   This implies a more flexible curriculum and being able to feel that children's interest are being developed. The need for time for play/creative activities and giving drama/music/dance a higher focus was suggested since these activities often can help pupils to feel good.   The counter view, however, was also put which suggested that, for difficult pupils over 3 hours per week of subjects such as PSD / RE / Health / Drama provided an open opportunity for misbehaviour due to the lack of a strong recognisable structure. In secondary, it was argued, that there should be fewer choices of course available in S2 and fewer mixed ability classes. More than one year of the same social grouping was seen by some to lead to patterns of bad behaviour becoming entrenched.

7   Conclusions

The questionnaire provided teachers, as might be expected, with the opportunity to rehearse many issues that have been the subject of considerable discussion and debate in education over the years. As a result there may be very little which is new in the responses but there is a strong confirmation of what are regarded by teachers as the contributory factors in relation to pupil indiscipline.   The questionnaire focused on four key areas, namely *Environment for Learning; Curriculum; Pupil Support; and Relationships and Professional Development.*

7.1   Environment for Learning

Smaller class size remains the major concern for teachers and small classes are seen as potentially more manageable and therefore more likely to be more effective as a context for improved pupil learning.

School management and leadership is identified here and elsewhere in the questionnaire results as a critical factor in setting a positive behaviour ethos in schools and in managing indiscipline when it does occur.

The quality of school and classroom fabric is regarded as an important factor in signalling the value placed upon both pupils and staff thereby potentially contributing in either a positive or a negative way to the success of a school.

7.2   Curriculum

Teachers are clear that the curriculum and its flexibility (or perceived lack of flexibility) are major factors in pupil behaviour and learning.   Curricular flexibility is seen as potentially highly positive in influencing pupil behaviour.

Mixed ability classes provoke a strong response, both positive and negative, as a factor in pupil discipline and learning.   The demands on teachers' skills in managing and organising learning in mixed ability settings appears to be a major associated factor rather than whether or not a mixed ability organisation per se is used in schools.   Overall, mixed ability classes are seen as predominantly negative in their effect on pupil discipline and learning.

Setting and streaming were treated as a composite by most respondents and were viewed as predominantly positive in their impact, as might be expected from the response to mixed ability classes. A clear view, however, also exists which links setting and/or streaming with negative effects on pupils' self-esteem and, potentially, on behaviour.

Assessment is for Learning was recognised by most respondents as potentially having a predominantly positive effect on behaviour and learning.

7.3   Pupil Support

Social inclusion, interpreted to mean integration of pupils with special needs, and children with behavioural difficulties, was overwhelmingly regarded as a negative factor in pupil behaviour and learning and, in this regard, was very different from the other *Pupil Support* factors.

Exclusion from school and extraction from class, as might be expected from the previous response, received considerably more support as being positive factors.   These arrangements were seen as having the potential of allowing teachers to focus on the learning of non-disruptive pupils.

The importance of parental support is emphasised, in particular the need to develop positive working relationships with parents.

Early intervention is supported as potentially very effective, provided that it takes place early enough in a pupil's schooling.

Rewards are common, especially in positive discipline strategies, and are widely regarded as positive provided that they are fair to all pupils and are appropriate.

7.4 Relationships and Professional Development

Teachers are clear on the need for respect for pupils and mutual support among teachers in establishing a school ethos for positive behaviour and learning.

Not surprisingly, the impact of the lack of supply cover and perceived inadequacies in the quality of available supply cover provoked a significant response as being potentially negative influences on pupil behaviour and learning.

The importance of school leadership on many aspects of school life, including school effectiveness, is well established and this was echoed in the responses made in relation to this as a factor in pupil behaviour and learning. Better quality in-school communication is also needed.

7.5 Initial Training, Probation and CPD

A major issue confirmed by the questionnaire response is the link between initial teacher education, probation and CPD. Many of the issues relating to managing pupil behaviour appear to require a degree of explicit continuity between these stages of teacher development that does not presently exist.

7.6 Effective Professional Skills

Teacher demeanour, planning and organisation, leadership, enthusiasm and fairness are all identified as important professional skills.

7.7 Changes in School Structuring or Conditions

Attention to class structures, provision of support staff, quality school leadership, improved staffing, relationships with parents, curriculum flexibility and relevance, school and class fabric and teacher professionalism are all regarded as being required within changes to school structures and conditions.

To conclude this summary of the questionnaire responses and of DWG evidence, teachers were invited to comment on the changes to school structures which would make them more effective. Familiar ground was revisited here, with teachers emphasising the importance of class size and class structure; the importance of support staff'; the importance of effective school leadership; and the importance of parental support. But above all of these, two factors were most prominent – the need for an adequate supply of well-trained professional teachers and the need for continuity in curriculum policy that will see through to successful implementation many of the curricular changes mentioned above and characterised within the "Curriculum for Excellence" philosophy.

8   Findings and Recommendations

There are few surprises in the analysis and the data which comprise the report from the Discipline Working Group. There are, however, many reminders to the teaching profession and to education policy makers that key aspects of pupil behaviour and learning are still causing concern and are inhibitors on our shared desire to raise the quality of education in Scotland.

Most pupils behave. Most teachers are effective and committed to their task. Most schools deliver high quality learning opportunities to most pupils. But 'most' is increasingly perceived by the profession and policy makers to be not enough.

The remainder of this section highlights the key findings and recommendations of the Discipline Working Group.

(i)   Training Needs

Teachers are clearly anxious to be better equipped to deal with pupil behaviour in all its forms. They recognise their training needs and welcome appropriate training. They see the training needs as being relevant in each of initial teacher education, Induction and CPD, but are concerned that the continuity and articulation across all stages of staff development is poorer that it could be.

It is recommended that GTCS, in partnership with other stakeholders, seeks a better framework within all stages of staff development for addressing issues of pupil behaviour, while bearing in mind the teachers' view that training with and from their peers is highly effective.

(ii)   Policy Review

In equipping themselves to improve pupil behaviour, teachers are confused by the range and variety of schemes and initiatives which presently exist. They are also concerned that the Scottish Executive has high ambitions for better behaviour but does not always seem capable of turning these into the forms of action which are observable at the level of the individual school and classroom.

DWG recommends that the Scottish Executive critically reviews the large number of initiatives which it has commissioned or endorsed and reduces these in number both so as to speed implementation and to reduce confusion.

(iii)   School Leadership

Notwithstanding the desire to see better behaviour initiatives rationalised, teachers also believe that the key to success in behaviour and learning often rests with the leadership of each school. They believe that leadership is not confined to curricular and managerial issues but also needs to cover the pastoral needs of young people and there is therefore a desire among many teachers to see pastoral care better reflected in the management structures of schools than it is in some of the structures which have been implemented following the McCrone settlement.
While commending the initiatives on improving school leadership which have been recently introduced it is recommended that even more resource be devoted to them.

(iv)   Class Sizes

The question of class sizes still pre-occupies the thinking of many teachers who believe that further reductions in class size are the single most essential step towards reducing discipline concerns and increasing learning opportunities.

DWG is aware of discussions which the Scottish Executive has instituted on this matter and recommended that further reductions in class size are introduced as soon as possible.

(v)   Parental Support

The importance of parental support in reinforcing behaviour standards needs no further emphasis. It is often the case that those families which might need most support in developing positive attitudes to schooling are the most difficult to reach.

DWG recommends that specific initiatives in home-school liaison are extended and that most emphasis is given to actions which improve communications from home to school, make parental involvement more highly regarded by schools, and create standards of responsibilities which apply both from school to parent and from parent to school.

(vi)   Curriculum Renewal

Teachers are conscious of the Scottish Executive programmes for curriculum improvement and are generally supportive of these. They believe that the timing of the daily curriculum, the phasing between the different stages of the curriculum, and the perceived relevance (by pupils) of the curriculum are all important.

DWG recommends that curriculum renewal be given the highest priority and the greatest resources by the Scottish Executive.

(vii)   Social Inclusion

Above all other concerns among teachers with regard to improving pupil behaviour and learning there stands the contentious issue of social inclusion. While social inclusion covers a vast array of policy objectives for the school system including giving due regard to the views and needs of every child and young person, teachers often perceive the policy as being mainly about including every child in the mainstream school, irrespective of behaviour and irrespective of their effect on other pupils. Teachers will assert that the alternatives to inclusion need to be used more often than the "exceptionally" which the Standards in Scotland's Schools etc. Act 2000 envisages, without this being seen as a failure or an unwillingness to embrace the broad thrust of social inclusion policies. Indeed they would argue that the most important provision is to ensure that all children are in a positive learning environment whether in mainstream or elsewhere. They will also assert that the need for alternative provision must be acknowledged and met by every local authority, that the alternatives must be available and clearly understood, and that exclusion from school but not exclusion from schooling is a very important alternative which local authorities must also provide. The other recommendations of DWG will yield few benefits if the concerns of teachers over inclusion and exclusion are not addressed. Accordingly, if the wider, and important, objectives of social inclusion are to be implemented by teachers, the Scottish Executive must make them more precise and independent of the discipline agenda.

Above all, DWG recommends that the Scottish Executive conducts an urgent review of the impact of social inclusion and pays particular attention to the aspect of the 2000 Act which requires that a child should be educated in a mainstream school unless that "would be incompatible with the provision of efficient education for the children with whom the child would be educated".

(viii)   Respect

In conclusion, DWG draws attention to action that cannot be specified in any single initiative but which is the most important aspect of a stable civic society with stable schools, and that is 'respect'. As the consultant reported in his analysis of teacher responses to the DWG questionnaire:

> *Mutual respect among staff* and *Respect for pupils* are regarded as potentially the most positive factors in their effect on pupil behaviour. Respondents emphasise the need for mutual support and respect since that helps teachers' self-esteem, self-confidence and professionalism, helping them to do a good job – *"Feeling that you are not alone and there is someone there to discuss problems with increases morale"*. Pupils can then see the staff as a team otherwise the school is divided*.   Respect, for and between staff and pupils, is capable of creating a

climate for positive working relationships – "*mutual respect among staff provides a very good model for pupils & support for staff*".

Respect for pupils is seen by many as essential – "*It goes without saying you respect pupils. This is not the issue*", otherwise there is likely to be chaos and this would negatively affect learning. In many responses it is suggested that pupils who feel valued, trusted and consulted try much harder to please the teacher – "*incredible repercussions for good - comes back tenfold*" and "*showing respect for pupils - this approach if constantly applied elicits respect by pupils for me. Then learning can occur in a positive atmosphere*".   Teachers are seen as important, often the only, positive role models that many pupils have and it is suggested that if teachers cannot show respect, even in the face of bad behaviour, they are not helping to improve the situation.

CONFIDENTIAL QUESTIONNAIRE

Pupil Discipline and Learning

Please use black or blue ink to complete this questionnaire.
Please place a cross (x) in the appropriate box where boxed options are presented.

SECTION A – PERSONAL/CAREER DETAILS

Gender:　　　　　　Male ☐　　　　Female ☐

Indicate your age group:　21-30 ☐　31-40 ☐　41-45 ☐　46-50 ☐　51-55 ☐　56-60 ☐　61+ ☐

Indicate the school you are currently employed:

Nursery ☐　　　　Primary ☐　　　　Secondary ☐　　　　Special Educational Needs ☐

Other ☐　　　Please specify [   ]

School Roll: [   ]

Indicate the nature of your current post:

Full-time Permanent ☐　　　Part-time Permanent ☐　　　Full-time Temporary ☐

Part-time Temporary ☐　　　Supply ☐

Other ☐　　　Please specify [   ]

Indicate:　• years in teaching (excluding career breaks) [   ]　• years in current school [   ]

If class committed:　Primary Class [   ]　Secondary Subject [   ]

Post of responsibility held (if any): [   ]

Briefly describe the school in terms of pupil intake, pupil behaviour, and the climate for positive learning (in terms of 'most', 'many', 'some' etc. of the children):

[   ]

SECTION B – FACTORS AFFECTING PUPIL BEHAVIOUR

For each of the factors listed in the following sections, please indicate with a cross or by writing a comment:

(a)   if you have had experience of this factor;   YES or NO

(b)   how powerful the effect is;

Very Positive	Positive	Negative	Very Negative
1	2	3	4

(c)   why you gave that grading.

For open response questions please add appropriate details and any 'local' factors which are relevant.

1   Environment for Learning

Factor	Experience		Effect positive → negative				Reason/Explanation
	YES	NO	1	2	3	4	
School expectation of dress							
Rules for conduct in public areas							
School management structures							
Smaller class size							
Numbers of non-teaching staff							
Quality of classroom fabric							
Out of school hours activity							
Integrated Community Schools							
Timing/structure of school day/ week							

Are there any other factors under the 'factors affecting pupil behaviour' heading which you think have a major positive impact on learning and behaviour?

Of all the 'environment for learning' factors, in respect of your job, which has:

- the most positive effect (and why?):

- the most negative effect (and why?):

2 Curriculum

Factor	Experience		Effect positive → negative				Reason/Explanation
	YES	NO	1	2	3	4	
Mixed ability classes							
Curricular flexibility							
Nursery/primary/secondary transitions							
Quality of teaching resources							
Assessment is for learning							
Education/industry programme							
School/college programmes							
Study support/homework clubs							
Setting and streaming							

Are there any other factors under the 'curriculum' heading which you think have a major positive impact on learning and behaviour?

Of all the 'curriculum' factors, in respect of your job, which has:

- the most positive effect (and why?):

- the most negative effect (and why?):

3   Pupil Support

Factor	Experience		Effect positive → negative				Reason/Explanation
	YES	NO	1	2	3	4	
Staged intervention							
Buddy/mentoring systems							
Parental support							
Extraction from class							
Access to pupil information							
Early intervention							
Rewards for positive behaviour							
Exclusion from school							
Behaviour co-ordinators							
Social inclusion							

Are there any other factors under the 'pupil support' heading which you think have a major positive impact on learning and behaviour?

Of all the 'pupil support' factors, in respect of your job, which has:

- the most positive effect (and why?):

- the most negative effect (and why?):

4 Relationships and Professional Development

Factor	Experience		Effect positive → negative				Reason/Explanation
	YES	NO	1	2	3	4	
School and LA policies/ guidance							
School leadership							
Mutual respect among staff							
Access to quality CPD							
Showing respect for pupils							
Availability of supply cover							
Level of non-contact time							
Staff welfare and support system							
In-school communications							

Are there any other factors under the 'relationships and professional development' heading which you think have a major positive impact on learning and behaviour?

Of all the 'relationships and professional development' factors, in respect of your job, which has:

- the most positive effect (and why?):

- the most negative effect (and why?):

5   Other Issues

Which aspects of your professional skills in dealing with issues of learning and behaviour could have been better addressed during:

- Initial Training

[ ]

- Probation

[ ]

- CPD

[ ]

Which of your professional skills are consistently most effective in maintaining a positive climate for learning and behaviour?

[ ]

Why are these skills effective, in your opinion?

[ ]

What changes in school structuring or conditions would make you a more effective professional?

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