

## Behaviour in Scottish Schools Report 2012

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## ANNEX 1 – QUESTIONNAIRES

# National Survey On Behaviour In Schools Questionnaire For Primary And Secondary School Teachers

- This questionnaire is part of a national survey of behaviour in schools in Scotland. The survey has been commissioned by the Scottish Government with the support and backing of COSLA, Association of Directors of Education (ADES), GTCS, teaching unions EIS, SSTA, SLS, AHDS, VOICE, NASUWT and advised by Education Scotland. Ipsos MORI is carrying out the survey.
- The management of behaviour is an important issue. The survey will lead to a greater understanding of the reality of pupil behaviour and discipline in Scottish schools and will inform policy and practice at local and national levels.
- The survey is seeking the opinions of local authorities, headteachers, teachers and classroom support staff across Scotland. It is very important that the survey should cover a representative sample of staff in order to build up a valid and reliable picture of what is actually happening in schools. **As you have been selected as part of this sample, the quality of the survey depends on you completing and returning this form. No matter what type of pupil behaviour you experience in your work, your experiences are very important to us.**
- Please read carefully the timescales and definitions specified in the questions. The accuracy of your response depends on your answering the question in terms of these timescales and definitions. **The survey should take between 20 and 30 minutes to complete.**
- **All responses are confidential. Schools and individuals will remain anonymous in all reports.**
- If you have any queries about the survey, or about how to complete the questionnaire, please contact Carolyn Black, Ipsos MORI Scotland ([Carolyn.black@ipsos.com](mailto:Carolyn.black@ipsos.com), 0131 240 3261) or Fiona Fraser, Principal Researcher within the Scottish Government ([Fiona.fraser@scotland.gsi.gov.uk](mailto:Fiona.fraser@scotland.gsi.gov.uk), 0131 244 5310).

**Thank you for your participation.**

**Please return the questionnaire in the sealed envelope to the person in the school who is the key survey contact and from whom you received this questionnaire.**

**It would be much appreciated if you could return the questionnaire to the key contact within 2 weeks of receipt and no later than Friday 24 February.**

## COMMENTS

*(Please use this page if you have anything to add after completing the questionnaire)*

# Behaviour in Scottish Schools Research Teacher Survey 2012

## YOUR BACKGROUND AND EXPERIENCE

Please use black or blue ink. Put an  in the relevant box or write in where appropriate.

If you are a part-time member of staff working in more than one school, please answer these questions in respect of the school through which you received this questionnaire.

1. Please indicate your gender and age.

- Male  
 Female

2. Age   years

3. Is your current appointment...?

- Permanent  
 Temporary  
 Probationary

4. Do you work...?

- Full time  
 Part time  
 Supply

5. Please state the approximate length of time you have spent working as a teacher in schools. (Please estimate to the nearest whole number)

years

6. Do you currently hold any of the following roles (permanently or acting) in school?

(Please cross all that apply)

- Principal teacher  
 Pastoral care/personal support  
 Behaviour/learning support  
 Other promoted role  
 Registration/house tutor  
 Depute headteacher

7. On average, how many hours of contact time do you have with your class/es per week?

(Please include time spent during a registration class. Please cross one box)

- Under 5 hours  
 Between 6 and 10 hours  
 Between 11 and 20 hours  
 More than 21 hours

If you teach in a primary school, please answer QUESTION 8. If not, please continue to QUESTION 9.

8. If you teach in a primary school, which stages did you teach during the LAST FULL TEACHING WEEK? (Please cross all that apply)

- Nursery  
 P1  
 P2  
 P3  
 Composite class(es)  
 P4  
 P5  
 P6  
 P7

Please complete QUESTION 9 if you teach in a secondary school. If you teach in a primary school, please go to QUESTION 10.

9. Which subject have you taught most frequently this school year?

### POSITIVE BEHAVIOUR IN THE CLASSROOM

10. In how many of the lessons that you teach on a regular basis do you find pupils generally well behaved? *(Please cross one box)*

- All/almost all       Most       Some       Few       None/almost none

11. We have listed below some examples of different types of positive pupil behaviour which teachers experience during the course of their CLASSROOM TEACHING. Over the LAST FULL TEACHING WEEK, please indicate how frequently you experienced each type of pupil behaviour. *(Please cross one box in each row)*

	All Lessons	Most Lessons	Some Lessons	Few Lessons	No Lessons
A Pupils arriving with the correct equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Pupils following instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Pupils settling down quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Pupils contributing to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Pupils listening to others' views respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Pupils listening to staff respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Pupils keenly engaging with their tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Pupils politely seeking staff help (e.g. putting hand up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Attentive, interested pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Pupils arriving promptly for classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Lessons that are calm, relaxed and enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Pupils interacting supportively with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Pupils enthusiastically participating in classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### NEGATIVE BEHAVIOUR IN THE CLASSROOM

12. We have listed below some examples of different types of pupil behaviour which teachers have told us they have to manage during the course of their CLASSROOM TEACHING (you will be asked about pupil behaviour around the school in a separate question). Please read the types of pupil behaviour and definitions carefully.

Taking ALL the lessons you have taught during the LAST FULL TEACHING WEEK, please indicate how frequently you had to deal with each type of pupil behaviour. Question 18 asks about your own experience of serious indiscipline/violence over the last 12 months so in this question you should only answer for the LAST FULL TEACHING WEEK. *(Please cross one box in each row)*

		Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week
<b>LOW LEVEL INDISCIPLINE</b>								
A	Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Hindering other pupils (e.g. by distracting them from work, interfering with materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Getting out of their seat without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Not being punctual (e.g. being late to lessons)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Persistently infringing class rules (e.g. pupil behaviour, safety)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Eating/chewing in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Work avoidance (e.g. delaying start to work set)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Cheeky or impertinent remarks or responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	General rowdiness, horseplay or mucking about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Use of mobile phones/texting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Use of headphones/iPod/mp3 player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DISENGAGEMENT</b>								
M	Pupils withdrawing from interaction with others/you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Pupils missing lessons (e.g. truancy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
O	Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	Racist abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q	Sexist abuse or harassment of other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Homophobic abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	Racist abuse towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U	Sexist abuse or harassment towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	Homophobic abuse towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	Pupils under the influence of illegal drugs/alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	Physical aggression towards other pupils (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z	Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AA	Using mobile phones abusively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BB	Physical aggression towards you (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC	Physical violence towards you (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. From the list in question 12, please give the letters of up to three types of behaviour that have had the greatest negative impact on your teaching experience during the **LAST FULL TEACHING WEEK**.

		(Write letter)
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		(Write letter)
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		(Write letter)
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### POSITIVE BEHAVIOUR AROUND THE SCHOOL

14. Thinking about all the behaviour you encounter around school, how many pupils do you find generally well behaved? *(Please cross one box only)*

All/almost all     
  Most     
  Some     
  Few     
  None/almost none

15. We have listed below some examples of different types of positive pupil behaviour which teachers have told us they encounter during the course of their duties **AROUND THE SCHOOL**. Taking your experience over the **LAST FULL TEACHING WEEK**, please indicate how frequently you encountered each type of behaviour. *(Please cross one box in each row)*

	Always	On most occasions	Sometimes	Seldom	Never
A Pupils actively helping their peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Pupils taking turns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Pupils making positive use of school facilities during breaks (e.g. the library, sports facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Pupils engaged in playing games and sports together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Pupils queuing in an orderly manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Pupils respecting toilet/break/cloakroom areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Pupils using litter bins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Pupils greeting staff pleasantly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Pupils challenging others' negative behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Pupils interacting supportively with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## NEGATIVE BEHAVIOUR AROUND THE SCHOOL

**16. We have listed below some examples of different types of pupil behaviour which teachers have told us they have encountered during the course of their duties AROUND THE SCHOOL. Taking your experience during the LAST FULL TEACHING WEEK, please indicate how frequently you have encountered each type of pupil behaviour.**

*(Please cross one box in each row)*

		Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week
<b>LOW LEVEL INDISCIPLINE</b>								
A	Running in the corridor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Unruliness while waiting (e.g. to enter classrooms, for lunch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Showing lack of concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Persistently infringing school rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Cheeky or impertinent remarks or responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Loitering in 'prohibited' areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Leaving school premises without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	General rowdiness, horseplay or mucking about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Use of mobile phones/texting against school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DISENGAGEMENT</b>								
J	Pupils deliberately excluding others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Pupils withdrawing from interaction with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Pupils truanting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
M	Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Racist abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Sexist abuse or harassment of other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	Homophobic abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q	General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Racist abuse towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	Sexist abuse or harassment towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	Homophobic abuse towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U	General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	Pupils under the influence of illegal drugs/alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	Physical aggression towards other pupils (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	Using mobile phones abusively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z	Physical aggression towards you (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AA	Physical violence towards you (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



17. From the list in question 16, please give the letters of up to three types of behaviour that have had the greatest negative impact on your teaching experience during the LAST FULL TEACHING WEEK.

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(Write letter)

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(Write letter)

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(Write letter)

**SERIOUS INDISCIPLINE AND VIOLENCE TOWARDS SCHOOL STAFF**

18. IN THE LAST TWELVE MONTHS, how many times have you personally experienced each of the following types of serious indiscipline/violence against you in your role as a teacher? (Please write the number of instances in each box: we will assume that a blank means zero. If there were no serious incidents, please go to question 23.)

- R **Racist** abuse towards you 

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- S **Sexist** abuse or harassment towards you 

--	--
- T **Homophobic** abuse towards you 

--	--
- U **Verbal** abuse towards you (i.e. threatening remarks) 

--	--
- Z **Physical aggression** towards you (e.g. by pushing, squaring up) 

--	--
- AA **Physical violence** towards you (e.g. punching kicking, head butting, use of a weapon) 

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**Thinking of the MOST RECENT incident:**

19. Which type of incident was it (using the letters in question 18 above)?

(Please write letter) 

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20. Who was notified (either by yourself or anyone else)?

(Please cross all which apply)

- The headteacher  A senior colleague
- The Local Authority  The police
- Health and Safety Executive  Parents
- Other (Please cross and write in the box below)

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**21. How was the incident followed up?** *(Please cross all which apply)*

- Feedback on how incident/pupils have been dealt with
- Restorative meeting/discussion with pupil(s) involved and yourself
- Informal meeting/contact with colleagues
- Formal meeting within school
- Protected time to recover/speak immediately/debrief
- Meeting offered with local authority personnel (e.g. Head of Service, QIO, educational psychologist)
- Counselling support/confidential helpline
- Not at all

**22. How satisfied were you with the way the incident was handled?** *(Please cross one box only)*

Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## MANAGING BEHAVIOUR

**23. Below is a list of statements relating to the overall level of support offered to teachers in your school. Please indicate the extent to which you agree with each statement.**

*(Please cross one box in each row)*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A I can talk to colleagues openly about any behaviour-related challenges I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B I am confident that senior staff will help me if I experience behaviour management difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C I know there is confidential support and counselling for staff if I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D My colleagues and I are regularly involved in discussion about improving behaviour in the whole school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E I contribute ideas and provide support to my colleagues regarding pupil behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## POLICIES AND APPROACHES ON BEHAVIOUR MANAGEMENT IN SCHOOL

**24. Below is a list of approaches that some schools and classroom teachers use to encourage positive behaviour and manage negative behaviour. Please indicate whether any of the approaches are currently used within your school. (Please cross one box in each row)**

		Frequently	Sometimes	Rarely	Never	Don't know/ Not applicable
A	Promotion of positive behaviour through whole school ethos and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Curriculum programmes in social and emotional skills and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Anti bullying policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Buddying/peer mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Break-time supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Circle time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Restorative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Solution oriented approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	The Motivated School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Learning stances (e.g. SELF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Reward systems for pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Punishment exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Detention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Referral to SMT/HT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Time out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	Targeted small group work e.g. anger management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q	Pupil/behaviour support base in school/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Nurture groups/nurture principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	Local authority off site provision (SEBN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	Home-school link officers/work with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U	Classroom/learning assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	Behaviour/pupil support team/co-ordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	Campus based police officers or community police partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	Transition partnerships and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z	Broad curriculum options: vocational opportunities; personal and social development programmes (ASDAN awards, XL, Duke of Edinburgh); HE/FE college placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AA	Training/CPD/In-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BB	Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC	Exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. From the list in question 24, please give the letters of up to three strategies / approaches that have been the most helpful in encouraging positive behaviour and managing negative behaviour in your school.

(Write letter)

(Write letter)

(Write letter)

26. Health and Wellbeing as a responsibility of all staff is a key feature of *Curriculum for Excellence*. In your view, to what extent (Please cross one box for each statement)

a) has this become a feature of your school's culture?

- a great deal
- a fair amount
- a little
- not at all/has been no change

b) has this helped to develop positive relationships and behaviour at your school?

- a great deal
- a fair amount
- a little
- not at all/has made no difference

### TRAINING AND CONFIDENCE

27. Please indicate the extent to which you agree with the following statement I have had effective training in the behaviour management approaches used in my school.

(Please cross one box only)

Strongly agree    1     2     3     4     5     Strongly disagree

28. Thinking back over the LAST 3 YEARS, approximately how many times have you been involved in...? (Please cross one box in each row)

	Never	Once or twice	More than twice
A Whole-school planning in relation to discipline and positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Any kind of staff development activity or training in relation to discipline and positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using a scale of 1-5, please rate how confident you are in your ability to...

29. ... promote positive behaviour in your classroom. (Please cross one box only)

Not confident at all    1     2     3     4     5     Very confident

30. ... respond to indiscipline in your classroom. (Please cross one box only)

Not confident at all    1     2     3     4     5     Very confident

## TIME SPENT

**31. Please estimate how much time you personally spent in the LAST FULL TEACHING WEEK on...** *(Please cross one box in each row)*

	No time spent	Under an hour	An hour to 3 hours	More than 3 hours
A Specific activities in your school to promote positive school ethos and behaviour (e.g. reward schemes, citizenship activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Dealing with indiscipline referrals from staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Referring/liasing with Guidance/senior management/other staff about particular pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Working with other partners or members of the school community (e.g. home-school link staff, youth workers, social workers or voluntary agencies) in planning, developing or delivering activities in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Giving or receiving informal support to/from colleagues in relation to indiscipline and positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Planning or providing behaviour support to individual pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Talking to parents about behaviour (exclude parents' evenings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Dealing with the same pupils who present challenging behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**32. If you spent some time last week talking to parents, what was the focus of these discussions?** *(Please cross one box only)*

- Mostly positive feedback on their child's behaviour
- A balance of positive and negative feedback on their child's behaviour
- Mostly negative feedback on their child's behaviour
- Other *(Please cross and write in box below)*

## OVERALL ASSESSMENT OF SCHOOL AND DISCIPLINARY CLIMATE

33. Overall, how much impact does serious indiscipline/pupil violence (as defined in question 12, O-CC) currently have on the performance of your school? *(Please cross one box only)*

Very little impact    1     2     3     4     5     A great deal of impact  
 Don't know

34. Using a scale of 1 to 5, please describe... *(Please cross one box in each row)*

		Poor					Very good
		1	2	3	4	5	
A	the overall ethos of your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B	the quality of leadership provided by senior staff in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	how all staff work together in your school (e.g. the level of collegiality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D	how the education authority works in partnership with your school to promote positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**THANK YOU FOR YOUR TIME AND FEEDBACK.**

**REMEMBER THAT YOU CAN MAKE ADDITIONAL COMMENT ON THE INSIDE FRONT COVER IF YOU WISH.**

# National Survey On Behaviour In Schools

## Questionnaire For Primary And Secondary Headteachers

- This questionnaire is part of a national survey of behaviour in schools in Scotland. The survey has been commissioned by the Scottish Government with the support and backing of COSLA, Association of Directors of Education (ADES), GTCS, teaching unions EIS, SSTA, SLS, AHDS, VOICE, NASUWT and advised by Education Scotland. Ipsos MORI is carrying out the survey.
- The management of behaviour is an important issue. The survey will lead to a greater understanding of the reality of pupil behaviour and discipline in Scottish schools and will inform policy and practice at local and national levels.
- The survey is seeking the opinions of local authorities, headteachers, teachers and classroom support staff across Scotland. It is very important that the survey should cover a representative sample of staff in order to build up a valid and reliable picture of what is actually happening in schools. **As you have been selected as part of this sample, the quality of the survey depends on you completing and returning this form. No matter what type of pupil behaviour you experience in your work, your experiences are very important to us.**
- Please read carefully the timescales and definitions specified in the questions. The accuracy of your response depends on your answering the question in terms of these timescales and definitions. **The survey should take between 20 and 30 minutes to complete.**
- **All responses are confidential. Schools and individuals will remain anonymous in all reports.**
- If you have any queries about the survey, or about how to complete the questionnaire, please contact Carolyn Black, Ipsos MORI Scotland ([Carolyn.black@ipsos.com](mailto:Carolyn.black@ipsos.com), 0131 240 3261) or Fiona Fraser, Principal Researcher within the Scottish Government ([Fiona.fraser@scotland.gsi.gov.uk](mailto:Fiona.fraser@scotland.gsi.gov.uk), 0131 244 5310).

**Thank you for your participation.**

**Please return the questionnaire in the sealed envelope to the person in the school who is the key survey contact and from whom you received this questionnaire.**

**It would be much appreciated if you could return the questionnaire to the key contact within 2 weeks of receipt and no later than Friday 24 February.**

## COMMENTS

*(Please use this page if you have anything to add after completing the questionnaire)*



# BEHAVIOUR IN SCOTTISH SCHOOLS RESEARCH HEADTEACHER SURVEY 2012

## YOUR BACKGROUND AND EXPERIENCE

Please use black or blue ink. Put an  in the relevant box or write-in where appropriate.

1. Please indicate your gender and age.      2. Age   years
- Male  
 Female
3. Is your current appointment...?      4. Do you work...?
- Permanent       Full time  
 Temporary       Part time
5. Please state the approximate length of time you have spent working in total as a headteacher. (Please estimate to the nearest whole number and include any previous headships)
- years
6. Have you held a headteacher post in any other schools?
- Yes  
 No
7. On average, how many hours of contact time do you have with classes within your school per week? (Please include time spent during a registration class)
- None  
 Under 2 hours  
 Between 3 and 5 hours  
 Between 6 and 10 hours  
 Between 11 and 20 hours  
 More than 20 hours
8. In the last three years, has your school been involved in training/events relevant to promoting positive behaviour and/or managing indiscipline? (Please cross one box only)
- Yes  
 No

9. **If YES, please cross as appropriate to indicate the training provider** *(Please cross all that apply)*

- Local authority
- Institute of Higher Education
- Independent provider
- The Scottish Government Positive Behaviour Team
- Other *(Please cross and write in the box below)*

10. **In the last three years, have you received any support or assistance from your local authority to try new initiatives for promoting positive behaviour?** *(Please cross one box only)*

- Yes
- No

11. **If YES, please cross as appropriate to indicate the type of support or assistance received.** *(Please cross all that apply)*

- Additional funding or staff support
- Advice and consultancy
- Training
- Strategic or policy support
- Other *(Please cross and write in the box below)*

12. **Does your school have an on-site unit for longer-term placement of pupils identified with SEBD or behavioural needs?** *(Please cross one box only)*

- Yes
- No

13. **How do you rate the parents of pupils at your school in terms of their general supportiveness?** *(Please cross one box only)*

Not supportive at all    1     2     3     4     5     Very supportive

14. **How do you rate the parents of pupils at your school in terms of their supportiveness in tackling behaviour and discipline issues?** *(Please cross one box only)*

Not supportive at all    1     2     3     4     5     Very supportive

## POSITIVE BEHAVIOUR IN THE CLASSROOM

15. Thinking about your school overall, please estimate what proportion of the school roll you think are generally well behaved during lessons. *(Please cross one box only)*

All/almost all       Most       Some       Few       None/almost none

16. We have listed below some examples of different types of positive pupil behaviour which teachers experience during the course of their CLASSROOM TEACHING. Over the LAST FULL TEACHING WEEK, please indicate, from your perspective, how often each type of behaviour was exhibited. *(Please cross one box in each row)*

	All Lessons	Most Lessons	Some Lessons	Few Lessons	No Lessons
A Pupils arriving with the correct equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Pupils following instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Pupils settling down quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Pupils contributing to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Pupils listening to others' views respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Pupils listening to staff respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Pupils keenly engaging with their tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Pupils politely seeking staff help (e.g. putting hand up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Attentive, interested pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Pupils arriving promptly for classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Lessons that are calm, relaxed and enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Pupils interacting supportively with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Pupils enthusiastically participating in classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## NEGATIVE BEHAVIOUR IN THE CLASSROOM

Questions 17 and 18 ask about low level indiscipline. Based on examples of different types of pupil behaviour that teachers have told us they have to manage during the course of their CLASSROOM teaching, low level indiscipline is defined as behaviour which encompasses talking out of turn in class, being late for lessons, cheeky or impertinent remarks, use of mobile phones within classes, as well as other forms of low level indiscipline.

17. **Over the course of the LAST FULL TEACHING WEEK, how often do you think teachers within your school would have to deal with low level indiscipline within the course of their CLASSROOM TEACHING?** *(Please cross one box only)*

Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. **On how many occasions were pupils referred to you for low level indiscipline issues during the LAST FULL TEACHING WEEK?** *(Please cross one box only)*

Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. We have listed below some examples of serious indiscipline/violence which teachers sometimes have to deal with during the course of their CLASSROOM TEACHING. Please indicate how frequently each behaviour has been REFERRED ON TO YOU from a CLASSROOM setting, over the LAST FULL TEACHING WEEK. Please note that you will be asked about similar behaviour around the school (i.e. outwith the classroom) in question 22 and your experience of serious indiscipline/violence towards you over the last twelve months in question 24. (Please cross one box in each row)

	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week
A Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Racist abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Sexist abuse or harassment of other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Homophobic abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Racist abuse towards staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Sexist abuse or harassment towards staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Homophobic abuse towards staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I General verbal abuse towards staff (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Pupils under the influence of illegal drugs/alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Physical aggression towards other pupils (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Using mobile phones abusively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Physical aggression towards staff (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O Physical violence towards staff (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## POSITIVE BEHAVIOUR AROUND THE SCHOOL

20. Thinking about all the behaviour you encounter around school, how many pupils do you find generally well behaved? *(Please cross one box only)*

All/almost all       Most       Some       Few       None/almost none

21. We have listed below some examples of different types of positive pupil behaviour which teachers have told us they encounter during the course of their duties **AROUND THE SCHOOL**. Taking your experience over the **LAST FULL TEACHING WEEK**, please indicate how frequently you encountered each type of behaviour. *(Please cross one box in each row)*

		Always	On most occasions	Sometimes	Seldom	Never
A	Pupils actively helping their peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Pupils taking turns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Pupils making positive use of school facilities during breaks (e.g. the library, sports facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Pupils engaged in playing games and sports together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Pupils queuing in an orderly manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Pupils respecting toilet/break/cloakroom areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Pupils using litter bins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Pupils greeting staff pleasantly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Pupils challenging others' negative behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Pupils interacting supportively with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## NEGATIVE BEHAVIOUR AROUND THE SCHOOL

22. We have listed below some examples of different types of pupil behaviour which teachers have told us they have encountered during the course of their duties AROUND THE SCHOOL. Taking your experience during the LAST FULL TEACHING WEEK, please indicate how frequently each type of behaviour has either been referred on to you, or been encountered directly by you. (Please cross one box in each row)

		Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week
<b>LOW LEVEL INDISCIPLINE</b>								
A	Running in the corridor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Unruliness while waiting (e.g. to enter classrooms, for lunch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Showing lack of concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Persistently infringing school rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Cheeky or impertinent remarks or responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Loitering in 'prohibited' areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Leaving school premises without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	General rowdiness, horseplay or mucking about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Use of mobile phones/texting against school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DISENGAGEMENT</b>								
J	Pupils deliberately excluding others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Pupils withdrawing from interaction with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Pupils truanting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
M	Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Racist abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Sexist abuse or harassment of other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	Homophobic abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q	General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Racist abuse towards you or your staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	Sexist abuse or harassment towards you or your staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	Homophobic abuse towards you or your staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U	General verbal abuse towards you or your staff (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	Pupils under the influence of illegal drugs/alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	Physical aggression towards other pupils (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	Using mobile phones abusively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z	Physical aggression towards you or your staff (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AA	Physical violence towards you or your staff (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. From the list in question 22, please give the letters of up to three types of behaviour that have had the greatest negative impact on the experience of your staff around the school during the **LAST FULL TEACHING WEEK**.

(Write letter)

(Write letter)

(Write letter)

### SERIOUS INDISCIPLINE AND VIOLENCE TOWARDS YOU

24. **IN THE LAST TWELVE MONTHS**, how many times have you personally experienced each of the following types of serious indiscipline/violence against you in **YOUR** role as a headteacher? Do not count incidents against your staff as these are being captured by the teacher survey. (Please write the number of instances in each box: we will assume that a blank means zero. If there were no serious incidents, please go to question 29.)

<b>R</b>	<b>Racist</b> abuse towards you	<input type="text"/> <input type="text"/>	<b>U</b>	<b>Verbal</b> abuse towards you (i.e. threatening remarks)	<input type="text"/> <input type="text"/>
<b>S</b>	<b>Sexist</b> abuse or harassment towards you	<input type="text"/> <input type="text"/>	<b>Z</b>	<b>Physical aggression</b> towards you (e.g. by pushing, squaring up)	<input type="text"/> <input type="text"/>
<b>T</b>	<b>Homophobic</b> abuse towards you	<input type="text"/> <input type="text"/>	<b>AA</b>	<b>Physical violence</b> towards you (e.g. punching, kicking, head butting, use of a weapon)	<input type="text"/> <input type="text"/>

#### Thinking of the **MOST RECENT** incident:

25. Which type of incident was it (using the letters in question 24 above)?

(Please write letter)

26. Who was notified (either by yourself or anyone else)?

(Please cross all which apply)

- The Local Authority       Parents  
 Health and Safety Executive       Other (please cross and write in the box below)  
 The police

27. How was the incident followed up? (Please cross all which apply)

- Feedback on how incident/pupils have been dealt with  
 Restorative meeting/discussion with pupil(s) involved and yourself  
 Informal meeting/contact with colleagues  
 Formal meeting within school  
 Protected time to recover/speak immediately/debrief  
 Meeting offered with local authority personnel (e.g. Head of Service, QIO, educational psychologist)  
 Counselling support/confidential helpline  
 Not at all



**28. How satisfied were you with the way the incident was handled?** *(Please cross one box only)*

Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29. How frequently, if at all, do you receive complaints from the general public, local community or the media about the conduct of your pupils outside the school premises?**

*(Please cross one box only)*

Frequently       Sometimes       Rarely       Never

**If you indicated that you frequently or sometimes receive complaints about the conduct of your pupils outside school premises, please complete question 30, otherwise go to question 31.**

**30. What has been the nature of these complaints?** *(Please cross all which apply)*

- Cheeky or impertinent remarks to members of the public
- Verbal abuse towards any individual (e.g. other pupils, teachers, members of the public)
- Physical aggression towards any individual (e.g. other pupils, teachers, members of the public)
- Physical destructiveness (e.g. breaking objects, damaging property)
- General rowdiness, horseplay, mucking about
- Anti-social behaviour (e.g. smoking, swearing, shouting)
- Other *(Please cross and write in box below)*

## SUPPORT FOR STAFF

**31. Below is a list of statements relating to the overall level of support offered to staff in your school. Please indicate the extent to which you agree with each statement.** *(Please cross one box in each row)*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A My colleagues can openly talk about any behaviour-related challenges they experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Senior staff will help colleagues who are experiencing behaviour management difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C My staff know that there is confidential support within the school if they need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D My staff know that there is confidential support and counselling provided by the education authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E I involve my staff in discussions about improving behaviour in the whole school at least once a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F My staff contribute ideas and provide support to other colleagues regarding pupil behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Staff have participated in the development of the school's behaviour policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME SPENT

**32. Please estimate how much time you personally spent in the LAST FULL TEACHING WEEK on...** *(Please cross one box in each row)*

	No time spent	Under an hour	An hour to 3 hours	More than 3 hours
A Specific activities in your school to promote positive school ethos and behaviour (e.g. reward schemes, citizenship activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Dealing with indiscipline referrals from staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Referring/liasing with Guidance/senior management/other staff about particular pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Working with other partners or members of the school community (e.g. home-school link staff, youth workers, social workers or voluntary agencies) in planning, developing or delivering activities in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Giving or receiving informal support to/from colleagues in relation to indiscipline and positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Planning or providing behaviour support to individual pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Talking to parents about behaviour (exclude parents' evenings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Dealing with the same pupils who present challenging behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**33. If you spent some time last week talking to parents, what was the focus of these discussions?** *(Please cross one box only)*

- Mostly positive feedback on their child's behaviour
- A balance of positive and negative feedback on their child's behaviour
- Mostly negative feedback on their child's behaviour
- Other *(Please cross and write in the box below)*

## POLICIES AND APPROACHES ON BEHAVIOUR MANAGEMENT IN SCHOOL

**34. Below is a list of approaches that some schools and classroom teachers use to encourage positive behaviour and manage negative behaviour. Please indicate whether any of the approaches are currently used within your school. (Please cross one box in each row)**

		Frequently	Sometimes	Rarely	Never	Don't know/ Not applicable
A	Promotion of positive behaviour through whole school ethos and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Curriculum programmes in social and emotional skills and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Anti bullying policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Buddying/peer mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Break-time supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Circle time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Restorative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Solution oriented approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	The Motivated School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Learning stances (e.g. SELF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Reward systems for pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Punishment exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Detention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Referral to SMT/HT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Time out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	Targeted small group work e.g. anger management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q	Pupil/behaviour support base in school/campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Nurture groups/nurture principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	Local authority off site provision (SEBN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	Home-school link officers/work with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U	Classroom/learning assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	Behaviour/pupil support team/co-ordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	Campus based police officers or community police partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	Transition partnerships and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z	Broad curriculum options: vocational opportunities; personal and social development programmes (ASDAN awards, XL, Duke of Edinburgh); HE/FE college placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AA	Training/CPD/In-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BB	Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC	Exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. From the list in question 34, please give the letters of up to three strategies/approaches that have been the most helpful in encouraging positive behaviour and managing negative behaviour in your school.

(Write letter)

(Write letter)

(Write letter)

36. Thinking back over the LAST TWELVE MONTHS, which members of the school community have been actively involved in discussing and developing strategies related to discipline and the promotion of positive behaviour in your school? (Please cross all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Teachers  | <input type="checkbox"/> Educational psychologists               |
| <input type="checkbox"/> Parents   | <input type="checkbox"/> Learning assistants                     |
| <input type="checkbox"/> Pupils  | <input type="checkbox"/> School caretakers/janitors              |
| <input type="checkbox"/> Youth workers                                   | <input type="checkbox"/> School meal staff (cooks/serving staff) |
| <input type="checkbox"/> Home-school link staff                          | <input type="checkbox"/> Lunchtime/playground assistants         |
| <input type="checkbox"/> Social workers                                  | <input type="checkbox"/> Campus police or community officers     |
| <input type="checkbox"/> Other (Please cross and write in the box below) |  |

37. Health and Wellbeing as a responsibility of all staff is a key feature of **Curriculum for Excellence**. In your view, to what extent (Please cross one box for each statement)

a) has this become a feature of your school s culture?

- a great deal
- a fair amount
- a little
- not at all/has been no change

b) has this helped to develop positive relationships and behaviour at your school?

- a great deal
- a fair amount
- a little
- not at all/has made no difference

## OVERALL ASSESSMENT OF SCHOOL AND DISCIPLINARY CLIMATE

**38. Overall, how much impact does serious indiscipline/pupil violence (as defined in Q22, M-AA) currently have on the performance of your school? (Please cross one box only)**

Very little impact    1     2     3     4     5     A great deal of impact  
 Don't know

**39. Using a scale of 1 to 5, please describe... (Please cross one box in each row)**

		Poor			Very good	
		1	2	3	4	5
A	the overall ethos of your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	the quality of leadership provided by senior staff in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	how all staff work together in your school (e.g. the level of collegiality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	how the education authority works in partnership with your school to promote positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU FOR YOUR TIME AND FEEDBACK.**

**REMEMBER THAT YOU CAN MAKE ADDITIONAL COMMENT ON THE INSIDE FRONT COVER IF YOU WISH.**

# National Survey On Behaviour In Schools

## Questionnaire For School Support Staff

- This questionnaire is part of a national survey of behaviour in schools in Scotland. The survey has been commissioned by the Scottish Government with the support and backing of COSLA, Association of Directors of Education (ADES), GTCS, teaching unions EIS, SSTA, SLS, AHDS, VOICE, NASUWT and advised by Education Scotland. Ipsos MORI is carrying out the survey.
- The management of behaviour is an important issue. The survey will lead to a greater understanding of the reality of pupil behaviour and discipline in Scottish schools and will inform policy and practice at local and national levels.
- The survey is seeking the opinions of local authorities, headteachers, teachers and classroom support staff across Scotland. It is very important that the survey should cover a representative sample of staff in order to build up a valid and reliable picture of what is actually happening in schools. **As you have been selected as part of this sample, the quality of the survey depends on you completing and returning this form. No matter what type of pupil behaviour you experience in your work, your experiences are very important to us.**
- Please read carefully the timescales and definitions specified in the questions. The accuracy of your response depends on your answering the question in terms of these timescales and definitions. **The survey should take between 10 and 20 minutes to complete.**
- **All responses are confidential. Schools and individuals will remain anonymous in all reports.**
- If you have any queries about the survey, or about how to complete the questionnaire, please contact Carolyn Black, Ipsos MORI Scotland (Carolyn.black@ipsos.com, 0131 240 3261) or Fiona Fraser, Principal Researcher within the Scottish Government (Fiona.fraser@scotland.gsi.gov.uk, 0131 244 5310).

**Thank you for your participation.**

**Please return the questionnaire in the sealed envelope to the person in the school who is the key survey contact and from whom you received this questionnaire.**

**It would be much appreciated if you could return the questionnaire to the key contact within 2 weeks of receipt and no later than Friday 24th February.**

## COMMENTS

*(Please use this page if you have anything to add after completing the questionnaire)*

# BEHAVIOUR IN SCOTTISH SCHOOLS RESEARCH 2012

## SURVEY OF STAFF IN PRIMARY AND SECONDARY SCHOOLS WHO ASSIST TEACHERS IN THEIR WORK WITH PUPILS IN CLASSROOMS AND SUPPORT BASES

(For the purpose of this questionnaire, these staff are called classroom assistants, but you may have other locally determined job titles)

### YOUR BACKGROUND AND EXPERIENCE

Please use black or blue ink. Put an  in the relevant box or write-in where appropriate.

If you are a part-time member of staff working in more than one school, please answer these questions in respect of the school through which you received this questionnaire.

1. Please indicate your gender and age.      2. Age  years
- Male  
 Female

3. Please state the approximate length of time you have spent working as a classroom assistant in schools.  
(Please estimate to the nearest whole number)  years

4. Who do you provide classroom support to this school year?

(Please cross all which apply)

- One individual pupil  
 A few pupils  
 One particular class  
 A few classes  
 Any class as required  
 In a classroom setting with pupils who have behavioural needs  
 In a support base with pupils who have behavioural needs  
 Other (Please cross and write in the box below)

### POSITIVE BEHAVIOUR AROUND THE SCHOOL

5. Thinking about all the behaviour you encounter around the school, how many pupils do you find generally well behaved? (Please cross one box only)

- All/almost all       Most       Some       Few       None/almost none



## POSITIVE BEHAVIOUR IN THE CLASSROOM

6. In how many of the lessons that you assist in on a regular basis do you find pupils generally well behaved? *(Please cross one box only)*

All/almost all       Most       Some       Few       None/almost none

7. We have listed below some examples of different types of positive pupil behaviour which staff experience during the course of their CLASSROOM TEACHING. Over the LAST FULL TEACHING WEEK, please indicate how frequently you experienced each type of pupil behaviour. *(Please cross one box in each row)*

	All Lessons	Most Lessons	Some Lessons	Few Lessons	No Lessons
A Pupils arriving with the correct equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Pupils following instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Pupils settling down quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Pupils contributing to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Pupils listening to others' views respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Pupils listening to the teacher respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Pupils keenly engaging with their tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Pupils politely seeking teacher help (e.g. putting hand up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Attentive, interested pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Pupils arriving promptly for classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Lessons that are calm, relaxed and enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Pupils interacting supportively with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Pupils enthusiastically participating in classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## NEGATIVE BEHAVIOUR IN THE CLASSROOM

8. We have listed below some examples of different types of pupil behaviour which staff have told us they have to manage during the course of their CLASSROOM TEACHING. Please read the types of pupil behaviour and definitions carefully.

Taking ALL the lessons you have assisted in during the LAST FULL TEACHING WEEK, please indicate how frequently you had to deal with each type of pupil behaviour. Question 10 asks about your own experience of serious indiscipline/violence over the past 12 months so in this question you should only answer for the LAST FULL TEACHING WEEK. *(Please cross one box in each row)*

	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week
<b>LOW LEVEL INDISCIPLINE</b>							
A Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Hindering other pupils (e.g. by distracting them from work, interfering with materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Getting out of their seat without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Not being punctual (e.g. being late to lessons)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Persistently infringing class rules (e.g. pupil behaviour, safety)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Eating/chewing in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Work avoidance (e.g. delaying start to work set)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Cheeky or impertinent remarks or responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J General rowdiness, horseplay or mucking about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Use of mobile phones/texting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Use of headphones/iPod/mp3 player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DISENGAGEMENT</b>							
M Pupils withdrawing from interaction with others/you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Pupils missing lessons (e.g. truancy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>							
O Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P Racist abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Sexist abuse or harassment of other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R Homophobic abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T Racist abuse towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U Sexist abuse or harassment towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V Homophobic abuse towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X Pupils under the influence of illegal drugs/alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y Physical aggression towards other pupils (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AA Using mobile phones abusively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BB Physical aggression towards you (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC Physical violence towards you (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. From the list in question 8, please give the letters of up to three types of behaviour that have had the greatest negative impact on your experience as a support staff member during the **LAST FULL TEACHING WEEK**.

--	--

(Write letter)

--	--

(Write letter)

--	--

(Write letter)

**SERIOUS INDISCIPLINE AND VIOLENCE TOWARDS SCHOOL STAFF**

10. **IN THE LAST TWELVE MONTHS, how many times have you personally experienced each of the following types of serious indiscipline/violence against YOU in your role as a classroom assistant?** (Do not include incidents against teachers and headteachers as these are captured in the teacher and headteacher questionnaires. Please write the number of instances in each box: we will assume that a blank means zero. If there were **no** serious incidents, please go to question 15.)

**T** **Racist** abuse towards you

--	--

**U** **Sexist** abuse or harassment towards you

--	--

**V** **Homophobic** abuse towards you

--	--

**W** **Verbal** abuse towards you (i.e. threatening remarks)

--	--

**BB** **Physical aggression** towards you (e.g. by pushing, squaring up)

--	--

**CC** **Physical violence** towards you (e.g. punching, kicking, head butting, use of a weapon)

--	--

**Thinking of the MOST RECENT incident:**

11. Which type of incident was it (using the letters in question 10 above)?

(Please write letter)

--	--

12. Who was notified (either by yourself or anyone else)?

(Please cross all which apply)

The teacher

A senior colleague

The headteacher

The Local Authority

The police

Health and Safety Executive

Parents

Other (please cross and write in the box below)

--

**13. How was the incident followed up?** *(Please cross all which apply)*

- Feedback on how incident/pupils have been dealt with
- Restorative meeting/discussion with pupil(s) involved and yourself
- Informal meeting/contact with colleagues
- Formal meeting within school
- Protected time to recover/speak immediately/debrief
- Meeting offered with local authority personnel (e.g. Head of Service, QIO, educational psychologist)
- Counselling support/confidential helpline
- Not at all

**14. How satisfied were you with the way the incident was handled?**

*(Please cross one box only)*

Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. Below is a list of statements relating to the overall level of support offered to classroom assistants in your school. Please indicate the extent to which you agree with each statement.** *(Please cross one box in each row)*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A I can talk to other classroom assistants openly about any behaviour-related challenges I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B I can talk to teachers openly about any behaviour-related challenges I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C I am confident that senior managers in the school will help me if I experience behaviour management difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D I know that there is confidential support available for classroom assistants if I need it within my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E I know that there is confidential support and counselling available for classroom assistants if I need it within my authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Classroom assistants are regularly involved in discussions about improving behaviour in the whole school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G There is adequate training for classroom assistants on how to deal with behaviour difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## OVERALL ASSESSMENT OF SCHOOL AND DISCIPLINARY CLIMATE

**16. Health and Wellbeing as a responsibility of all staff is a key feature of *Curriculum for Excellence*. In your view, to what extent** *(Please cross one box for each statement)*

**a) has this become a feature of your school s culture?**

- a great deal  
 a fair amount  
 a little  
 not at all/has been no change

**b) has this helped to develop positive relationships and behaviour at your school?**

- a great deal  
 a fair amount  
 a little  
 not at all/has made no difference

**17. Overall, how much impact does serious indiscipline/pupil violence (as defined at Q8, O-CC) currently have on the performance of your school?** *(Please cross one box only)*

- Very little impact    1     2     3     4     5     A great deal of impact  
 Don't know

**18. Using a scale of 1 to 5, please describe.** *(Please cross one box in each row)*

		Poor					Very good
		1	2	3	4	5	
A	the overall ethos of your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B	the quality of leadership in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	how all staff work together in your school (e.g. the level of collegiality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D	how the education authority works in partnership with your school to promote positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**THANK YOU FOR YOUR TIME AND FEEDBACK.**

**REMEMBER THAT YOU CAN MAKE ADDITIONAL COMMENT ON THE  
INSIDE FRONT COVER IF YOU WISH.**

## ANNEX 2 – SAMPLING APPROACH

The target achieved sample was the 2009 achieved sample. We hoped to improve on the 2009 response rate (and did so) but erred on the safe side and the number of schools and members of staff selected was based on the numbers selected in 2009.

Staff category	2009 selected sample	2012 selected sample	2009 response rate	2009 achieved sample	2012 anticipated response rate	2012 anticipated achieved sample
Secondary Schools	260	260	Unknown	Unknown	68%	177
Secondary Teacher	3382	3382	43%	1468	50%	1691
Secondary Head	377	368	65%	246	68%	250
Secondary Support	1305	1305	52%	678	62%	809
Primary Schools	430	430	Unknown	Unknown	65%	280
Primary Teacher	1288	1285	43%	560	50%	642
Primary Head	430	430	57%	244	65%	280
Primary Support	863	877	45%	391	55%	482

The sample was drawn from a database provided by the Scottish Government which contained the following information for all publicly funded mainstream schools in Scotland: contact details, SEED code, LA, whether primary or secondary, FTE teachers, free school meal registration (FMR) rate, urban/rural indicator.

### Selection of secondary school staff

We wanted to sample 260 of the 368 secondary schools (71%). As in 2009, in order to randomly select a sample that was as representative as possible, the list of schools was ordered using four stratifiers in the following order: 1) Local Authority 2) FMR band<sup>1</sup> 3) size band<sup>2</sup> and 4) urban/rural category<sup>3</sup>.

The selection of 71% of the schools at random was done in two stages. The first stage was to number the ordered list from 1 to 10 repeatedly (so each school was allocated a number from 1 to 10). Seven numbers (2,3,4,5,8,9 and 10) were pulled out of a hat and each school with those numbers was selected. This gave 256 selected schools. To select the remaining 4 schools required, one of the three remaining numbers (6) was pulled out of the hat and a random start point (23 of the 370 groups of 10) was also selected. Starting with the 23<sup>rd</sup> school numbered 6, every 9<sup>th</sup> school numbered 6 was selected.

<sup>1</sup> Schools were grouped into 5 quintiles based on FMR rate (with the 20% with the lowest rates in band 1 and the 20% with the highest rates in band 5).

<sup>2</sup> Schools were grouped into 4 quartiles based on the number of FTE teachers (with the 25% with the lowest numbers in band 1 and the 25% with the highest numbers in band 4).

<sup>3</sup> Using the Scottish Government's 8-fold urban/rural classification

To determine the proportionate number of teachers and support staff to be selected from each selected school, the total number of FTE teachers in the selected schools (16,706) was divided by the number of teachers required to be selected (3,382). This gave a ratio of 1 in 4.94. The number of FTE teachers in each school was then divided by 4.94 and rounded to the nearest whole number, that being the number of teachers to be selected.

The number of support staff to be selected was 1,305 (1 in 12.8). Again, the number of FTE teachers in each school was then divided by 12.8 and rounded to the nearest whole number, that being the number of support staff to be selected.

The final stage in the selection of staff was to be done by the school. Key contacts were given the following instruction:

*Distribute the questionnaires and envelopes to those teachers whose surnames come immediately after the headteacher's in alphabetical order. If you reach the end of the alphabet and you still have questionnaires to distribute, return to A and continue. Include promoted as well as unpromoted posts, part time and full time, permanent and temporary posts. If you are aware of any staff who are not going to be present in school before the questionnaires are due to be returned, either because of secondment, long term sick leave or another type of extended leave, please miss them out of your selection and choose the next staff member alphabetically.... [for support staff]. Those eligible to take part in the survey are those who assist teachers in their work with pupils in classrooms and support bases. Staff who provide only administrative assistance (like photocopying) to teaching staff should not be included. The questionnaires and envelopes should be distributed using the same method as the teacher survey above (i.e. distribute to classroom support staff whose surnames come immediately after the headteacher's).*

Selection of headteachers was not required as headteachers of ALL secondary schools were invited to take part.

### **Selection of primary schools and staff**

Selection of primary schools and staff was done on the same basis.

We wanted to sample 430 of the 2,079 primary schools (21%). The list of schools was ordered using four stratifiers: 1) Local Authority 2) FMR band 3) size band and 4) urban/rural category.

The selection of 21% of the schools at random was done in two stages. The first stage was to number the ordered list from 1 to 5 repeatedly (so each school was allocated a number from 1 to 5). One number (1) was pulled out of a hat and each school with that number was selected. This gave 416 selected schools. To select the remaining 14 schools required, one of the three remaining numbers (2) was pulled out of the hat and a random start point (13 of the 416 groups of 5) was also selected. Starting with the 13<sup>th</sup> school numbered 2, every 30<sup>th</sup> school numbered 2 was selected.

To determine the proportionate number of teachers and support staff to be selected from each selected school, the total number of FTE teachers in the selected schools<sup>4</sup> (4,240) was divided by the number of teachers required to be selected (1,288). This gave us a ratio of 1 in 3.3. The number of FTE teachers in each school was then divided by 3.3 and rounded to the nearest whole number, that being the number of teachers to be selected.

The number of support staff to be selected was 863 (1 in 4.8). Again, the number of FTE teachers in each school was then divided by 4.8 and rounded to the nearest whole number, that being the number of support staff to be selected.

The final stage in the selection of staff was done by the school in the same way as in secondary schools (i.e. on the basis of the surname of the headteacher).

Selection of headteachers was not required as headteachers of all selected primary schools were invited to take part.

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<sup>4</sup> Schools where the number of FTE teachers was one or less than one were excluded from this calculation and from the selection of teachers and support staff. The headteacher from these schools will still be included.



## **ANNEX 3 – KEY CONTACT INSTRUCTIONS**

### **BEHAVIOUR IN SCOTTISH SCHOOLS 2012**

#### **INSTRUCTIONS FOR KEY SCHOOL CONTACTS**

Dear [insert name]

Behaviour in Scottish Schools is a Scotland wide survey of primary and secondary schools undertaken every three years. This important research is supported by the Scottish Advisory Group on Behaviour in Schools (SAGBiS), COSLA, the Director of Education for your Local Authority, GTCS, Education Scotland and all of the teaching unions. The independent social research organisation Ipsos MORI has been appointed by the Scottish Government to conduct the survey in 2012.

The 2012 research will provide a representative national picture of behaviour in Scottish schools and any changes since the last survey in 2009. The research will also investigate the range of different approaches to managing behaviour in classrooms and around the school; perceptions of the effectiveness of those approaches; and confidence in and support received by school staff to manage behaviour, amongst other issues. The results will provide feedback on current policy and inform future support in the area of relationships and behaviour.

Your school has been selected to take part in the survey and your headteacher has nominated you as the key school contact. We are very grateful for your help with this research.

**Included in this pack you will find everything you need for your school to take part in Behaviour in Schools 2012. This document explains the steps you need to take.**

A high response rate from headteachers, teachers and classroom support staff is crucial to the overall quality of the research and we would be very grateful if you could read the following instructions carefully.

#### **Instructions for distribution**

You should find enclosed the questionnaires and envelopes to be distributed in your school. There are three kinds of questionnaire in the pack, intended for the headteacher, teachers and classroom support staff.

#### ***Headteacher questionnaire***

There is one copy of the headteacher questionnaire. Please ask the headteacher to complete it and return it to you, sealed in the envelope provided within 2 weeks of receipt and no later than **Friday 24 February 2012**.

#### ***Teacher questionnaires***

There are <number> copies of the teacher questionnaire. This number has been calculated in proportion to the number of teachers in your school. For the methodology of the survey to work effectively, it is necessary that these questionnaires should be distributed *randomly* amongst the teaching staff. This is not as easy to achieve as it might seem. Therefore, it is important for the overall quality of the research that these instructions are followed as closely as possible.

Distribute the questionnaires and envelopes to those teachers whose surnames come immediately after the headteacher's in alphabetical order. If you reach the end of the alphabet and you still have questionnaires to distribute, return to A and continue. Include promoted as well as unpromoted posts, part time and full time, permanent and temporary posts. If you are aware of any staff who are not going to be present in school before the questionnaires are due to be returned, either because of secondment, long term sick leave or another type of extended leave, please miss them out of your selection and choose the next staff member alphabetically.

Please ask each teacher to return the questionnaire to you, sealed in the envelope provided, within 2 weeks of receipt and no later than **Friday 24 February 2012**.

### ***Classroom support staff questionnaires***

There are <number> copies of the questionnaire for classroom support staff. Those eligible to take part in the survey are those who assist teachers in their work with pupils in classrooms and support bases. Staff who provide only administrative assistance (like photocopying) to teaching staff should not be included. The questionnaires and envelopes should be distributed using the same method as the teacher survey above (i.e. distribute to classroom support staff whose surnames come immediately after the headteacher's). Again each member of classroom support staff receiving a questionnaire should return it to you, sealed in the envelope provided, within 2 weeks of receipt and no later than **Friday 24 February 2012**.

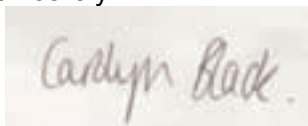
### **Ensuring a good response rate**

To ensure that the results are as accurate as possible and from a truly representative sample of staff, we need as many of those selected to take part as possible. We would be grateful for your assistance in helping us achieve a high response rate. Please make a note of the staff to whom you have distributed the questionnaires, and remind them a day or two before Friday 24 February if you have not yet received their completed questionnaires.

### **Returning the questionnaires to Ipsos MORI**

Once you have collated all of the questionnaires which were handed out to staff members, please send them back to Ipsos MORI in the large return envelope printed with a return address and freepost mark. If the envelope is lost, the questionnaire can be returned to Freepost RSHB-BULU-XZLT, Ipsos MORI, Research Services House, Elmgrove Road, Harrow, HA1 2QG.

Yours sincerely



Carolyn Black  
Senior Research Executive, Ipsos MORI

***Thank you very much again for your help. If you have any problems or questions, please contact Carolyn Black, Ipsos MORI researcher, on 0131 240 3261 or [Carolyn.black@ipsos.com](mailto:Carolyn.black@ipsos.com)***

## ANNEX 4 - PROFILE OF RESPONDENTS AND WEIGHTING TARGETS

Within each category of staff, the %age shown is the %age of the total population/achieved sample in both primaries and secondaries (e.g. 8% of heads are males in primaries, 47% are females in primaries, 30% are males in secondaries and 15% are females in secondaries).

N/A = data not available. For weighting purposes, probationary teachers were classed as 'temporary'.

	Primary						Secondary					
	Heads		Teachers		Support staff		Heads		Teachers		Support staff	
	Actual	Achieved sample	Actual	Achieved sample	Actual	Achieved sample	Actual	Achieved sample	Actual	Achieved sample	Actual	Achieved sample
	%	%	%	%	%	%	%	%	%	%	%	%
<b>FSM band</b>												
1	11	13	6	5	9	8	9	9	14	13	11	10
2	11	11	6	6	9	9	9	9	14	13	11	11
3	11	11	6	6	9	9	9	9	14	15	11	12
4	11	11	6	7	9	9	9	8	14	15	11	13
5	11	9	6	6	9	8	9	9	14	14	11	12
<b>School size</b>												
1	11	10	1	1	1	1	9	10	6	7	5	6
2	11	12	3	4	4	6	9	9	11	11	9	9
3	11	12	6	6	8	9	9	9	15	16	12	12
4	11	11	8	8	13	11	9	9	16	16	13	12
5	11	10	12	11	17	16	9	8	22	21	18	17
<b>Gender</b>												
Male	8	5	2	2	N/A	N/A	30	28	27	26	N/A	N/A
Female	47	49	28	28	N/A	N/A	15	16	43	44	N/A	N/A
<b>Age</b>												
Under 25	N/A	N/A	2	2	N/A	N/A	N/A	N/A	3	2	N/A	N/A
25-34	N/A	N/A	8	10	N/A	N/A	N/A	N/A	18	18	N/A	N/A
35-44	N/A	N/A	7	6	N/A	N/A	N/A	N/A	15	16	N/A	N/A
45-54	N/A	N/A	8	7	N/A	N/A	N/A	N/A	20	19	N/A	N/A
55+	N/A	N/A	6	4	N/A	N/A	N/A	N/A	14	13	N/A	N/A
<b>Working</b>												

<b>status</b>												
Full-time	54	45	25	21	N/A	N/A	44	32	63	51	N/A	N/A
Part-time	1	0	5	4	N/A	N/A	1	0	7	7	N/A	N/A
<b>Contract</b>												
Permanent	93	90	24	25	N/A	N/A	N/A	N/A	60	63	N/A	N/A
Temporary	7	8	6	5	N/A	N/A	N/A	N/A	10	6	N/A	N/A

## ANNEX 5 – LOCAL AUTHORITY TOPIC GUIDE

### BiSSR 2012 - FINAL TOPIC GUIDE INTERVIEWS WITH LOCAL AUTHORITY REPRESENTATIVES

*This topic guide is designed to serve as an aide memoir to the interviewers, while also remaining flexible to allow for issues to be raised spontaneously.*

*Probing questions like 'why?', 'why not?', etc are not included - but there will be plenty of these and the researchers will automatically probe, ask for explanation/clarification, and sum up at appropriate points.*

*Although the guide is generally written in the form of questions or explanations that could be read out exactly as written, in reality, the researcher will amend the wording, rephrase and reorder as appropriate and to make it feel more like a natural discussion rather than a questionnaire. So you don't need to be too concerned about the exact wording.*

*Note that the plan is to send the guide in advance to the participants, so they can discuss with colleagues and dig out information etc.*

#### **Introduction**

Thank them for help so far or, if not already been in contact with them as 'local champion', introduce self and Ipsos MORI. Explain background to research.

Thank you very much for sparing the time to talk to me. The interview is confidential to the research team. While we would like to quote what you say (assuming you give your permission) no local authority, school or individual will be named in the research report. The purpose of the interview is to complement the information provided from three postal surveys of headteachers, teachers and support staff. In particular, we would like to obtain an overview of local authority policy and practice in managing behaviour in schools. We are interested in both the promotion of positive behaviour and in dealing with disruptive and challenging behaviour.

As far as possible, we are interested in the collective 'position' of the LA but please say if there are areas where there are differences of opinion or where you have specific personal views.

Ask for permission to record interview.

#### **Could you briefly describe your role and remit in this area?**

How long have you had this role?

#### **Overall, what is your general perception of the extent of positive and negative behaviour in schools in the authority?**

What are the main problems?

Are there differences between schools? (e.g. primary and secondary, different areas)

What do think the changes have been over the past few years?

Are things getting better/worse?

Which aspects are getting better?

Which aspects are getting worse?

**Could you outline the local authority policy on behaviour management in schools? We are interested in behaviour in general, including low level indiscipline, not just violence or serious indiscipline.**

Is there a stand alone policy on behaviour or is it part of a broader policy/framework? (e.g. learning and teaching, inclusion)

What are the main features of the policy? (*probe for existence of policy documents and ask if we can have a copy or if they are available on the web - still probe for main features even if getting a copy*)

How long have you had this policy?

Have there been any recent changes or developments to it?

Are all schools in the LA required to use this policy or is it more guidance/a set of tools they can pick and mix from?

**Several policies could be relevant here. Are there any others which you would see as particularly important? Examples might be:**

- staged intervention
- policy/ links with Additional Support for Learning
- violence and serious indiscipline (reporting and follow up) and weapons in schools
- mobile phone policies
- joint policies with partnerships
- Flexible learning packages; personalised curriculum.
- Support for pupils with social, emotional and behavioural needs, including strategies; assessment and planning

Are any of these in need of review?

**How do you provide support for individual schools?**

For example, are there any LA wide structures or teams?

Any other ways in which you provide support?

Do you have any off-site provision for pupils with behavioural difficulties?

**How effectively do you think the relevant policies and support are communicated to schools?**

**Overall, how effective do you think the policy is/policies are?**

Which aspects are particularly effective?

Which aspects are less effective?

What would you want to change about it?

How do you measure or gauge its effectiveness?

## Recent changes in approaches

Thinking about specific approaches, what do you think the main developments have been over the past three or four years?

From the following list (from questionnaire), are there particular approaches which are being used more in your area?

And are there particular approaches which are being used less often/falling out of favour?

- Promotion of positive behaviour through whole school ethos and values
- Curriculum programmes in social and emotional skills and wellbeing
- Anti bullying policy
- Buddying / peer mentoring
- Break-time supervision
- Circle time
- Restorative practices
- Solution oriented approaches
- The Motivated School
- Learning stances (e.g. SELF)
- Reward systems for pupils
- Punishment exercises
- Detention
- Referral to SMT/ HT
- Time out
- Targeted small group work e.g. anger management
- Pupil / behaviour support base in school/ campus
- Nurture groups/ nurture principles
- Local authority off site provision (SEBD)
- Home-school link officers/ work with families
- Classroom / learning assistants
- Behaviour/pupil support team/ co-ordinator
- Staged assessment and intervention model, (e.g. school and multi-agency joint assessment and planning teams)
- Campus based police officers or community police partnerships
- Transition partnerships and activities
- Broad curriculum options: vocational opportunities; personal and social development programmes (ASDAN awards, XL, Duke of Edinburgh); HE/FE college placements
- In-service/ coaching / training
- Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)
- Exclusion

Any other approaches that have not been listed that you think are important?

Have there been changes in attitudes/philosophies?

Has the management of behaviour become more or less of a priority?

Has the financial climate had a particular impact? In what way?

## Examples of good practice

Are you aware of any particular examples of effective practice in this area? (Specific approaches/initiatives/partnership working)? *(Probe for specific details of who/where as might want to use for qualitative research in schools)*

Are there any schools that seem to be particularly successful?

Anyone in the LA doing anything particularly interesting/innovative?

### **Curriculum for Excellence**

What impact, if any, has CfE had on this area?

Has the focus on Health and Wellbeing had an impact on relationships/behaviour?

What do you think the impact of it will be in a few years time?

How do you think it might bring about change in this area?

### **Does the authority provide staff training and other opportunities for professional learning in behaviour management?**

What types of training?

How is it delivered?

Ask for examples of training and who delivered it, including Positive Behaviour Team

How are needs identified?

Which types of staff tend to receive training?

Are groups of staff being missed? (e.g. support staff?)

What do you think the main gaps are in training provision?

### **How does the authority monitor and record serious indiscipline and violent incidents in schools?**

Behaviours classed as serious indiscipline and violence in this research are:

- Pupils under the influence of illegal drugs/alcohol
- Racist abuse towards other pupils/staff
- Sexist abuse or harassment of other pupils/staff
- Homophobic abuse towards other pupils/staff
- General verbal abuse towards other pupils/staff (e.g. offensive, insulting or threatening remarks)
- Physical aggression towards other pupils/staff (e.g. by pushing, squaring up)
- Physical violence towards other pupils/staff (e.g. punching, kicking, head butting, use of a weapon)
- Using mobile phones abusively

Probe for any trends and reasons

Are there formal follow-up procedures? If yes, please outline them

What support is offered to those who have experienced a serious or violent incident?

Do you know what the uptake of this support is?



What is support offered to those who commit violent acts?

**Does the authority monitor and record serious bullying incidents in schools (as distinct from serious indiscipline/violence discussed above)?**

Probe for details

*Summing up*

**Thinking about the whole area of managing behaviour, what are the key changes to policy and practice in this area that you would like to see?**

Probe for classroom, school, local and national levels.

What do you think the priorities should be?

**From the LA point of view, what are the main sources of advice and resources in this area?**

What are the main gaps?

Is there anything more you would like to see done at national level?

**Finally, is there anything else at all that you would like to say?**

Thank and close.

## ANNEX 6 – FULL TABLES

**Table 1. Gender**

	<b>Male</b>	<b>Female</b>	<b>Base</b>
	%	%	
Primary heads	14	86	313
Secondary heads	66	34	257
Primary teachers	7	93	880
Secondary teachers	40	60	2034
Primary support	3	97	593
Secondary support	5	95	777

**Table 2. Age**

	<b>Up to 24 years old</b>	<b>25-34 years old</b>	<b>35-44 years old</b>	<b>45-54 years old</b>	<b>55+ years olds</b>	<b>Base</b>
	%	%	%	%	%	
Primary heads	-	5	22	42	31	303
Secondary heads	-	-	14	42	44	250
Primary teachers	6	26	22	27	19	867
Secondary teachers	4	24	22	30	20	2016
Primary support	1	5	23	52	19	589
Secondary support	1	6	26	48	19	758

**Table 3. Is your current appointment...?**

	<b>Permanent</b>	<b>Temporary</b>	<b>Probationary</b>	<b>Base</b>
	%	%	%	
Primary heads	93	7	n/a	311
Secondary heads	96	4	n/a	254
Primary teachers	81	14	6	872
Secondary teachers	86	10	4	2022

**Table 4. Do you work...?**

	<b>Full time</b>	<b>Part time</b>	<b>Supply</b>	<b>Base</b>
	%	%	%	
Primary heads	97	3	n/a	258
Secondary heads	100	-	n/a	185
Primary teachers	82	17	1	724
Secondary teachers	89	10	1	1734

**Table 5. Please state the approximate length of time you have spent working in total as a headteacher/teacher/classroom assistant in schools**

	<b>1 year or less</b>	<b>2-5 years</b>	<b>6-10 years</b>	<b>More than 10 years</b>	<b>Base</b>
	%	%	%	%	
Primary heads	11	24	28	37	305
Secondary heads	15	36	28	21	253
Primary teachers	5	20	17	57	877
Secondary teachers	5	17	18	60	2041
Primary support	2	16	37	45	589
Secondary support	3	21	44	32	775

**Table 6. Have you held a headteacher post in any other schools?**

	<b>Yes</b>	<b>No</b>	<b>Base</b>
	%	%	
Primary heads	58	42	315
Secondary heads	20	80	254

**Table 7. Do you currently hold any of the following roles (permanently or acting in school)?**

	<b>Primary teachers</b>	<b>Secondary teachers</b>
	%	%
Principal teacher	50	44
Pastoral care/personal support	5	14
Behaviour/learning support	22	11
Other promoted role	6	4
Registration/house tutor	1	38
Depute head	30	9
<b>Base</b>	<b>204</b>	<b>1308</b>

**Table 8. On average, how many hours of contact time do you have with classes per week?**

	None	Under 5 hours	Between 6 and 10 hours	Between 11 and 20 hours	More than 21 hours	Base
	%	%	%	%	%	
Primary heads	17	56	8	15	4	313
Secondary heads	38	59	4	1	*	254
Primary teachers	-	3	6	25	67	871
Secondary teachers	-	4	6	40	50	2021

**Table 9. If you teach in a primary school, which stages did you teach during the last full teaching week?**

	Nursery	P1	P2	P3	P4	P5	P6	P7	Composite Classes	Base
	%	%	%	%	%	%	%	%	%	
Primary teachers	5	28	26	24	26	27	29	26	26	872

**Table 10. What subject have you taught most frequently this year?**

	Secondary teachers
	%
Mathematics/numeracy	13
English	12
Physical Education.	7
Biology	5
Personal, Social & Health Education	5
Chemistry	4
Art and Design	4
French	4
Home Economics	4
History	4
Science	4
Religious, Moral & Philosophical Education	4
ICT/Computing	3
Business Education/Studies/Management	3
Physics	3
Geography	3
Music	3

Modern Studies	3
Technical Education/Studies	2
Support for Learning	2
Design and Technology	1
Graphic Communication	1
Drama	1
Craft, Design and Technology (CDT)	1
Administration	1
German	1
Spanish	1
Technology Education/Studies	1
Additional Support Needs	1
Hospitality	1
Literacy	*
Accounting	*
ASDAN	*
Support for Behaviour	*
Pupil Support	*
Modern languages	*
All/various subjects	*
Product Design	*
Gaelic	*
ESOL	*
Other	2
None	*
<i>Base</i>	<i>1984</i>

**Table 11. Who do you provide classroom support to this school year?**

	<b>Primary Support</b>	<b>Secondary support</b>
	%	%
One individual pupil	35	52
A few pupils	47	68
One particular class	21	18
A few classes	56	51
Any class as required	27	66
In a classroom setting with pupils who have behavioural needs	23	59

In a support base with pupils who have behavioural needs	7	39
Support provided elsewhere (e.g. in school office/playground/lunch hall/medical room/exam room/escorting pupils around school) <b>not in the classroom</b>	2	2
In a classroom setting with pupils who have learning difficulties	1	2
Children with special/severe/profound/complex needs	*	2
Nurture group/class	1	1
In a support base with pupils who have learning difficulties	1	1
In a support base with pupils who have additional support needs	1	1
The whole department/departamental support	*	1
In a classroom setting with pupils who have additional support needs	*	1
Small group work/groups of pupils	*	1
Support provided outside the school (e.g. school trips/escorting pupils to/from home/school/college)	0	1
Pre-school/nursery	1	0
Teachers/teaching staff	*	1
Support for pupils who need help with reading and scribing	0	1
Rarely classroom based at times of extreme shortages	0	*
Pupils who require pastoral care	0	*
EAL/help with children who have English as a second language	*	0
Other	1	1
<i>Base</i>	593	775

**Table 12. In the last three years, has your school been involved in training/events relevant to promoting positive behaviour and/or managing indiscipline?**

	<b>Yes</b>	<b>No</b>	<b>Base</b>
	%	%	
Primary heads	67	33	311
Secondary heads	82	18	254

**Table 13. If YES, please cross as appropriate to indicate the training provider.**

	<b>Primary heads</b>	<b>Secondary heads</b>
	%	%
Local authority	77	57
Institute of Higher Education	*	0
Independent provider	13	28
The Scottish Government Positive Behaviour Team	9	17
Other (please specify)		
- In-house trainers/training	9	19
- Own school/staff/myself	9	16
- Promoting positive behaviour/support	5	2
- In-house CPD training	1	3
- SACRO	2	1
- Restorative practice	2	*
- Educational psychologist	2	0
- Sharing good practice	1	1
- Other schools	0	1
- Other	4	2
<i>Base</i>	209	206

**Table 14. In the last three years, have you received any support or assistance from your local authority to try new initiatives for promoting positive behaviour?**

	<b>Yes</b>	<b>No</b>	<b>Base</b>
	%	%	
Primary heads	49	51	308
Secondary heads	55	45	254

**Table 15. If YES, please cross as appropriate to indicate the types of support or assistance received.**

	<b>Primary heads</b>	<b>Secondary heads</b>
	%	%
Additional funding or staff support	21	35
Advice and consultancy	40	38
Training	77	58
Strategic or policy support	30	42
Other	1	4
<i>Base</i>	154	136

**Table 16. Does your school have an on-site unit for longer-term placement of pupils identified with SEBD or behavioural need?**

	<b>Yes</b>	<b>No</b>	<b>Base</b>
	<b>%</b>	<b>%</b>	
Primary heads	4	96	311
Secondary heads	16	84	255

**Table 17. How do you rate the parents of pupils at your school in terms of their general supportiveness?**

	<b>1 – Not supportive at all</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Very supportive</b>	<b>Base</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
Primary heads	*	3	14	43	39	314
Secondary heads	0	2	10	53	35	257

**Table 18. How do you rate the parents of pupils at your school in terms of their supportiveness in tackling behaviour and discipline issues?**

	<b>1 – Not supportive at all</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Very supportive</b>	<b>Base</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
Primary heads	*	5	22	45	27	313
Secondary heads	*	2	16	58	23	254

**Table 19.**

**Heads: Thinking about your school overall, please estimate what proportion of the school roll you think are generally well behaved during lessons.**

**Teachers/Support Staff: In how many of the lessons that you teach/assist in on a regular basis, do you find pupils generally well behaved?**

	<b>All/almost all</b>	<b>Most</b>	<b>Some</b>	<b>Few</b>	<b>None/Almost none</b>	<b>Base</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
Primary heads	64	35	1	0	0	313
Secondary heads	53	46	1	0	0	254
Primary teachers	42	51	6	1	0	869
Secondary teachers	33	55	10	2	*	2,007
Primary support	31	59	8	2	*	593
Secondary support	8	53	30	8	1	770



**Table 20. We have listed below some examples of different types of positive pupil behaviour which teachers experience during the course of their classroom teaching. Over the last full teaching week, please indicate, from your perspective:**

**Heads: how often each type of behaviour was exhibited.**

**Teachers/support staff: how frequently you experienced each type of pupil behaviour.**

<b>Primary heads</b>	<b>All lessons</b>	<b>Most</b>	<b>Some</b>	<b>Few</b>	<b>No lessons</b>	<b>Base</b>
	%	%	%	%	%	
Pupils arriving with the correct equipment	15	78	5	2	0	309
Pupils following instructions	20	77	3	1	0	312
Pupils settling down quickly	23	71	5	1	*	313
Pupils contributing to class discussions	48	49	2	0	0	312
Pupils listening to others' views respectfully	28	63	9	*	0	312
Pupils listening to staff respectfully	32	64	4	*	0	313
Pupils keenly engaging with their tasks	21	75	3	*	0	311
Pupils politely seeking staff help (e.g. putting hand up)	37	58	5	*	0	310
Attentive, interested pupils	24	71	5	0	0	312
Pupils arriving promptly for classes	29	67	5	0	0	310
Lessons that are calm, relaxed and enjoyable	27	67	6	*	0	310
Pupils interacting supportively with each other	17	74	8	*	0	312
Pupils enthusiastically participating in classroom activities	23	72	4	1	0	310
<b>Secondary heads</b>						
Pupils arriving with the correct equipment	3	88	7	1	*	248
Pupils following instructions	10	87	2	*	*	247
Pupils settling down quickly	10	86	3	*	*	246
Pupils contributing to class discussions	22	68	9	2	1	248
Pupils listening to others' views respectfully	10	81	9	0	*	248
Pupils listening to staff respectfully	13	86	1	0	*	248
Pupils keenly engaging with their tasks	8	85	7	0	*	247
Pupils politely seeking staff help (e.g. putting hand up)	13	81	5	1	*	248
Attentive, interested pupils	9	84	7	0	*	248
Pupils arriving promptly for classes	9	83	6	1	*	249
Lessons that are calm, relaxed and enjoyable	11	83	6	0	*	248
Pupils interacting supportively with each other	11	79	10	0	*	250
Pupils enthusiastically participating in classroom activities	11	76	13	0	*	249
<b>Primary teachers</b>						
Pupils arriving with the correct equipment	14	68	13	4	1	866
Pupils following instructions	14	74	11	1	0	876

Pupils settling down quickly	15	67	16	2	*	878
Pupils contributing to class discussions	46	48	6	*	0	878
Pupils listening to others' views respectfully	18	63	16	2	0	878
Pupils listening to staff respectfully	26	65	8	1	0	876
Pupils keenly engaging with their tasks	16	75	8	*	0	878
Pupils politely seeking staff help (e.g. putting hand up)	26	61	12	1	*	880
Attentive, interested pupils	19	72	9	*	0	877
Pupils arriving promptly for classes	32	60	7	1	0	875
Lessons that are calm, relaxed and enjoyable	18	68	12	2	*	873
Pupils interacting supportively with each other	16	62	19	2	*	879
Pupils enthusiastically participating in classroom activities	23	68	8	*	0	875
<b>Secondary teachers</b>						
Pupils arriving with the correct equipment	5	58	26	10	2	2,027
Pupils following instructions	14	71	13	2	*	2,027
Pupils settling down quickly	13	65	18	4	*	2,026
Pupils contributing to class discussions	29	51	18	2	*	2,023
Pupils listening to others' views respectfully	13	58	25	4	*	2,029
Pupils listening to staff respectfully	18	65	14	3	*	2,030
Pupils keenly engaging with their tasks	9	68	20	3	*	2,029
Pupils politely seeking staff help (e.g. putting hand up)	18	57	21	4	*	2,029
Attentive, interested pupils	9	64	25	2	*	2,025
Pupils arriving promptly for classes	12	70	16	2	*	2,029
Lessons that are calm, relaxed and enjoyable	15	63	19	3	*	2,028
Pupils interacting supportively with each other	11	57	27	4	*	2,020
Pupils enthusiastically participating in classroom activities	12	62	23	3	*	2,019
<b>Primary support</b>						
Pupils arriving with the correct equipment	8	72	16	4	1	585
Pupils following instructions	7	67	24	2	*	592
Pupils settling down quickly	7	58	31	4	*	591
Pupils contributing to class discussions	24	61	15	1	*	588
Pupils listening to others' views respectfully	11	60	27	2	*	589
Pupils listening to staff respectfully	14	63	20	2	0	591
Pupils keenly engaging with their tasks	12	65	22	1	0	592
Pupils politely seeking staff help (e.g. putting hand up)	12	57	26	5	*	593
Attentive, interested pupils	11	64	24	1	0	591
Pupils arriving promptly for classes	19	69	11	1	0	585

Lessons that are calm, relaxed and enjoyable	14	59	24	3	*	594
Pupils interacting supportively with each other	13	59	26	1	*	594
Pupils enthusiastically participating in classroom activities	16	65	18	1	0	592
<b>Secondary support</b>						
Pupils arriving with the correct equipment	1	33	39	23	4	775
Pupils following instructions	1	48	42	8	1	773
Pupils settling down quickly	1	44	41	13	1	775
Pupils contributing to class discussions	6	51	35	7	1	774
Pupils listening to others' views respectfully	2	37	45	15	1	774
Pupils listening to staff respectfully	2	44	42	12	1	773
Pupils keenly engaging with their tasks	2	38	48	12	*	769
Pupils politely seeking staff help (e.g. putting hand up)	3	41	41	14	1	775
Attentive, interested pupils	1	38	48	13	*	774
Pupils arriving promptly for classes	4	58	28	9	1	774
Lessons that are calm, relaxed and enjoyable	1	37	45	16	1	772
Pupils interacting supportively with each other	2	35	51	12	1	774
Pupils enthusiastically participating in classroom activities	2	38	48	12	*	774

**Table 20. Over the course of the last full teaching week, how often do you think teachers within your school would have to deal with low-level indiscipline within the course of their classroom teaching?**

	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week	Base
	%	%	%	%	%	%	%	
Primary heads	31	17	13	13	12	7	6	306
Secondary heads	31	24	13	21	5	6	0	246

**Table 21. On how many occasions were pupils referred to you for low-level indiscipline issues during the last full teaching week?**

	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all last week	Base
	%	%	%	%	%	%	%	
Primary heads	2	8	6	14	17	19	34	310
Secondary heads	3	3	3	13	9	18	51	253

**Table 22. Heads: We have listed below some examples of serious indiscipline/violence which teachers sometimes have to deal with during the course of their classroom teaching. Please indicate for frequently each behaviour has been referred on to you from a classroom setting over the last full teaching week. Please note that you will be asked about similar behaviour around the school (i.e. outwith the classroom) in question 22 and your experience of serious indiscipline/violence towards you over the last twelve months in question 24.**

**Teachers/Support staff: Taking all the lessons you have taught/assisted during the last full teaching week, please indicate how frequently you had to deal with each type of pupil behaviour.**

<b>Primary heads</b>	<b>Several times a day</b>	<b>Twice a day</b>	<b>Once a day</b>	<b>3 or 4 times last week</b>	<b>Twice last week</b>	<b>Once last week</b>	<b>Not at all last week</b>	<b>Base</b>
	%	%	%	%	%	%	%	
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	0	1	*	1	5	7	86	312
Racist abuse towards other pupils	0	0	0	0	0	5	95	311
Sexist abuse or harassment of other pupils	0	0	0	0	0	6	94	310
Homophobic abuse towards other pupils	0	0	0	*	0	2	97	310
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	1	1	1	7	14	26	50	312
Racist abuse towards staff	0	0	*	0	0	*	99	311
Sexist abuse or harassment towards staff	0	0	0	*	0	*	99	308
Homophobic abuse towards staff	0	0	0	0	0	1	99	309
General verbal abuse towards staff (e.g. offensive, insulting or threatening remarks)	*	1	0	3	6	14	76	312
Pupils under the influence of illegal drugs/alcohol	0	0	0	0	0	0	100	311
Physical aggression towards other pupils (e.g. by pushing, squaring up)	1	1	1	8	14	30	45	313
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	*	2	*	3	5	24	67	311
Using mobile phones abusively	0	0	*	0	0	2	98	312
Physical aggression towards staff (e.g. pushing, squaring up)	*	1	0	1	1	4	94	311
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	*	*	0	0	*	3	96	311
<b>Secondary heads</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	0	0	1	*	*	11	87	254
Racist abuse towards other pupils	0	0	0	0	0	5	95	254
Sexist abuse or harassment of other pupils	0	0	0	0	2	10	87	252
Homophobic abuse towards other pupils	0	0	0	0	*	3	97	253
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	1	0	1	9	20	28	41	253

Racist abuse towards staff	0	0	0	0	0	1	99	254
Sexist abuse or harassment towards staff	0	0	0	*	0	4	96	253
Homophobic abuse towards staff	0	0	0	*	0	*	99	253
General verbal abuse towards staff (e.g. offensive, insulting or threatening remarks)	0	*	0	5	15	38	41	254
Pupils under the influence of illegal drugs/alcohol	0	0	0	0	*	4	96	254
Physical aggression towards other pupils (e.g. by pushing, squaring up)	*	0	0	8	14	31	47	253
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	0	0	0	2	7	25	67	254
Using mobile phones abusively	*	*	*	4	6	15	74	254
Physical aggression towards staff (e.g. pushing, squaring up)	0	0	0	*	1	6	93	253
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	0	0	0	0	0	1	99	253
<b>Primary teachers</b>								
<b>LOW-LEVEL INDISCIPLINE</b>								
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	56	12	5	11	6	5	3	879
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	27	15	10	9	8	9	22	878
Hindering other pupils (e.g. by distracting them from work, interfering with materials)	30	15	11	11	10	12	12	876
Getting out of their seat without permission	26	11	9	10	9	9	27	868
Not being punctual (e.g. arriving late at lessons)	2	3	13	11	14	13	44	872
Persistently infringing class rules (e.g. pupil behaviour, safety)	12	7	7	10	10	14	40	871
Eating/chewing in class	*	1	1	1	2	7	88	876
Work avoidance (e.g. delaying start to work set)	14	8	8	15	15	18	22	872
Cheeky or impertinent remarks or responses	5	5	5	7	8	18	52	878
General rowdiness, horseplay or mucking about	8	4	7	8	14	16	43	876
Use of mobile phone/texting	0	0	*	*	*	2	98	878
Use of headphones/iPod/mp3 player	0	*	0	0	*	1	99	874
<b>DISENGAGEMENT</b>								
Pupils withdrawing from interaction with others/you	5	4	3	6	9	18	55	872
Pupils missing lessons (e.g. truancy)	*	0	1	1	1	1	97	869

<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	*	*	1	*	2	7	90	878
Racist abuse towards other pupils	0	0	0	*	*	2	98	879
Sexist abuse or harassment of other pupils	*	0	0	*	*	1	98	878
Homophobic abuse towards other pupils	0	0	0	*	*	1	99	877
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	2	2	1	5	7	17	66	873
Racist abuse towards you	0	*	0	0	0	0	100	879
Sexist abuse or harassment towards you	0	0	0	0	*	0	100	878
Homophobic abuse towards you	0	0	0	0	0	0	100	875
General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	*	*	*	*	1	2	96	879
Pupils under the influence of illegal drugs/alcohol	0	0	0	0	0	0	100	879
Physical aggression towards other pupils (e.g. by pushing, squaring up)	2	2	2	4	8	15	67	875
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	1	1	1	3	5	11	78	877
Using mobile phones abusively	0	0	*	0	0	*	100	877
Physical aggression towards you (e.g. pushing, squaring up)	*	0	0	*	1	1	98	878
Physical violence towards you (e.g. punching, kicking, head-butting, use of a weapon)	*	0	*	0	*	1	99	876
<b>Secondary teachers</b>								
<b>LOW-LEVEL INDISCIPLINE</b>								
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	52	14	8	13	6	5	3	2,025
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	24	14	11	12	8	10	21	2,028
Hindering other pupils (e.g. by distracting them from work, interfering with materials)	25	15	12	16	11	10	11	2,025
Getting out of their seat without permission	12	12	11	10	10	14	31	2,004
Not being punctual (e.g. arriving late at lessons)	14	14	14	17	17	14	10	2,012
Persistently infringing class rules (e.g. pupil behaviour, safety)	12	9	10	12	11	15	31	2,002
Eating/chewing in class	32	10	9	12	10	12	14	2,030

Work avoidance (e.g. delaying start to work set)	20	15	12	15	15	13	10	2,015
Cheeky or impertinent remarks or responses	10	11	10	9	13	19	28	2,027
General rowdiness, horseplay or mucking about	11	9	10	12	13	17	28	2,023
Use of mobile phone/texting	28	9	7	10	10	13	23	2,030
Use of headphones/iPod/mp3 player	20	8	7	7	9	12	36	2,026
<b>DISENGAGEMENT</b>								
Pupils withdrawing from interaction with others/you	5	7	8	10	12	22	36	2,018
Pupils missing lessons (e.g. truancy)	3	3	5	10	12	19	48	2,000
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	*	*	1	1	2	9	86	2,027
Racist abuse towards other pupils	0	*	*	*	*	3	96	2,029
Sexist abuse or harassment of other pupils	*	*	*	1	1	6	91	2,026
Homophobic abuse towards other pupils	*	*	*	1	1	5	92	2,021
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	3	2	2	6	11	23	53	2,026
Racist abuse towards you	0	*	0	*	*	*	100	2,031
Sexist abuse or harassment towards you	*	*	*	*	*	1	98	2,027
Homophobic abuse towards you	*	*	0	*	*	*	100	2,020
General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	*	1	1	1	4	13	80	2,027
Pupils under the influence of illegal drugs/alcohol	*	*	*	*	*	2	97	2,023
Physical aggression towards other pupils (e.g. by pushing, squaring up)	1	1	1	2	5	18	73	2,031
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	*	*	*	*	1	7	91	2,026
Using mobile phones abusively	1	*	*	1	1	4	92	2,026
Physical aggression towards you (e.g. pushing, squaring up)	0	*	*	*	*	2	97	2,025
Physical violence towards you (e.g. punching, kicking, head-butting, use of a weapon)	0	*	0	0	*	*	100	2,022
<b>Primary support</b>								
<b>LOW-LEVEL INDISCIPLINE</b>								
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	59	9	5	10	7	6	4	592
Making unnecessary (non-verbal) noise (e.g. by	42	9	9	10	5	7	17	591

scraping chairs, banging objects)								
Hindering other pupils (e.g. by distracting them from work, interfering with materials)	37	13	10	12	7	8	13	588
Getting out of their seat without permission	42	12	6	9	6	8	15	590
Not being punctual (e.g. arriving late at lessons)	5	5	13	11	11	14	40	578
Persistently infringing class rules (e.g. pupil behaviour, safety)	22	8	5	10	7	14	33	581
Eating/chewing in class	1	1	2	2	2	6	87	587
Work avoidance (e.g. delaying start to work set)	22	11	8	13	9	15	22	590
Cheeky or impertinent remarks or responses	19	7	7	12	9	14	33	588
General rowdiness, horseplay or mucking about	21	7	8	12	10	13	29	589
Use of mobile phone/texting	1	1	*	*	1	2	96	585
Use of headphones/iPod/mp3 player	1	*	0	0	1	1	98	587
<b>DISENGAGEMENT</b>								
Pupils withdrawing from interaction with others/you	8	5	5	7	7	16	52	591
Pupils missing lessons (e.g. truancy)	*	1	*	1	1	3	94	579
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	1	1	1	1	4	8	85	589
Racist abuse towards other pupils	*	*	*	*	1	3	95	591
Sexist abuse or harassment of other pupils	*	*	1	*	1	2	96	586
Homophobic abuse towards other pupils	*	0	1	0	1	1	97	584
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	5	4	3	7	11	18	53	588
Racist abuse towards you	0	0	0	0	0	*	100	589
Sexist abuse or harassment towards you	*	0	0	0	*	0	99	588
Homophobic abuse towards you	0	0	0	0	0	0	100	583
General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	2	1	1	3	3	6	84	590
Pupils under the influence of illegal drugs/alcohol	0	0	0	0	0	0	100	579
Physical aggression towards other pupils (e.g. by pushing, squaring up)	7	3	4	10	11	17	47	592
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	4	2	2	6	8	12	65	591
Using mobile phones abusively	*	0	*	0	*	0	99	589
Physical aggression towards you (e.g. pushing,	1	0	*	1	1	5	91	590



squaring up)								
Physical violence towards you (e.g. punching, kicking, head-butting, use of a weapon)	1	0	*	1	*	2	95	590
<b>Secondary support</b>								
<b>LOW-LEVEL INDISCIPLINE</b>								
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	70	8	4	9	3	3	1	779
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	54	12	9	9	5	5	6	776
Hindering other pupils (e.g. by distracting them from work, interfering with materials)	51	14	10	10	6	5	5	777
Getting out of their seat without permission	35	16	11	10	7	8	12	774
Not being punctual (e.g. arriving late at lessons)	28	15	12	13	11	11	12	774
Persistently infringing class rules (e.g. pupil behaviour, safety)	35	12	9	10	8	10	15	772
Eating/chewing in class	52	9	6	9	7	7	10	774
Work avoidance (e.g. delaying start to work set)	44	13	9	11	8	7	7	776
Cheeky or impertinent remarks or responses	40	14	8	10	8	10	9	780
General rowdiness, horseplay or mucking about	37	14	10	9	10	10	9	775
Use of mobile phone/texting	44	10	5	7	6	9	18	781
Use of headphones/iPod/mp3 player	32	11	8	8	5	8	29	780
<b>DISENGAGEMENT</b>								
Pupils withdrawing from interaction with others/you	14	11	10	12	12	14	28	771
Pupils missing lessons (e.g. truancy)	8	5	6	10	10	15	45	759
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	1	1	3	2	4	8	81	777
Racist abuse towards other pupils	1	*	1	2	2	6	90	779
Sexist abuse or harassment of other pupils	1	1	1	2	3	10	82	772
Homophobic abuse towards other pupils	1	*	2	1	2	6	88	771
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	11	5	5	11	14	18	36	776
Racist abuse towards you	0	*	*	*	1	1	98	777
Sexist abuse or harassment towards you	*	*	*	*	1	3	96	776
Homophobic abuse towards you	0	*	0	0	*	*	99	772
General verbal abuse towards you (e.g. offensive,	2	1	1	4	6	13	73	775

insulting or threatening remarks)								
Pupils under the influence of illegal drugs/alcohol	*	*	*	0	1	3	95	776
Physical aggression towards other pupils (e.g. by pushing, squaring up)	3	3	3	5	9	24	53	777
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	2	1	1	3	4	13	76	776
Using mobile phones abusively	4	1	*	2	2	5	87	773
Physical aggression towards you (e.g. pushing, squaring up)	*	*	*	*	1	2	96	776
Physical violence towards you (e.g. punching, kicking, head-butting, use of a weapon)	*	0	*	0	*	1	99	777

**Table 23. From the previous list, please indicate up to three types of behaviour that have had the greatest negative impact on your teaching experience/experience as a support staff member during the last full teaching week.**

	Primary teachers	Secondary teachers	Primary support	Secondary support
	%	%	%	%
<b>LOW-LEVEL INDISCIPLINE</b>				
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	82	73	53	53
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	35	18	25	18
Hindering other pupils (e.g. by distracting them from work, interfering with materials)	57	43	40	37
Getting out of their seat without permission	17	5	19	4
Not being punctual (e.g. arriving late at lessons)	7	19	6	7
Persistently infringing class rules (e.g. pupil behaviour, safety)	10	11	13	19
Eating/chewing in class	1	9	2	7
Work avoidance (e.g. delaying start to work set)	22	27	17	18
Cheeky or impertinent remarks or responses	7	12	22	30
General rowdiness, horseplay or mucking about	12	12	17	20
Use of mobile phone/texting	0	27	*	25
Use of headphones/iPod/mp3 player	*	7	1	6
<b>DISENGAGEMENT</b>				
Pupils withdrawing from interaction with others/you	6	5	7	6
Pupils missing lessons (e.g. truancy)	*	4	1	3
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>				
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	1	1	2	1
Racist abuse towards other pupils	*	*	2	*
Sexist abuse or harassment of other pupils	0	*	*	1
Homophobic abuse towards other pupils	*	*	1	1
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	4	4	13	10
Racist abuse towards you	*	*	*	*
Sexist abuse or harassment towards you	*	*	*	*
Homophobic abuse towards you	0	*	N/A	N/A
General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	1	2	6	8
Pupils under the influence of illegal drugs/alcohol	0	*	*	*
Physical aggression towards other pupils (e.g. by pushing, squaring up)	4	1	16	4
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	3	*	10	3
Using mobile phones abusively	*	1	0	1
Physical aggression towards you (e.g. pushing, squaring up)	1	*	6	2

Physical violence towards you (e.g. punching, kicking, head-butting, use of a weapon)	1	*	3	1
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**Positive behaviour around the school**

**Table 24. Thinking about all the behaviour you encounter around school, how many pupils do you find generally well behaved?**

	All/almost all	Most	Some	Few	None/almost none	Base
	%	%	%	%	%	
Primary heads	74	25	1	*	0	303
Secondary heads	62	38	0	0	0	253
Primary teachers	42	55	3	0	0	873
Secondary teachers	30	64	6	*	0	2,027
Primary support	24	70	5	*	0	594
Secondary support	7	77	14	2	0	779

**Table 25. We have listed below some examples of different types of positive pupil behaviour which teachers have told us they encounter during the course of their duties around the school. Taking your experience over the last full teaching week, please indicate how frequently you encounter each type of behaviour.**

	Always	On most occasions	Sometimes	Seldom	Never	Base
<b>Primary heads</b>	%	%	%	%	%	
Pupils actively helping their peers	16	76	8	0	0	314
Pupils taking turns	16	79	5	*	0	314
Pupils making positive use of the school facilities during breaks (e.g. library, sports facilities)	18	63	14	3	1	302
Pupils engaged in playing games and sports together	28	63	8	*	0	314
Pupils queuing in an orderly manner	24	67	9	*	0	314
Pupils respecting toilet/break/cloakroom areas	19	71	10	1	0	314
Pupils using litter bins	22	72	7	0	0	313
Pupils greeting staff pleasantly	50	48	2	0	0	313
Pupils challenging others' negative behaviour	5	34	51	10	0	307
Pupils interacting supportively with each other	15	77	6	1	0	312
<b>Secondary heads</b>						
Pupils actively helping their peers	4	69	26	*	0	255
Pupils taking turns	8	71	21	*	*	250
Pupils making positive use of the school facilities during	27	51	22	0	0	256

breaks (e.g. library, sports facilities)						
Pupils engaged in playing games and sports together	20	41	35	4	0	255
Pupils queuing in an orderly manner	27	67	6	1	0	256
Pupils respecting toilet/break/cloakroom areas	18	73	8	1	0	254
Pupils using litter bins	3	63	32	2	0	257
Pupils greeting staff pleasantly	17	77	6	0	0	257
Pupils challenging others' negative behaviour	0	9	61	28	2	254
Pupils interacting supportively with each other	4	74	22	*	0	255
<b>Primary teachers</b>						
Pupils actively helping their peers	11	73	16	*	0	877
Pupils taking turns	8	77	14	*	0	875
Pupils making positive use of the school facilities during breaks (e.g. library, sports facilities)	12	49	27	7	5	835
Pupils engaged in playing games and sports together	19	66	14	1	*	873
Pupils queuing in an orderly manner	12	61	24	2	*	875
Pupils respecting toilet/break/cloakroom areas	9	62	26	3	*	874
Pupils using litter bins	13	73	14	*	*	875
Pupils greeting staff pleasantly	29	60	11	1	0	877
Pupils challenging others' negative behaviour	3	24	50	17	5	865
Pupils interacting supportively with each other	8	70	21	*	*	877
<b>Secondary teachers</b>						
Pupils actively helping their peers	4	53	38	4	1	2,026
Pupils taking turns	5	55	34	5	1	1,994
Pupils making positive use of the school facilities during breaks (e.g. library, sports facilities)	13	40	39	8	1	2,005
Pupils engaged in playing games and sports together	9	39	37	10	4	1,966
Pupils queuing in an orderly manner	9	53	28	9	1	2,018
Pupils respecting toilet/break/cloakroom areas	5	50	34	8	2	1,973
Pupils using litter bins	2	35	44	17	2	2,024
Pupils greeting staff pleasantly	16	60	20	3	*	2,033
Pupils challenging others' negative behaviour	1	7	39	37	15	2,020
Pupils interacting supportively with each other	3	50	43	5	*	2,017

**Table 26. We have listed below some examples of different types of pupil behaviour which teachers have told us they encounter during the course of their duties around the school. Taking your experience over the last full teaching week, please indicate how frequently each type of behaviour has either been referred on to you, or been encountered directly by you.**

<b>Primary heads</b>	<b>Several times a day</b>	<b>Twice a day</b>	<b>Once a day</b>	<b>3 or 4 times last week</b>	<b>Twice last week</b>	<b>Once last week</b>	<b>Not at all last week</b>	<b>Base</b>
	%	%	%	%	%	%	%	
<b>LOW-LEVEL INDISCIPLINE</b>								
Running in the corridor	8	7	11	16	12	21	26	311
Unruliness while waiting (e.g. to enter classrooms, for lunch)	2	4	7	4	13	20	49	311
Showing lack of concern for others	1	2	3	10	11	30	43	311
Persistently infringing school rules	2	2	2	8	12	19	55	313
Cheeky or impertinent remarks or responses	1	2	2	7	10	30	47	311
Loitering in 'prohibited' areas	1	1	1	4	4	9	81	313
Leaving school premises without permission	0	*	0	1	1	5	92	312
General rowdiness, horseplay or mucking about	3	*	1	9	15	26	46	313
Use of mobile phones/texting against school policies	0	0	0	*	1	7	91	313
<b>DISENGAGEMENT</b>								
Pupils deliberately excluding others	*	1	1	2	7	27	62	312
Pupils withdrawing from interaction with peers	1	1	1	4	5	25	64	312
Pupils truanting	0	0	0	*	2	1	97	313
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	0	*	0	1	2	9	88	310
Racist abuse towards other pupils	0	0	0	0	0	3	97	313
Sexist abuse or harassment of other pupils	0	0	0	0	0	2	98	313
Homophobic abuse towards other pupils	0	0	0	0	*	2	98	313
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	2	1	1	4	14	23	56	311
Racist abuse towards you or your staff	0	0	0	0	0	*	100	313
Sexist abuse or harassment towards you or your staff	0	0	0	0	0	1	99	313
Homophobic abuse towards you or your staff	0	0	0	0	0	1	99	311
General verbal abuse towards you or your staff (e.g. offensive, insulting or threatening remarks)	0	*	1	2	5	10	83	313
Pupils under the influence of illegal drugs/alcohol	0	0	0	0	0	0	100	309

Physical aggression towards other pupils (e.g. by pushing, squaring up)	*	1	0	5	13	28	52	312
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	0	1	0	2	6	21	70	312
Using mobile phones abusively	0	0	0	0	0	3	97	312
Physical aggression towards staff (e.g. pushing, squaring up)	0	0	*	1	1	4	94	312
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	0	*	0	*	1	4	94	311
<b>Secondary heads</b>								
<b>LOW-LEVEL INDISCIPLINE</b>								
Running in the corridor	5	5	5	11	12	24	39	256
Unruliness while waiting (e.g. to enter classrooms, for lunch)	2	1	3	5	13	19	57	254
Showing lack of concern for others	1	1	5	5	13	32	42	256
Persistently infringing school rules	2	3	3	10	18	29	35	255
Cheeky or impertinent remarks or responses	2	2	3	10	19	36	29	255
Loitering in 'prohibited' areas	4	3	4	9	13	23	44	256
Leaving school premises without permission	2	1	2	5	11	30	50	254
General rowdiness, horseplay or mucking about	5	2	4	17	16	33	22	256
Use of mobile phones/texting against school policies	9	3	5	13	16	22	31	255
<b>DISENGAGEMENT</b>								
Pupils deliberately excluding others	*	*	1	1	8	16	73	257
Pupils withdrawing from interaction with peers	*	0	1	1	5	21	71	254
Pupils truanting	1	1	2	12	20	27	37	257
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	0	0	1	1	2	14	83	256
Racist abuse towards other pupils	0	0	0	0	0	3	97	257
Sexist abuse or harassment of other pupils	0	0	0	0	1	5	94	257
Homophobic abuse towards other pupils	0	0	0	0	0	1	99	255
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	*	1	1	8	18	28	44	256
Racist abuse towards you or your staff	0	0	0	0	0	1	99	257
Sexist abuse or harassment towards you or your staff	0	0	0	*	0	3	96	256
Homophobic abuse towards you or your staff	0	0	0	0	0	*	100	257
General verbal abuse towards you or your staff (e.g. offensive, insulting or threatening remarks)	0	*	0	4	10	30	55	256

Pupils under the influence of illegal drugs/alcohol	0	0	0	0	1	5	95	256
Physical aggression towards other pupils (e.g. by pushing, squaring up)	*	0	1	4	18	30	47	257
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	*	0	0	1	9	25	65	255
Using mobile phones abusively	2	0	*	4	4	14	75	257
Physical aggression towards staff (e.g. pushing, squaring up)	0	0	0	0	1	4	96	257
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	0	0	0	0	0	1	99	256
<b>Primary teachers</b>								
<b>LOW-LEVEL INDISCIPLINE</b>								
Running in the corridor	21	10	13	15	12	16	13	880
Unruliness while waiting (e.g. to enter classrooms, for lunch)	10	7	15	12	13	18	25	870
Showing lack of concern for others	6	5	8	11	14	21	35	872
Persistently infringing school rules	6	5	8	9	11	15	47	868
Cheeky or impertinent remarks or responses	3	4	5	8	8	20	51	871
Loitering in 'prohibited' areas	2	3	3	6	6	14	66	875
Leaving school premises without permission	*	0	*	*	1	3	96	868
General rowdiness, horseplay or mucking about	8	5	5	13	15	23	31	873
Use of mobile phones/texting against school policies	*	0	*	*	1	2	97	874
<b>DISENGAGEMENT</b>								
Pupils deliberately excluding others	1	1	4	4	9	26	55	877
Pupils withdrawing from interaction with peers	1	1	3	5	7	25	58	874
Pupils truanting	*	0	*	*	*	1	97	872
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>								
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	*	*	1	1	2	8	88	875
Racist abuse towards other pupils	0	0	0	*	*	2	97	877
Sexist abuse or harassment of other pupils	0	0	0	*	*	1	98	873
Homophobic abuse towards other pupils	0	0	0	*	*	1	98	872
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	2	1	2	5	8	15	65	871
Racist abuse towards you	0	0	0	0	0	0	100	877
Sexist abuse or harassment towards you	0	0	0	0	0	*	100	875
Homophobic abuse towards you	0	0	0	0	0	0	100	870
General verbal abuse towards you (e.g. offensive, insulting or	*	0	*	*	1	2	97	871



threatening remarks)									
Pupils under the influence of illegal drugs/alcohol	0	0	0	0	0	*	100	874	
Physical aggression towards other pupils (e.g. by pushing, squaring up)	2	1	1	5	9	11	71	876	
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	1	1	1	2	6	10	79	876	
Using mobile phones abusively	0	0	*	0	0	*	100	875	
Physical aggression towards staff (e.g. pushing, squaring up)	*	0	*	0	*	1	99	869	
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	*	*	*	0	*	1	99	872	
<b>Secondary teachers</b>									
<b>LOW-LEVEL INDISCIPLINE</b>									
Running in the corridor	19	11	15	10	11	16	18	2,036	
Unruliness while waiting (e.g. to enter classrooms, for lunch)	14	11	13	11	15	19	18	2,029	
Showing lack of concern for others	13	8	13	9	13	19	25	2,023	
Persistently infringing school rules	19	9	11	12	12	14	24	2,016	
Cheeky or impertinent remarks or responses	13	9	9	11	14	19	25	2,025	
Loitering in 'prohibited' areas	17	9	10	10	11	16	28	2,024	
Leaving school premises without permission	5	3	5	4	6	14	63	1,970	
General rowdiness, horseplay or mucking about	18	9	12	15	15	17	14	2,025	
Use of mobile phones/texting against school policies	35	7	7	9	10	10	22	2,031	
<b>DISENGAGEMENT</b>									
Pupils deliberately excluding others	2	3	7	4	7	19	57	2,021	
Pupils withdrawing from interaction with peers	2	3	7	5	10	23	50	2,007	
Pupils truanting	4	3	4	8	12	20	49	1,994	
<b>SERIOUS INDISCIPLINE/VIOLENCE</b>									
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	1	1	1	2	2	14	79	2,019	
Racist abuse towards other pupils	*	*	*	1	*	3	95	2,032	
Sexist abuse or harassment of other pupils	*	*	*	1	1	4	94	2,027	
Homophobic abuse towards other pupils	1	*	*	1	1	5	92	2,011	
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	5	2	3	8	11	22	49	2,032	
Racist abuse towards you	*	0	0	*	*	0	100	2,033	
Sexist abuse or harassment towards	*	0	0	*	*	1	99	2,023	
Homophobic abuse towards you	*	0	0	*	*	*	99	2,011	

General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	*	*	1	1	3	9	86	2,024
Pupils under the influence of illegal drugs/alcohol	*	*	*	*	1	3	97	2,020
Physical aggression towards other pupils (e.g. by pushing, squaring up)	2	1	2	2	7	18	68	2,023
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	*	1	1	1	2	10	85	2,027
Using mobile phones abusively	2	*	*	1	2	5	90	2,022
Physical aggression towards staff (e.g. pushing, squaring up)	0	*	*	*	*	1	98	2,017
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	0	0	0	*	*	*	100	2,025

**Table 27. From the previous list, please indicate up to three types of behaviour that have had the greatest negative impact on the experience of your staff/on your teaching experience around the school during the last full teaching week.**

	Primary heads	Secondary heads	Primary teachers	Secondary teachers
	%	%	%	%
Running in the corridor	16	8	37	18
Unruliness while waiting (e.g. to enter classrooms, for lunch)	16	7	42	29
Showing lack of concern for others	23	10	33	22
Persistently infringing school rules	20	28	20	31
Cheeky or impertinent remarks or responses	25	36	21	30
Loitering in 'prohibited' areas	3	12	6	18
Leaving school premises without permission	2	*	*	*
General rowdiness, horseplay or mucking about	25	35	37	38
Use of mobile phones/texting against school policies	1	39	*	37
Pupils deliberately excluding others	14	5	11	7
Pupils withdrawing from interaction with peers	11	2	10	4
Pupils truanting	*	10	1	9
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	5	2	4	3
Racist abuse towards other pupils	1	1	1	*
Sexist abuse or harassment of other pupils	1	*	1	1
Homophobic abuse towards other pupils	*	*	*	1
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	30	21	11	9
Racist abuse towards you or your staff	N/A	N/A	0	*
Sexist abuse or harassment towards you or your staff	0	1	*	*
Homophobic abuse towards you or your staff	0	*	*	1
General verbal abuse towards you or your staff (e.g. offensive, insulting or threatening remarks)	10	15	1	2
Pupils under the influence of illegal drugs/alcohol	*	2	*	*
Physical aggression towards other pupils (e.g. by pushing, squaring up)	29	9	9	2
Physical violence towards other pupils (e.g. punching, kicking, head-butting, use of a weapon)	16	5	5	1
Using mobile phones abusively	*	9	0	1
Physical aggression towards staff (e.g. pushing, squaring up)	4	3	*	*
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	3	1	1	*
<i>Base</i>	<i>262</i>	<i>237</i>	<i>709</i>	<i>1,811</i>

## Serious indiscipline and violence towards you

**Table 28. In the last twelve months, how many times have you personally experiences each of the following types of serious indiscipline/violence against you in your role as a headteacher/teacher?**

	None	1-2	3-5	6-10	11+	Base
<b>Primary heads</b>	%	%	%	%	%	
Racist abuse towards staff	100	*	0	0	0	316
Sexist abuse or harassment towards staff	100	0	0	0	0	316
Homophobic abuse towards staff	99	0	0	1	0	316
Verbal abuse towards staff (e.g. threatening remarks)	78	11	5	3	2	316
Physical aggression towards staff (e.g. pushing, squaring up)	86	8	3	3	1	316
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	87	7	2	3	*	316
<b>Secondary heads</b>						
Racist abuse towards staff	100	*	0	0	0	257
Sexist abuse or harassment towards staff	99	*	*	0	0	257
Homophobic abuse towards staff	100	0	0	*	0	257
Verbal abuse towards staff (e.g. threatening remarks)	68	23	6	2	1	257
Physical aggression towards staff (e.g. pushing, squaring up)	87	12	1	*	0	257
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	97	3	0	0	0	257
<b>Primary teachers</b>						
Racist abuse towards staff	100	*	0	0	0	883
Sexist abuse or harassment towards staff	99	1	*	0	0	883
Homophobic abuse towards staff	100	0	*	0	0	883
Verbal abuse towards staff (e.g. threatening remarks)	88	5	3	2	2	883
Physical aggression towards staff (e.g. pushing, squaring up)	92	4	2	1	1	883
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	92	6	1	1	*	883
<b>Secondary teachers</b>						
Racist abuse towards staff	99	1	*	*	*	2,055
Sexist abuse or harassment towards staff	97	3	*	*	*	2,055
Homophobic abuse towards staff	98	1	*	*	*	2,055
Verbal abuse towards staff (e.g. threatening remarks)	70	17	8	4	2	2,055
Physical aggression towards staff (e.g. pushing, squaring up)	87	11	1	1	*	2,055
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	98	2	*	*	*	2,055
<b>Primary support</b>						
Racist abuse towards staff	99	1	0	*	0	604
Sexist abuse or harassment towards staff	99	*	0	*	*	604

Homophobic abuse towards staff	99	*	0	*	*	604
Verbal abuse towards staff (e.g. threatening remarks)	84	5	4	2	4	604
Physical aggression towards staff (e.g. pushing, squaring up)	87	6	3	1	2	604
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	89	7	2	1	2	604
<b>Secondary support</b>						
Racist abuse towards staff	98	1	*	*	1	790
Sexist abuse or harassment towards staff	96	2	1	*	1	790
Homophobic abuse towards staff	99	*	0	*	1	790
Verbal abuse towards staff (e.g. threatening remarks)	81	8	5	3	3	790
Physical aggression towards staff (e.g. pushing, squaring up)	91	5	2	1	1	790
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	96	3	1	*	1	790

**Thinking of the most recent incident:**

**Table 29. What type of incident was it?**

	<b>Primary heads</b>	<b>Secondary heads</b>	<b>Primary teachers</b>	<b>Secondary teachers</b>	<b>Primary support</b>	<b>Secondary support</b>
	%	%	%	%	%	%
Racist abuse towards staff	0	0	0	1	0	1
Sexist abuse or harassment towards staff	0	0	2	4	0	6
Homophobic abuse towards staff	0	0	0	2	1	0
Verbal abuse towards staff (e.g. threatening remarks)	51	82	49	74	41	67
Physical aggression towards staff (e.g. pushing, squaring up)	19	12	20	15	26	14
Physical violence towards staff (e.g. punching, kicking, head-butting, use of a weapon)	29	7	29	4	32	12
<i>Base</i>	83	75	161	643	122	174

**Table 30. Who was notified (either by yourself or anyone else)?**

	Primary heads	Secondary heads	Primary teachers	Secondary teachers	Primary support	Secondary support
	%	%	%	%	%	%
The teacher	N/A	N/A	N/A	N/A	75	60
The headteacher	N/A	N/A	84	36	77	27
A senior colleague	N/A	N/A	32	80	18	59
The Local Authority	52	46	21	9	10	8
Health and Safety Executive	8	5	2	1	0	*
Deputy head	N/A	N/A	N/A	N/A	2	3
The police	8	26	2	4	3	3
Parents	86	89	53	34	34	23
Other (please write in)						
- Line manager	0	0	0	0	0	3
- Principal teacher	0	0	0	0	0	2
- Behaviour support staff/team/manager	2	0	1	*	1	*
- Carer	1	2	0	0	0	0
- Educational psychologist/psychological services	5	1	2	*	0	0
- Incident involved parent and not child	2	1	0	0	0	0
- Social services/social worker	8	5	3	1	0	0
- Pastoral carer	0	0	0	1	0	0
- Other colleagues	0	0	0	0	2	*
- Pupil support worker	0	0	0	0	1	1
- Year head	0	0	0	0	0	1
- Guidance teacher	0	0	0	0	0	1
- Union representative	0	0	0	0	1	0
- Other	9	2	1	1	1	2
None	0	1	1	1	1	*
<b>Base</b>	<b>88</b>	<b>88</b>	<b>167</b>	<b>709</b>	<b>134</b>	<b>200</b>

**Table 31. How was the incident followed up?**

	Primary heads	Secondary heads	Primary teachers	Secondary teachers	Primary support	Secondary support
	%	%	%	%	%	%
Feedback on how incident/pupils have been dealt with	51	23	61	71	64	61
Restorative meeting/discussion with pupil(s) involved and yourself	63	50	47	27	31	23
Informal meeting/contact with colleagues	33	10	29	24	24	23
Formal meeting within school	51	69	22	15	11	5
Protected time to recover/speak immediately/debrief	15	2	7	2	5	5
Meeting offered with Local Authority personnel (e.g. Head of Service, QIO, educational psychologist)	16	17	6	2	2	*
Counselling support/confidential helpline	1	4	3	1	0	1
Not at all	4	6	13	13	17	23
<i>Base</i>	<i>87</i>	<i>89</i>	<i>164</i>	<i>706</i>	<i>129</i>	<i>191</i>

**Table 32. How satisfied were you with the way the incident was handled?**

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	<i>Base</i>
	%	%	%	%	%	
Primary heads	36	42	15	5	3	<i>88</i>
Secondary heads	66	22	8	4	1	<i>87</i>
Primary teachers	42	31	13	9	5	<i>164</i>
Secondary teachers	30	31	16	13	10	<i>704</i>
Primary support	35	24	19	14	9	<i>130</i>
Secondary support	23	33	22	10	13	<i>197</i>

**Table 33. How frequently, if at all, do you receive complaints from the general public, local community or the media about the conduct of your pupils outside the school premises?**

	Frequently	Sometimes	Rarely	Never	<i>Base</i>
	%	%	%	%	
Primary heads	0	7	63	30	<i>295</i>
Secondary heads	5	45	48	2	<i>247</i>

**Table 34. If you indicated that you ‘frequently’ or ‘sometimes’ receive complaints about the conduct about your pupils outside school premises, what has been the nature of these complaints?**

	<b>Primary heads</b>	<b>Secondary heads</b>
	<b>%</b>	<b>%</b>
Cheeky or impertinent remarks to members of the public	64	49
Verbal abuse towards any individual (e.g. other pupils, teachers, member of the public)	46	22
Physical aggression towards any individual (e.g. other pupils, teachers, member of the public)	37	8
Physical destructiveness (e.g. breaking objects, damaging property)	41	18
General rowdiness, horseplay, mucking about	60	68
Anti-social behaviour (e.g. smoking, swearing, shouting)	52	63
Litter/dropping litter	0	50
Loitering/hanging around on the street/corners	0	3
Road safety issues	0	8
Stealing/shoplifting	0	1
Throwing snowballs	6	2
Other	5	3
<i>Base</i>	<i>21</i>	<i>122</i>

**Table 35. Below is a list of statements relating to the overall level of support offered to staff in your school. Please indicate the extent to which you agree with each statement.**

<b>Primary heads</b>	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Neither agree nor disagree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Base</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
My colleagues can talk openly about any behaviour-related challenges they experience	85	15	*	0	*	310
Senior staff will help colleagues who are experiencing behaviour management difficulties	89	11	*	0	0	311
My staff know that there is confidential support provided by the local authority	77	21	2	0	0	312
My staff know that there is confidential support within the school if they need it	33	41	21	4	2	310
I involve my staff in discussions about improving behaviour in the whole school at least once a year	62	28	8	1	0	312
My staff contribute ideas and provide support to other colleagues regarding pupil behaviour	70	28	2	0	0	313
Staff have participated in the development of the school’s behaviour policy	70	23	7	*	0	309



<b>Secondary heads</b>						
My colleagues can talk openly about any behaviour-related challenges they experience	72	27	1	0	0	257
Senior staff will help colleagues who are experiencing behaviour management difficulties	84	16	*	0	0	257
My staff know that there is confidential support provided by the local authority	55	42	3	*	0	256
My staff know that there is confidential support within the school if they need it	28	44	24	4	*	254
I involve my staff in discussions about improving behaviour in the whole school at least once a year	44	37	14	5	0	254
My staff contribute ideas and provide support to other colleagues regarding pupil behaviour	46	51	3	0	0	254
Staff have participated in the development of the school's behaviour policy	67	27	5	*	0	255
<b>Primary teachers</b>						
I can talk openly about any behaviour-related challenges I experience	83	15	2	*	*	878
I am confident that senior staff will help me if I experience behaviour management difficulties	65	25	6	3	1	875
I know that there is confidential support and counselling for staff if I need it	48	28	17	5	2	877
My colleagues and I are regularly involved in discussions about improving behaviour in the whole school	44	37	11	7	1	873
I contribute ideas and provide support to other colleagues regarding pupil behaviour	52	41	6	1	*	873
<b>Secondary teachers</b>						
I can talk openly about any behaviour-related challenges I experience	71	25	2	1	*	2,037
I am confident that senior staff will help me if I experience behaviour management difficulties	41	33	12	10	3	2,035
I know that there is confidential support and counselling for staff if I need it	33	27	22	12	6	2,034
My colleagues and I are regularly involved in discussions about improving behaviour in the whole school	30	35	16	14	5	2,039
I contribute ideas and provide support to other colleagues regarding pupil behaviour	40	46	10	3	1	2,036
<b>Primary support</b>						
I can talk to other classroom assistants openly about any behaviour-related challenges I experience	78	17	3	1	1	589
I can talk to teachers openly about any behaviour-related challenges I experience	70	27	2	1	*	594
I am confident that senior managers in the school will help me if I experience behaviour management difficulties	58	28	9	3	2	594

I know that there is confidential support available for classroom assistants if I need it within my school	46	29	15	5	4	594
I know that there is confidential support and counselling available for classroom assistants if I need it within my authority	30	27	30	9	5	589
Classroom assistants are regularly involved in discussions about improving behaviour in the whole school	29	30	21	15	5	594
There is adequate training for classroom assistants on how to deal with behaviour difficulties	14	28	23	25	9	594
<b>Secondary support</b>						
I can talk to other classroom assistants openly about any behaviour-related challenges I experience	80	16	2	1	*	779
I can talk to teachers openly about any behaviour-related challenges I experience	54	37	7	2	*	783
I am confident that senior managers in the school will help me if I experience behaviour management difficulties	38	36	15	9	2	783
I know that there is confidential support available for classroom assistants if I need it within my school	30	31	21	12	6	779
I know that there is confidential support and counselling available for classroom assistants if I need it within my authority	21	28	28	14	8	781
Classroom assistants are regularly involved in discussions about improving behaviour in the whole school	9	16	22	32	21	782
There is adequate training for classroom assistants on how to deal with behaviour difficulties	6	18	23	33	20	779

**Table 36. Please estimate how much time you personally spent in the last teaching week on...**

<b>Primary heads</b>	<b>No time spent</b>	<b>Under an hour</b>	<b>An hour to 3 hours</b>	<b>More than 3 hours</b>	<b>Base</b>
	%	%	%	%	
Specific activities in your school to promote positive school ethos and behaviour (e.g. reward schemes, citizenship activities)	1	34	54	11	312
Dealing with indiscipline referrals from staff	24	45	22	8	310
Referring/liaising with Guidance/SMT/other staff about particular pupils	24	46	27	6	305
Working with other partners or members of the school community (e.g. home-school link staff, youth workers, social workers or voluntary agencies) in planning, developing or delivering activities in school	34	36	25	5	313
Giving or receiving informal support to/from colleagues in relation to indiscipline and positive behaviour	19	56	21	4	312
Planning or providing behaviour support to individual pupils	22	45	24	9	313
Talking to parents about behaviour (exclude parents' evening)	26	49	22	3	312
Dealing with the same pupils who present challenging behaviour	22	41	27	10	314
<b>Secondary heads</b>					
Specific activities in your school to promote positive school ethos and behaviour (e.g. reward schemes, citizenship activities)	7	32	44	17	250
Dealing with indiscipline referrals from staff	14	46	27	13	253
Referring/liaising with Guidance/SMT/other staff about particular pupils	1	32	47	20	253
Working with other partners or members of the school community (e.g. home-school link staff, youth workers, social workers or voluntary agencies) in planning, developing or delivering activities in school	26	37	32	6	253
Giving or receiving informal support to/from colleagues in relation to indiscipline and positive behaviour	10	51	31	8	255
Planning or providing behaviour support to individual pupils	21	49	24	5	254
Talking to parents about behaviour (exclude parents' evening)	26	41	30	4	255
Dealing with the same pupils who present challenging behaviour	16	44	33	7	255
<b>Primary teachers</b>					
Specific activities in your school to promote positive school ethos and behaviour (e.g. reward schemes, citizenship activities)	8	45	41	5	875
Dealing with indiscipline referrals from staff	62	27	9	2	869
Referring/liaising with Guidance/SMT/other staff about particular pupils	37	48	12	2	873
Working with other partners or members of the school community (e.g. home-school link	71	21	7	2	878

staff, youth workers, social workers or voluntary agencies) in planning, developing or delivering activities in school					
Giving or receiving informal support to/from colleagues in relation to indiscipline and positive behaviour	23	62	13	2	875
Planning or providing behaviour support to individual pupils	28	50	17	5	871
Talking to parents about behaviour (exclude parents' evening)	52	40	8	1	876
Dealing with the same pupils who present challenging behaviour	19	50	23	8	881
<b>Secondary teachers</b>					
Specific activities in your school to promote positive school ethos and behaviour (e.g. reward schemes, citizenship activities)	31	41	21	7	2,012
Dealing with indiscipline referrals from staff	48	26	17	8	1,997
Referring/liaising with Guidance/SMT/other staff about particular pupils	9	54	27	10	2,004
Working with other partners or members of the school community (e.g. home-school link staff, youth workers, social workers or voluntary agencies) in planning, developing or delivering activities in school	70	15	10	5	2,029
Giving or receiving informal support to/from colleagues in relation to indiscipline and positive behaviour	12	56	26	6	2,039
Planning or providing behaviour support to individual pupils	28	45	20	6	2,016
Talking to parents about behaviour (exclude parents' evening)	74	15	8	2	2,028
Dealing with the same pupils who present challenging behaviour	9	49	32	10	2,033

**Table 37. If you spent some time last week talking to parents, what was the focus of these discussions?**

	Primary heads	Secondary heads	Primary teachers	Secondary teachers
	%	%	%	%
Mostly positive feedback on their child's behaviour	16	6	16	16
A balance of positive and negative feedback on their child's behaviour	63	56	63	49
Mostly negative feedback on their child's behaviour	17	31	14	26
Other (please write in)				
- Asking for their support/to work together	3	1	*	*
- Attendance concerns	0	*	*	*
- Child's behaviour (neither positive nor negative)	1	0	*	1
- Child's exclusion/re-admission	1	1	*	0
- Child's health/wellbeing	*	1	1	1
- Curriculum for Excellence	0	3	0	*
- Developing policy/strategy/solutions regarding behaviour	2	1	1	0
- Homework	*	0	0	*
- Informing parents about past situations/events (not relating to child's behaviour)	*	0	1	*
- Learning/academic progress	1	1	2	4
- Parents' evening/interview	1	1	1	1
- Provision for pupils with additional support needs	1	1	1	*
- Referral to/meet with educational psychologist	1	0	*	*
- Review of child's plan	1	1	1	*
- Transition planning/meetings	1	0	*	1
- Exams	0	0	0	1
- Did not speak to parents	0	0	0	1
- Other	2	4	2	2
<i>Base</i>	236	196	461	613

**Table 38. Below is a list of approaches that some schools and classroom teachers use to encourage positive behaviour and manage negative behaviour. Please indicate whether any of the approaches are currently used within your school.**

<b>Primary heads</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't know/not applicable</b>	<b>Base</b>
	%	%	%	%	%	
Promotion of positive behaviour through whole-school ethos and values	96	4	0	0	0	313
Curriculum programmes in social and emotional skills and wellbeing	77	21	*	*	1	312
Anti-bullying policy	60	31	7	1	1	304
Buddying/peer mentoring	57	34	6	2	*	307
Break time supervision	89	9	1	*	1	313
Circle time	66	30	3	1	1	313
Restorative practices	38	37	15	6	4	312
Solution-oriented approaches	34	40	15	6	6	305
The Motivated School	8	12	9	32	39	294
Learning stances (e.g. SELF)	1	6	6	35	51	288
Reward systems for pupils	90	9	1	1	0	313
Punishment exercises	6	15	37	37	5	298
Detention	12	25	26	33	4	303
Referral to SMT/HT	28	53	17	2	*	312
Time out	25	56	15	4	*	307
Targeted small group work, e.g. anger management	12	49	21	14	4	306
Pupil/behaviour support base in school/campus	5	11	6	49	28	305
Nurture groups/nurture principles	17	20	11	34	18	305
Local authority off-site provision (SEBD)	3	11	17	48	21	301
Home-school link officers/work with families	11	29	19	28	12	304
Classroom/learning assistants	62	27	6	4	1	310
Behaviour/pupil support team/co-ordinator	18	27	13	27	15	308
Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)	32	35	17	14	3	310
Campus-based police officers or community-police partnerships	*	13	11	47	28	301
Transition partnerships and activities	32	47	10	8	4	309
Broad curriculum options: vocational opportunities; personal and	3	6	10	34	47	295

social development programmes (ASDAN, XL, Duke of Edinburgh); HE/FE college placements						
Training/CPD/in service	18	58	18	3	3	306
Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)	77	21	1	1	0	308
Exclusion	1	14	52	31	1	309
<b>Secondary heads</b>						
Promotion of positive behaviour through whole-school ethos and values	84	14	2	*	0	256
Curriculum programmes in social and emotional skills and wellbeing	61	35	4	0	1	255
Anti-bullying policy	62	34	4	0	*	256
Buddying/peer mentoring	55	39	5	*	1	257
Break time supervision	88	10	2	*	0	256
Circle time	8	13	27	35	18	241
Restorative practices	32	55	9	2	2	256
Solution-oriented approaches	34	50	11	2	2	252
The Motivated School	2	12	13	35	38	241
Learning stances (e.g. SELF)	1	6	9	31	53	241
Reward systems for pupils	54	34	8	2	3	251
Punishment exercises	25	43	16	14	2	253
Detention	31	52	16	2	0	257
Referral to SMT/HT	44	52	4	0	0	257
Time out	19	55	20	4	2	255
Targeted small group work, e.g. anger management	19	60	19	1	1	257
Pupil/behaviour support base in school/campus	36	34	10	12	8	253
Nurture groups/nurture principles	11	31	16	21	21	251
Local authority off-site provision (SEBD)	4	21	37	26	11	250
Home-school link officers/work with families	26	39	18	10	7	253
Classroom/learning assistants	58	36	4	1	*	257
Behaviour/pupil support team/co-ordinator	49	28	6	8	8	252
Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)	59	33	8	0	*	256
Campus-based police officers or community-police partnerships	17	19	13	31	21	254
Transition partnerships and activities	37	50	10	1	3	256
Broad curriculum options: vocational opportunities; personal and	63	34	3	0	*	256

social development programmes (ASDAN, XL, Duke of Edinburgh); HE/FE college placements						
Training/CPD/in service	25	63	11	1	*	255
Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)	40	57	3	0	0	256
Exclusion	10	58	30	2	0	257
<b>Primary teachers</b>						
Promotion of positive behaviour through whole-school ethos and values	92	7	1	0	0	875
Curriculum programmes in social and emotional skills and wellbeing	76	20	2	*	1	873
Anti-bullying policy	75	19	3	1	2	872
Buddying/peer mentoring	63	27	5	2	2	875
Break time supervision	93	6	*	*	1	878
Circle time	69	27	3	*	1	878
Restorative practices	43	33	6	2	15	858
Solution-oriented approaches	32	31	8	2	27	851
The Motivated School	13	15	4	9	60	841
Learning stances (e.g. SELF)	4	9	5	9	73	819
Reward systems for pupils	92	8	*	*	*	874
Punishment exercises	10	26	26	27	11	861
Detention	13	27	17	32	12	854
Referral to SMT/HT	42	46	11	*	*	873
Time out	34	50	10	2	3	863
Targeted small group work, e.g. anger management	14	35	21	11	18	863
Pupil/behaviour support base in school/campus	15	14	10	26	35	858
Nurture groups/nurture principles	21	15	10	20	34	856
Local authority off-site provision (SEBD)	5	9	12	22	52	849
Home-school link officers/work with families	16	28	15	10	31	852
Classroom/learning assistants	67	26	4	1	2	869
Behaviour/pupil support team/co-ordinator	22	22	12	14	31	848
Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)	30	31	10	5	24	871
Campus-based police officers or community-police partnerships	5	11	11	32	41	859
Transition partnerships and activities	37	34	5	5	20	862
Broad curriculum options: vocational opportunities; personal and	4	6	4	19	67	848



social development programmes (ASDAN, XL, Duke of Edinburgh); HE/FE college placements						
Training/CPD/in service	33	45	13	2	6	868
Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)	81	17	1	*	1	874
Exclusion	3	15	51	19	11	864
<b>Secondary teachers</b>						
Promotion of positive behaviour through whole-school ethos and values	66	28	4	1	1	2,033
Curriculum programmes in social and emotional skills and wellbeing	49	33	5	1	10	2,015
Anti-bullying policy	58	31	6	1	5	2,031
Buddying/peer mentoring	54	33	7	2	5	2,033
Break time supervision	67	21	6	2	3	2,035
Circle time	4	9	11	20	56	1,970
Restorative practices	26	37	11	4	22	2,013
Solution-oriented approaches	20	29	9	4	39	1,987
The Motivated School	8	10	6	10	67	1,959
Learning stances (e.g. SELF)	3	6	5	9	77	1,944
Reward systems for pupils	47	33	10	3	7	2,022
Punishment exercises	51	28	10	8	3	2,033
Detention	58	32	7	2	1	2,040
Referral to SMT/HT	65	31	4	*	*	2,045
Time out	35	39	11	5	10	2,023
Targeted small group work, e.g. anger management	23	43	12	3	19	2,025
Pupil/behaviour support base in school/campus	54	27	5	6	7	2,035
Nurture groups/nurture principles	14	16	8	9	53	1,991
Local authority off-site provision (SEBD)	11	18	15	8	49	1,977
Home-school link officers/work with families	27	31	10	4	28	2,010
Classroom/learning assistants	57	31	7	2	2	2,034
Behaviour/pupil support team/co-ordinator	48	28	7	5	13	2,016
Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)	39	29	6	2	24	2,010
Campus-based police officers or community-police partnerships	21	19	10	22	28	2,013
Transition partnerships and activities	30	27	8	3	32	1,998
Broad curriculum options: vocational opportunities; personal and	55	33	5	1	6	2,026

social development programmes (ASDAN, XL, Duke of Edinburgh); HE/FE college placements						
Training/CPD/in service	34	40	19	4	4	2,033
Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)	47	39	9	1	4	2,032
Exclusion	24	47	26	2	1	2,029

**Table 39. From the previous list, please indicate up to three strategies/approaches that have been the most helpful in encouraging positive behaviour and managing negative behaviour in your school.**

	Primary heads	Secondary heads	Primary teachers	Secondary teachers
	%	%	%	%
Promotion of positive behaviour through whole-school ethos and values	80	66	74	46
Curriculum programmes in social and emotional skills and wellbeing	26	8	21	7
Anti-bullying policy	4	4	8	7
Buddying/peer mentoring	18	5	14	9
Break time supervision	19	19	19	13
Circle time	14	1	14	*
Restorative practices	17	25	15	16
Solution-oriented approaches	7	10	4	4
The Motivated School	*	0	1	1
Learning stances (e.g. SELF)	1	0	1	*
Reward systems for pupils	43	23	55	24
Punishment exercises	*	2	1	8
Detention	2	3	4	17
Referral to SMT/HT	4	12	10	26
Time out	2	5	7	11
Targeted small group work, e.g. anger management	4	7	2	5
Pupil/behaviour support base in school/campus	1	12	1	14
Nurture groups/nurture principles	10	3	4	1
Local authority off-site provision (SEBD)	0	1	*	1
Home-school link officers/work with families	0	*	*	1
Classroom/learning assistants	13	8	16	18
Behaviour/pupil support team/co-ordinator	3	7	2	12
Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)	7	20	3	6

Campus-based police officers or community-police partnerships	0	4	*	3
Transition partnerships and activities	1	4	1	2
Broad curriculum options: vocational opportunities; personal and social development programmes (ASDAN, XL, Duke of Edinburgh); HE/FE college placements	*	27	*	11
Training/CPD/in service	2	5	3	3
Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)	16	6	10	3
Exclusion	1	3	*	9
<i>Base</i>	<i>308</i>	<i>252</i>	<i>857</i>	<i>1,932</i>

**Table 40. Thinking back over the last twelve months, which members of the school community have been actively involved in discussing and developing strategies related to discipline and the promotion of positive behaviour in your school?**

	<b>Primary heads</b>	<b>Secondary heads</b>
	%	%
Teachers	100	98
Parents	75	64
Pupils	94	88
Youth workers	2	31
Home-school link staff	23	47
Social workers	20	33
Educational psychologists	63	67
Learning assistants	80	58
School caretakers/janitors	32	20
School meal staff (cooks/serving staff)	24	13
Lunchtime/playground assistants	73	16
Campus police or community officers	8	32
All staff	1	*
Behaviour support staff	1	*
Clerical/admin staff	*	*
Outreach support teacher	1	0
Positive behaviour team member	0	1
Other	3	4
<i>Base</i>	<i>313</i>	<i>253</i>

**Table 41. Health and Wellbeing as a responsibility of all staff is a key feature of *Curriculum for Excellence*. In your view, to what extent...  
...has this become a feature of your school's culture?**

	<b>A great deal</b>	<b>A fair amount</b>	<b>A little</b>	<b>Not at all/Has been no change</b>	<b>Base</b>
	%	%	%	%	
Primary heads	72	24	4	1	313
Secondary heads	30	53	16	1	257
Primary teachers	60	33	5	2	873
Secondary teachers	22	43	28	7	2,030
Primary support	52	35	10	4	587
Secondary support	24	44	21	11	780

**Table 42. Health and Wellbeing as a responsibility of all staff is a key feature of *Curriculum for Excellence*. In your view, to what extent...  
...has this helped to develop positive relationships and behaviour at your school?**

	<b>A great deal</b>	<b>A fair amount</b>	<b>A little</b>	<b>Not at all/Has been no change</b>	<b>Base</b>
	%	%	%	%	
Primary heads	42	45	8	5	311
Secondary heads	15	48	32	6	256
Primary teachers	33	47	14	5	865
Secondary teachers	8	31	35	26	2,014
Primary support	23	48	17	12	588
Secondary support	6	38	31	26	777

### **Training and confidence**

**Table 43. Please indicate the extent to which you agree with the following statement: "I have had effective training in the behaviour-management approaches used in my school."**

	<b>1 – Strongly agree</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Strongly disagree</b>	<b>Base</b>
	%	%	%	%	%	
Primary teachers	26	37	26	8	4	873
Secondary teachers	17	28	29	16	10	2,033

**Table 44. Thinking back of the last 3 years, approximately how many times have you been involved in...?  
...whole-school planning in relation to discipline and positive behaviour.**

	<b>Never</b>	<b>Once or twice</b>	<b>More than twice</b>	<b>Base</b>
	%	%	%	
Primary teachers	14	45	41	875
Secondary teachers	29	42	29	2,032

**Table 45. Thinking back of the last 3 years, approximately how many times have you been involved in...?  
...any kind of staff development activity or training in relation to discipline and positive behaviour.**

	<b>Never</b>	<b>Once or twice</b>	<b>More than twice</b>	<b>Base</b>
	%	%	%	
Primary teachers	15	48	36	873
Secondary teachers	24	48	28	2,029

**Table 46. Using a scale of 1-5, please rate how confident you are in your ability to...  
...promote positive behaviour in your classroom.**

	<b>1 – Not confident at all</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Very confident</b>	<b>Base</b>
	%	%	%	%	%	
Primary teachers	*	1	4	37	57	880
Secondary teachers	1	2	8	39	51	2,038

**Table 47. Using a scale of 1-5, please rate how confident you are in your ability to...  
...respond to indiscipline in your classroom.**

	<b>1 – Not confident at all</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Very confident</b>	<b>Base</b>
	%	%	%	%	%	
Primary teachers	*	2	8	41	48	879
Secondary teachers	1	3	9	37	50	2,040

**Overall assessment of school and disciplinary climate**

**Table 48. Overall, how much impact does serious indiscipline/pupil violence (as defined above) currently have on the performance of your school?**

	<b>1 – Very little impact</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – A great deal of impact</b>	<b>Base</b>
	%	%	%	%	%	
Primary heads	62	21	8	7	3	307
Secondary heads	48	38	10	2	3	253
Primary teachers	48	25	14	9	5	809
Secondary teachers	33	26	20	13	8	1,835
Primary support	44	21	20	10	5	487
Secondary support	22	25	28	13	13	567

**Table 49. Using a scale of 1 to 5, please describe...**

	<b>1 – Poor</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Very good</b>	<b>Base</b>
<b>Primary heads</b>						
	%	%	%	%	%	
...the overall ethos of your school	0	*	3	28	69	310
...the quality of leadership provided by senior staff in your school	0	1	3	44	52	308
...how all staff work together in your school (e.g. the level of collegiality)	0	1	3	33	63	313
how the education authority works in partnership with your school to promote positive behaviour	3	8	40	33	17	307
<b>Secondary heads</b>						
the overall ethos of your school	0	1	4	37	59	256
the quality of leadership provided by senior staff in your school	0	*	7	40	52	257
how all staff work together in your school (e.g. the level of collegiality)	0	*	12	48	40	257
how the education authority works in partnership with your school to promote positive behaviour	4	11	42	31	11	256
<b>Primary teachers</b>						
the overall ethos of your school	*	2	9	33	56	880
the quality of leadership provided by senior staff in your school	1	3	10	35	51	877
how all staff work together in your school (e.g. the level of congeniality)	*	2	10	34	54	877
how the education authority works in partnership with your school to promote positive behaviour	6	13	39	31	11	867
<b>Secondary teachers</b>						

the overall ethos of your school	2	7	22	40	29	2,039
the quality of leadership provided by senior staff in your school	4	10	25	37	25	2,042
how all staff work together in your school (e.g. the level of congeniality)	2	10	29	41	18	2,037
how the education authority works in partnership with your school to promote positive behaviour	14	22	39	19	5	1,978
<b>Primary support</b>						
the overall ethos of your school	1	4	16	37	42	593
the quality of leadership provided by senior staff in your school	3	5	15	36	41	594
how all staff work together in your school (e.g. the level of congeniality)	1	6	21	38	34	593
how the education authority works in partnership with your school to promote positive behaviour	4	10	33	36	17	567
<b>Secondary support</b>						
the overall ethos of your school	3	7	32	35	23	781
the quality of leadership provided by senior staff in your school	5	12	25	35	23	785
how all staff work together in your school (e.g. the level of congeniality)	4	13	33	36	15	781
how the education authority works in partnership with your school to promote positive behaviour	7	18	42	25	7	735

## ANNEX 7 – CHANGES OVER TIME

### Positive behaviour

The tables below show the changes over time for each of the specific positive behaviours for 2006/2009, 2009/2012 and 2006/2012<sup>5</sup>. The arrows indicate a statistically significant increase or decrease in the perceived prevalence of a specific behaviour (an upward arrow indicated an increase in the behaviour and a downward arrow indicates a decrease).

**Table A6.1 Comparisons over time for positive behaviour in the classroom – primary staff**

	Primary heads			Primary teachers			Primary support staff		
	06-09	09-12	06-12	06-09	09-12	06-12	06-09	09-12	06-12
Arriving with the correct equipment									↓
Following instructions						↑	↓		↓
Settling down quickly						↑			↓
Contributing to class discussions		↑	↑			↑	↓		
Listening to others' views respectfully				↑		↑			
Listening to the teacher respectfully				↑		↑			
Keenly engaging with their task		↑	↑	↑		↑			
Politely seeking teacher help		↑							
Attentive, interested pupils		↑	↑	↑		↑			
Arriving promptly for classes									↓
Lessons that are calm, relaxed and enjoyable				↑		↑			
Interacting supportively with each other	n/a		n/a	n/a		n/a	n/a		n/a
Enthusiastically participating in classroom activities	n/a	↑	n/a	n/a		n/a	n/a		n/a

**Table A6.2 Comparisons over time for positive behaviour in the classroom – secondary staff**

	Secondary heads			Secondary teachers			Secondary support staff		
	06-09	09-12	06-12	06-09	09-12	06-12	06-09	09-12	06-12
Arriving with the correct equipment	↑		↑	↑		↑			
Following instructions				↑		↑			
Settling down quickly	↑		↑	↑		↑			↑
Contributing to class discussions	↑		↑	↑		↑			
Listening to others' views respectfully	↑		↑	↑		↑			↑
Listening to the teacher respectfully			↑	↑		↑			
Keenly engaging with their task	↑		↑	↑		↑			↑
Politely seeking teacher help	↑		↑	↑		↑	↑		↑

<sup>5</sup> All comparisons were conducted using Mann Whitney U tests. All changes reported were significant at the 5% level.



Attentive, interested pupils			↑	↑		↑			↑
Arriving promptly for classes	↑		↑	↑		↑			
Lessons that are calm, relaxed and enjoyable	↑		↑	↑		↑	↑		↑
Interacting supportively with each other	n/a		n/a	n/a		n/a	n/a		n/a
Enthusiastically participating in classroom activities	n/a		n/a	n/a		n/a	n/a		n/a

### Low-level disruptive behaviour

As with positive behaviour, the tables below indicate where there has been a statistically significant change in perceptions of low-level disruptive behaviour. The upward arrows indicate an increase in low-level disruptive behaviour, whereas a downwards arrow indicates a decrease.

**Table A6.3 Comparisons over time for low-level disruptive behaviour in the classroom – primary schools<sup>6</sup>**

	Primary teachers			Primary support staff		
	06-09	09-12	06-12	06-09	09-12	06-12
Talking out of turn			↑	↑		↑
Making unnecessary (non-verbal) noise						↑
Hindering other pupils				↑		↑
Getting out of their seat without permission						↑
Not being punctual				↑		↑
Persistently infringing class rules						
Eating/chewing in class	↓		↓			
Work avoidance	↓		↓			
Cheeky or impertinent remarks or responses			↓			
General rowdiness, horseplay or mucking around						
Use of mobile phones/texting						

**Table A6.4 Comparisons over time for low-level disruptive behaviour in the classroom – secondary schools<sup>7</sup>**

	Secondary teachers			Secondary support staff		
	06-09	09-12	06-12	06-09	09-12	06-12
Talking out of turn						↑
Making unnecessary (non-verbal) noise	↓		↓			
Hindering other pupils			↓			↑
Getting out of their seat without permission	↓		↓			
Not being punctual			↓	↑		
Persistently infringing class rules	↓		↓			
Eating/chewing in class	↓		↓			
Work avoidance			↓			
Cheeky or impertinent remarks or responses	↓	↓	↓			
General rowdiness, horseplay or mucking around	↓		↓			
Use of mobile phones/texting	↓	↑	↑	↑	↑	↑

<sup>6</sup> Only asked of teachers and support staff

<sup>7</sup> Only asked of teachers and support staff

**Table A6.5 Comparisons over time for low-level disruptive behaviour around the school – primary schools<sup>8</sup>**

	Primary heads			Primary teachers		
	06-09	09-12	06-12	06-09	09-12	06-12
Running in the corridor						
Unruliness while waiting	↓		↓	↓		↓
Showing lack of concern for others	↓		↓	↓		↓
Persistently infringing school rules			↓	↓		↓
Cheeky or impertinent remarks or responses			↓	↓		↓
Loitering in prohibited areas	↓		↓	↓		↓
Leaving school premises without permission				↓		↓
General rowdiness, horseplay or mucking about	↓		↓	↓		↓
Use of mobile phones/texting against school policies			↑			↓

**Table A6.6 Comparisons over time for low-level disruptive behaviour around the school – secondary schools<sup>9</sup>**

	Secondary heads			Secondary teachers		
	06-09	09-12	06-12	06-09	09-12	06-12
Running in the corridor	↓	↓	↓	↓		↓
Unruliness while waiting	↓	↓	↓	↓		↓
Showing lack of concern for others	↓	↓	↓	↓		↓
Persistently infringing school rules	↓	↓	↓	↓		↓
Cheeky or impertinent remarks or responses	↓	↓	↓	↓		↓
Loitering in prohibited areas	↓		↓	↓		↓
Leaving school premises without permission	↓	↓	↓	↓		↓
General rowdiness, horseplay or mucking about	↓	↓	↓	↓		↓
Use of mobile phones/texting against school policies	↓	↑	↓	↓		

### Serious disruptive behaviour/violence

**Table A6.7 Comparisons over time for serious disruptive behaviour/violence in the classroom – primary staff**

	Primary heads			Primary teachers			Primary support staff		
	06-09	09-12	06-12	06-09	09-12	06-12	06-09	09-12	06-12
Physical destructiveness						↓			
Racist abuse towards other pupils					↓	↓			↓
Sexist abuse towards other pupils						↓		↓	↓
General verbal abuse towards other pupils			↓	↓		↓	↓		
Racist abuse towards you/your staff					↓				
Sexist abuse towards you/your staff							↓		
General verbal abuse towards you/your staff	↑		↑	↓		↓			↓
Pupils under the influence of illegal drugs/alcohol	n/a		n/a	n/a		n/a	n/a		n/a
Physical aggression towards				↓		↓			↓

<sup>8</sup> Only asked of heads and teachers

<sup>9</sup> Only asked of heads and teachers

other pupils									
Physical violence towards other pupils	↓		↓	↓		↓			↓
Using mobile phones abusively	n/a		n/a	n/a		n/a	n/a		n/a
Physical aggression towards you									
Physical violence towards you									

**Table A6.8 Comparisons over time for serious disruptive behaviour/violence in the classroom – secondary staff**

	Secondary heads			Secondary teachers			Secondary support staff		
	06-09	09-12	06-12	06-09	09-12	06-12	06-09	09-12	06-12
Physical destructiveness	↓		↓	↓	↓	↓	↓		↓
Racist abuse towards other pupils			↓	↓	↓	↓	↓	↓	↓
Sexist abuse towards other pupils	↓			↓	↓	↓	↓	↓	↓
General verbal abuse towards other pupils	↓		↓	↓	↓	↓	↓		↓
Racist abuse towards you/your staff					↓	↓			
Sexist abuse towards you/your staff	↑		↑		↓	↓	↓		↓
General verbal abuse towards you/your staff	↑		↑	↓	↓	↓	↓		↓
Pupils under the influence of illegal drugs/alcohol	n/a		n/a	n/a	↓	n/a	n/a		n/a
Physical aggression towards other pupils	↓		↓	↓	↓	↓	↓	↓	↓
Physical violence towards other pupils	↓		↓	↓	↓	↓	↓		↓
Using mobile phones abusively	n/a		n/a	n/a	↑	n/a	n/a	↑	n/a
Physical aggression towards you	↑		↑	↓		↓	↓		↓
Physical violence towards you				↓		↓			

**Table A6.9 Comparisons over time for serious disruptive behaviour/violence around the school – primary schools**

	Primary heads			Primary teachers		
	06-09	09-12	06-12	06-09	09-12	06-12
Physical destructiveness				↓		↓
Racist abuse towards other pupils						↓
Sexist abuse towards other pupils					↓	↓
General verbal abuse towards other pupils	↓		↓	↓		↓
Racist abuse towards you/your staff						
Sexist abuse towards you/your staff				↓		
General verbal abuse towards you/your staff	↑			↓		↓
Pupils under the influence of illegal drugs/alcohol	n/a		n/a	n/a		n/a
Physical aggression towards other pupils	↓		↓	↓		↓
Physical violence towards other pupils	↓		↓	↓		↓
Using mobile phones abusively	n/a		n/a	n/a		n/a
Physical aggression towards you	↑			↓		↓
Physical violence towards you						

**Table A6.10 Comparisons over time for serious disruptive behaviour/violence around the school – secondary schools**

	Secondary heads			Secondary teachers		
	06-09	09-12	06-12	06-09	09-12	06-12
Physical destructiveness	↓			↓	↓	↓
Racist abuse towards other pupils				↓	↓	↓
Sexist abuse towards other pupils			↓	↓	↓	↓
General verbal abuse towards other pupils	↓	↓	↓	↓		↓
Racist abuse towards you/your staff				↓		↓
Sexist abuse towards you/your staff	↑		↑	↓		↓
General verbal abuse towards you/your staff	↑		↑	↓	↓	↓
Pupils under the influence of illegal drugs/alcohol	n/a		n/a	n/a	↓	n/a
Physical aggression towards other pupils	↓		↓	↓	↓	↓
Physical violence towards other pupils	↓	↓	↓	↓	↓	↓
Using mobile phones abusively	n/a	↑	n/a	n/a		n/a
Physical aggression towards you	↑		↑	↓	↑	↓
Physical violence towards you				↓		↓

## ANNEX 8 – TECHNICAL ANNEX

### Factor analysis

In order to simplify the analysis of staff experiences of behaviour, we used factor analysis. Factor analysis is a statistical technique used to determine whether a large number of items can be reduced into a smaller number of core factors. We used the analysis to examine whether the 56 specific low level and serious disruptive behaviours<sup>10</sup> could be condensed into broader, meaningful groupings. The analysis was conducted separately for the three staff groups and each was conducted using principal component analysis with orthogonal rotation (varimax).

Table A7.1, below, provides details of the output from the teacher factor analysis. The individual behaviours are shown on the left. The numbers in columns 1 through 6 are measures of how much individual behaviours are correlated with the extracted factors. High scores (above 0.40) show a strong correlation between a behaviour and a factor and are highlighted in the table below.

There is no single accepted best way of determining the number of factors that the individual components should be distilled into. However, one of the most common methods employed is to extract factors that have an eigenvalue of greater than one. Eigenvalues indicate how much variation in the data is ‘explained’ by each factor. In our initial model, six factors had an eigenvalue of greater than one and were therefore extracted.

**Table A7.1 Factor analysis output – teaching staff**

	Rotated factor loadings					
	1	2	3	4	5	6
Hindering other pupils	0.819	0.088	0.198	0.098	0.042	0.017
Making unnecessary (non-verbal) noise	0.787	0.065	0.172	0.088	0.073	0.032
Getting out of their seat without permission	0.762	0.011	0.128	0.161	0.061	0.027
Talking out of turn	0.737	0.060	0.182	-0.005	0.033	0.020
Persistently infringing class rules	0.720	0.255	0.158	0.257	0.060	0.038
General rowdiness, horseplay or mucking about	0.681	0.316	0.210	0.244	0.063	0.053
Work avoidance	0.676	0.341	0.175	0.129	0.055	0.044
Cheeky or impertinent remarks or responses	0.649	0.417	0.138	0.227	0.072	0.072
Use of mobile phones/texting	0.313	0.798	0.092	-0.066	0.089	0.008
Use of mobile phones/texting against school policies	0.136	0.765	0.284	-0.064	0.091	0.006
Use of headphones/iPod/mp3 player	0.309	0.751	0.074	-0.030	0.088	0.012
Eating/chewing in class	0.370	0.708	0.118	-0.062	0.076	0.007
Pupils missing lessons (e.g. truancy)	0.142	0.688	0.054	0.168	0.132	0.009
Pupils truanting	-0.094	0.664	0.235	0.204	0.187	-0.012
Leaving school premises without permission	-0.088	0.568	0.319	0.186	0.196	0.003
Not being punctual	0.483	0.511	0.198	0.029	0.073	0.005
Unruliness while waiting	0.297	0.140	0.776	0.117	0.077	0.040
Showing lack of concern for others	0.279	0.263	0.739	0.207	0.088	0.014

<sup>10</sup> There were 56 items in the teacher questionnaire, 44 items in the head questionnaire and 29 in the support staff questionnaire.

Running in the corridor	0.240	0.033	0.730	0.079	0.062	0.035
General rowdiness, horseplay or mucking about	0.293	0.361	0.644	0.222	0.048	0.022
Persistently infringing school rules	0.304	0.411	0.644	0.202	0.061	0.029
Loitering in 'prohibited' areas	0.146	0.508	0.554	0.103	0.075	0.032
Cheeky or impertinent remarks or responses	0.300	0.450	0.549	0.254	0.084	0.042
Physical aggression towards other pupils	0.291	-0.011	0.075	0.754	0.113	0.139
Physical aggression towards other pupils	0.069	0.100	0.346	0.706	0.115	0.053
Physical violence towards other pupils	0.217	-0.161	0.004	0.684	0.102	0.188
Physical violence towards other pupils	0.025	-0.064	0.244	0.677	0.193	0.135
General verbal abuse towards other pupils	0.139	0.269	0.392	0.572	0.212	0.029
General verbal abuse towards other pupils	0.408	0.268	0.086	0.560	0.237	0.056
Physical destructiveness	0.212	0.206	-0.028	0.448	0.247	0.297
Physical destructiveness	0.033	0.254	0.201	0.433	0.270	0.205
Homophobic abuse towards other pupils	-0.006	0.096	0.160	0.038	0.740	0.026
Racist abuse towards other pupils	-0.011	0.055	0.090	0.152	0.730	0.097
Sexist abuse or harassment of other pupils	-0.011	0.107	0.153	0.121	0.728	0.058
Homophobic abuse towards other pupils	0.120	0.147	0.005	0.096	0.715	0.048
Racist abuse towards other pupils	0.130	0.067	-0.062	0.146	0.606	0.060
Sexist abuse or harassment of other pupils	0.171	0.140	-0.022	0.214	0.581	0.053
Physical violence towards you	-0.019	-0.055	0.048	0.077	0.096	0.845
Physical aggression towards you	0.064	0.014	0.022	0.165	0.050	0.841
Physical violence towards you	0.019	-0.066	0.003	0.084	0.024	0.823
Physical aggression towards you	0.016	0.034	0.038	0.153	0.106	0.802
General verbal abuse towards you	0.229	0.319	-0.012	0.334	0.065	0.440
General verbal abuse towards you	0.067	0.280	0.114	0.357	0.094	0.324

A number of specific behaviours were excluded from the analysis either because they correlated poorly with any of the six emerging factors, or the numbers reporting the behaviours were too low to elicit any meaningful correlations. Table A7.2, below, shows the final analysis groupings.

**Table A7.2 Factor groupings**

<b>Factor one - low-level disruptive behaviour in the classroom</b>	Talking out of turn, making unnecessary noise, hindering other pupils, getting out of seat without permission, persistently infringing class rules, work avoidance, cheeky or impertinent remarks (in the classroom), general rowdiness (in the classroom)
<b>Factor two - low-level disruptive behaviour around the school</b>	Running in the corridor, unruliness while waiting, showing lack of concern for others, persistently infringing school rules, cheeky or impertinent remarks (around the school), loitering in prohibited areas, general rowdiness (around the school)
<b>Factor three - disengagement</b>	Not being punctual, eating/chewing in class, use of mobile phones/texting (in the classroom), use of headphones/iPod/mp3 player, missing lessons, leaving school premises without permission, use of mobile phones/texting against school policies, truanting
<b>Factor four - aggression and violence towards other pupils</b>	General verbal abuse towards other pupils (in the classroom and around the school), physical aggression towards other pupils (in the classroom and around the school), physical violence towards other pupils (in the classroom and around the school)
<b>Factor five - discriminatory verbal</b>	Racist abuse towards other pupils (in the classroom and around the school), sexist abuse or harassment of other pupils (in the classroom)

<b>abuse towards other pupils</b>	and around the school), homophobic abuse towards other pupils (in the classroom and around the school)
<b>Factor six - abuse towards staff</b>	Physical aggression towards you (in the classroom and around the school), physical violence towards you (in the classroom and around the school), physical destructiveness (in the classroom and around the school), general verbal abuse towards you ( in the classroom and around the school)

## Logistic regression

- Logistic regression is used to predict the probability of an event occurring using several variables as potential predictors. In this analysis, it was used to explore what drives staff experiences of pupil behaviour. The ‘events’ we wanted to predict were our factors i.e. whether staff encountered certain types of behaviour. In order to do this, a dichotomous outcome was required – did the staff member encounter these behaviours or not? This was done at two levels:

- ‘at least once a day’: encountering at least one behaviour within a factor **once a day or more in the previous week**, versus not
- ‘at least once a week’: encountering at least one behaviour within a factor **once or more in the previous week**, versus not.

- The outcome level that we used for each factor was based on how common the factors were. For factors one and two, we used the ‘at least once a day’ outcome while for factors four, five and six we used the ‘at least once a week’ outcome. Factor three proved more complicated. While experiences of pupil disengagement were relatively rare among heads, it was more common among teachers and support staff. We decided to use the ‘at least once a week’ outcome for heads but the ‘at least once a day’ outcome for the other two staff groups.

Each logistic regression was conducted using the following variables to predict whether a type of behaviour would be encountered by a staff member or not: school sector, school size, level of free school meal entitlement, school capacity, school condition, length of service and the proportion of pupils that have additional support needs<sup>11</sup>. The variables were defined in the following ways:

School sector	Primary or secondary sector
School size	School size was based on the number of FTE teaching staff in each school. This was split into quintiles with the 20% of schools with the lowest numbers in band 1 and the 20% of schools with the highest numbers in band 5
Level of free school meal registration	Schools were grouped into 5 quintiles based on free school meal registration rate (with the 20% with the lowest rates in band 1 and the 20% with the highest rates in band 5)
School capacity	This was based on statistics detailing the proportion of capacity a school had reached. This was split into 5 categories : up to 59%, 60-69%, 70-79%, 80-89% and 90% or more

<sup>11</sup> These variables were based on Scottish Government schools data

School condition	This information was taken from the Scottish Government schools statistics. School condition was rated from A-D, those rated A had the best conditions, while those rated D had the poorest
Length of service	Length of service was taken from question five (question three for support staff) of the questionnaire. Staff were asked to write in the number of years they had worked as a head/teacher/support staff in schools. This was split into four categories for analysis: 1 year or less, 2-5 years, 6-10 years and more than 10 years
Proportion of pupils with additional support needs	Again this was taken from the Scottish Government school statistics. The proportion of pupils with ASN was split into four categories for analysis purposes: Under 5%, 5-10%, 10-20% and more than 20%

Table A7.3 shows example output from a logistic regression model of experiences of disruptive pupil behaviour.

**Table A7.3 Regression analysis output**

	Beta	S.E. of Beta	Wald	Sig.	Exp(B)
<b>Secondary (vs. Primary)</b>	2.68	0.16	284.31	0.00	14.64
<b>School size (vs. Band 1 - smallest)</b>			11.22	0.02	
<b>Band 2</b>	0.85	0.34	6.25	0.01	2.34
<b>Band 3</b>	1.01	0.34	8.97	0.00	2.73
<b>Band 4</b>	1.02	0.34	9.31	0.00	2.78
<b>Band 5 - largest</b>	1.13	0.34	10.93	0.00	3.09
<b>Capacity (vs. Up to 59%)</b>			3.64	0.46	
<b>60 to 69%</b>	0.49	0.28	3.10	0.08	1.64
<b>70 to 79%</b>	0.39	0.29	1.77	0.18	1.47
<b>80 to 89%</b>	0.37	0.28	1.74	0.19	1.45
<b>90% or more</b>	0.26	0.31	0.73	0.39	1.30
<b>Free school meal registration(vs. Band 1 – lowest)</b>			26.28	0.00	
<b>Band 2</b>	-0.91	0.23	15.12	0.00	0.40
<b>Band 3</b>	-1.04	0.23	20.62	0.00	0.35
<b>Band 4</b>	-0.63	0.23	7.62	0.01	0.53
<b>Band 5 - highest</b>	-0.29	0.23	1.71	0.19	0.75
<b>School condition (vs. A)</b>			2.49	0.48	
<b>B</b>	-0.20	0.17	1.40	0.24	0.82
<b>C</b>	-0.34	0.23	2.25	0.13	0.71
<b>D</b>	-0.03	0.89	0.00	0.97	0.97
<b>Length of service (vs. 1 year or less)</b>			0.26	0.97	
<b>2-5 years</b>	-0.11	0.44	0.06	0.81	0.90
<b>6-10 years</b>	-0.15	0.43	0.12	0.73	0.86
<b>More than 10 years</b>	-0.18	0.43	0.17	0.68	0.84
<b>Level of ASN pupils (vs. under 5%)</b>			2.93	0.40	
<b>5% to 10%</b>	0.03	0.21	0.02	0.88	1.03
<b>10% to 20%</b>	-0.14	0.20	0.48	0.49	0.87
<b>More than 20%</b>	0.18	0.20	0.81	0.37	1.20
Constant	-1.63	0.55	8.77	0.00	0.20



Three columns in the table above are particularly informative. The first column indicates the different predictor factors included in the model. These include 'binary' variables such as school sector (either/or variables), continuous variables such as age (variables that are measured numerically), and categorical factors such as free school meal registration (variables including a number of different categories). The logistic regression model shows whether each factor has a significant effect on the likelihood of staff encountering types of behaviour once all other factors in the model are controlled for.

The fifth column, headed 'Sig.', shows whether the factor is significant. A value of less than 0.05 in this column suggests that this factor is significant. So, as the figure for secondary (vs. primary) is less than 0.05, it follows that, after controlling for the effect of all other factors in the model, the likelihood of staff working in the secondary sector encountering types of behaviour is greater than those working the primary sector.

The second column, headed 'Beta' indicates the direction of the effect. A positive value indicates that those in the first category, for example secondary staff, are more likely to encounter types of behaviour, than primary staff.

## ANNEX 9 – CASE STUDY TOPIC GUIDES

### BISSR 2012 - DRAFT TOPIC GUIDE CASE STUDY FIELDWORK MINI FOCUS GROUP / PAIRED DEPTHS WITH PUPILS

*This topic guide is designed to serve as an aide memoir to the interviewers, while also remaining flexible to allow for issues to be raised spontaneously.*

*Probing questions like ‘why?’, ‘why not?’, etc are not always included - but there will be plenty of these and the researchers will automatically probe, ask for explanation/clarification, and sum up at appropriate points.*

*Although the guide is generally written in the form of questions or explanations that could be read out exactly as written, in reality, the researcher will amend the wording, rephrase and reorder as appropriate and to make it feel more like a natural discussion rather than a questionnaire.*

*Depending on the age of the children we are speaking to, we will adapt our questions, techniques and the language we use to ensure that everyone can understand what we are asking them.*

#### **Introduction (5 mins)**

- My name is \_\_\_\_\_ and I am a researcher. I work for an organisation called Ipsos MORI, not for the school. This research is about what the school is like for pupils, what you like and dislike and what happens when pupils misbehave.
- The discussion will take around 30-45 minutes.
- This is not a test – there are no right or wrong answers – I just want to hear what you really think. If you don’t understand anything I ask, or don’t feel like answering the questions, that’s fine, just say so.
- I want to hear from all of you, so please try to speak one at a time and listen to what each other has to say. It’s fine if you don’t always agree with each other.
- If you agree, I’m going to tape-record our chat, but that’s just for me to listen to once I get back to the office. Nobody else will know what you said. Is this OK?
- Explain that information would only be passed on to someone outside of the research team when it is necessary to protect someone from harm.
- Do any of you have any questions before we start?

#### **General feelings about school (5 mins)**

- Can you tell me what you think about this school? Can you tell me what you like most about coming to school and what you like least? PROBE for positives and negatives, whether school perceived to be friendly, fun, scary, noisy etc. WRITE UP ON 2 FLIPCHART PAGES, ONE WITH SMILEY FACE, ONE WITH UNHAPPY FACE.
- If you could be in charge of the school for one day, what would you change?

### **Views about behaviour (10 mins)**

I'd like to talk to you about how pupils at this school behave.

- First of all, can you tell me how pupils are *expected* to behave in school? PROBE for examples of good behaviour such as listening to teacher carefully, raising hand in class, following instructions, not running in corridors, being kind to others etc. DEPENDING ON AGE OF PUPILS, EITHER ASK TO WRITE THEIR THOUGHTS ON A POST IT AND THEN STICK ON TO FLIPCHART OR ELSE INTERVIEWER WRITE STRAIGHT ONTO FLIPCHART.
- How well do you think pupils *actually* behave in school? Can you tell me about the ways in which pupils *don't* behave very well in school? This can be anything from being too noisy in class, being cheeky to teachers, not getting on with work in class, annoying other pupils etc. REPEAT POST IT NOTE EXERCISE AS ABOVE.
- Who tells you about how you are meant to behave in school? PROBE for teacher, learning assistants, headteacher, parents etc.
- What happens when you are well behaved in school? PROBE for whether there is any reward for behaving well in class and around the school.

### **Managing Behaviour (20 mins)**

I'd like to talk now about [.....] MODERATOR TO ASK QUESTIONS RELATING TO THE PARTICULAR ISSUE(S) BEING ADDRESSED AT THE SCHOOL.

#### **Parental involvement**

I'd like to ask you some questions about how much you think parents know about school.

Scenario – imagine a pupil is saying rude and aggressive things to other pupils.

- Do you think his parents would be told about it? What would happen?
- Do you think his parents should be told about it? What should happen?

- How much do parents know about how their children's behaviour at school? How much do *your* parents know?
- How do they find out? Should they know more?
- Do they just hear about bad behaviour and not good behaviour?
- Do you think parents could help improve behaviour in schools? In what ways?
- How often do parents come to the school? When do they come? Why do they come?
- Do you think parents should be more involved in schools?
- Should all parents be involved or just some parents?
- What would be the best way to get them more involved?

## **Transitions**

### Primary to secondary transition - questions to pupils in late primary

- When will you be going to secondary school?
- What bits about secondary school are you looking forward to? What do you think the best thing will be?
- What are you not looking forward to? What do you think will be the worst thing about it?
- How different do you think it will be to this school? What will be the biggest difference? Will some things be just the same?
- How much do you know about what your secondary school will be like?
- Have you visited it? Do you know any of the teachers? Do you know any of the pupils?
- If you could talk to pupils in Secondary 1, what questions would you ask them?
- If you could visit the school (again), what would you like to see?
- Is there anything that could be done to make going to secondary school easier/less scary?

### Questions to pupils in S1/2

- Thinking back to when you were in P7, and about to start secondary school, can you remember what aspects of secondary school you were looking forward to? What did you think would be better about secondary?
- What were things you were not looking forward to? What did you think would be worse about secondary school?
- What's the biggest difference between being at primary and being at secondary?
- And what things are just the same?
- Did anything about secondary school surprise you? What was different to what you expected?
- What is better than you expected? What is worse than you expected?
- Before you came, how much did you know about what this school was like?
- Had you visited it? Did you know any of the teachers before you came? Do you know any of the pupils that were already here?
- If you could talk to pupils in Primary 7 who are about to come to secondary, what would you tell them about it? What advice would you give them?
- Is there anything that could be done to make going to secondary school easier/less scary for people?

Leaving school transition – questions to pupils in S4/5/6

- Do you know what you will be doing when you leave school?
- What are you most looking forward to about leaving school? What are you least looking forward to about leaving school?
- Does the school do anything to help prepare pupils for leaving school? What sort of things? What about work placements?
- Does the school have any links with colleges or universities?
- Do you think the school should do more to help prepare people for leaving school?
- What sorts of things would be helpful?
- If you could talk to someone who left this school last year, what questions would you ask them about it?

**Mobile phones**

I'd like to ask you some questions about mobile phones in school.

- Are pupils allowed to bring their mobile phone into school? What are the rules for when and how pupils are allowed to use their phone?
- What happens if someone is seen to be using their phone when they are not meant to be? How is it dealt with? Who would be involved? Would parents be told?
- Does this seem like a good way for the school to be trying to deal with pupils using mobile phones? Is it fair? What would be more effective?
- Do you think that inappropriate use of mobiles is much of a problem in school? What types of problems does it create?
- If someone is using their phone in class, does this have any impact on the rest of the class?
- Do you think that pupils should be allowed to use their phone when they are in school? What should they be able to do? Are there things that you think they definitely shouldn't be allowed to do with their phone when in school?
- What about pupils using their phones outside of the classroom or outside of the school? Does this cause any problems inside school?

## **Health and wellbeing**

I'd like to ask you some questions about what it's like to be a pupil in this school and how the school helps you to learn when you are here.

- Do you think that pupils are generally happy to come to this school? How do you feel when you come into school in the morning? PROBE for positives and negatives. What makes you feel like that?
- If there was a new pupil who had arrived today, how would you describe this school to them? PROBE for friendly, safe, happy, interesting, boring etc. What would make you describe the school in that way?
- If a pupil was having problems with school work or with friends, is there someone in the school they could talk to? PROBE for who they think might be best to talk to - teacher, other staff member, other friends etc.
- And if a pupil was finding school work difficult and wasn't enjoying being in class, what do you think the teacher would do to help? PROBE for use of small group work, additional support from other staff etc.
- There may sometimes be occasions when pupils don't get on with one another and this can cause some problems. If this happens, what does the teacher/school do to deal with it?
- What lessons do you have on health and wellbeing? PROBE for if they cover: emotions/feelings, confidence, dealing with anger, eating a healthily,

relationships etc. Do you remember any specific things that you learnt about in these lessons?

- Do you talk about these things in a particular class/subject or are they covered in different types of classes and subjects?

**BISSR 2012 - DRAFT TOPIC GUIDE  
CASE STUDY FIELDWORK  
INTERVIEWS/GROUPS WITH TEACHING AND CLASSROOM SUPPORT STAFF**

*This topic guide is designed to serve as an aide memoir to the interviewers, while also remaining flexible to allow for issues to be raised spontaneously.*

*Probing questions like 'why?', 'why not?', etc are not always included - but there will be plenty of these and the researchers will automatically probe, ask for explanation/clarification, and sum up at appropriate points.*

*Although the guide is generally written in the form of questions or explanations that could be read out exactly as written, in reality, the researcher will amend the wording, rephrase and reorder as appropriate and to make it feel more like a natural discussion rather than a questionnaire.*

### **Introduction**

Thank them for help so far and explain background to research.

Thank you very much for sparing the time to talk to me. The interview is confidential to the research team. While we would like to quote what you say (assuming you give your permission) no school or individual will be named in the research report. The purpose of the interview is to complement the information provided from postal surveys of teachers and classroom support staff which have already taken place and interviews conducted with a representative from the local authority.

Ask for permission to record discussion and explain how it will be used.

### **CORE SECTION - TO BE ASKED OF ALL TEACHING AND CLASSROOM SUPPORT STAFF**

#### **General perceptions of behaviour in school**

- Can you give me an overview of behaviour in the school? PROBE for extent of positive and negative behaviour, main problems and issues in class, outside in playground and around the school generally. Any changes in past few years? Which aspects are perceived to be getting better/worse? PROBE for any differences and trends re. gender, age of pupils, times of day, times of year, year groups etc. Do you know why this might be the case?
- What is the impact of negative behaviour on the school? PROBE for both general problems and some examples of specific behaviour and the effect on school.

#### **Policies on behaviour**

- Could you describe what the general ethos of the school is in relation to behaviour? PROBE for main features of policies and approaches used to deal with both positive and negative behaviour - focus on relationships,



inclusion, staged intervention, move away from discipline, flexible learning, restorative practices, punitive approaches etc. EMPHASISE: We are interested in all aspects - promoting positive behaviour as well as the way disruptive/negative behaviour is dealt with.

- Which approaches do you think have been most effective in 1) addressing negative or challenging behaviour and 2) promoting positive behaviour?

### **The role of school staff in dealing with issues around behaviour**

- Can you tell me about the role and responsibility that teachers / classroom support staff have in dealing with issues around behaviour?
- What about the role that others play? PROBE for educational psychologists, SMT and HT and whether these roles have been changing – especially for support staff.
- What internal structures or teams are in place? Do policies make clear who should be involved / deal with particular situations? How are policies communicated to you?
- What do you think works best in addressing poor behaviour? PROBE for approaches, sanctions, exclusion etc and when these are used.
- What about positive behaviour? PROBE for rewards, recognition etc and when these are used.
- How confident do you feel in terms of both promoting positive behaviour and dealing with disruptive or challenging behaviour in the classroom or playground? PROBE for whether they feel they have received sufficient training and whether there are any gaps in provision. Is there consistency of approaches used among staff?
- Are there particular types of behaviour/incidents that you feel less confident in addressing? PROBE in particular with support staff, including impact on their recruitment and issues re. retention.
- What kind of support is there for teachers / classroom support staff, in relation to managing behaviour in school? PROBE for how helpful this is and whether more support is required.
- What about more serious discipline issues or violent incidents? PROBE for what the procedure is and who is involved. If experienced, how well supported did staff feel, by colleagues / headteacher / LA etc.

**NOTE TO MODERATOR – IMPORTANT TO LEAVE AMPLE TIME DURING INTERVIEWS TO COVER THE RELEVANT SECTION IN SUFFICIENT DETAIL.**

### **ISSUE SPECIFIC SECTIONS**

## Use of mobile technology

- I'd like to ask you some questions about the use of mobile phones in school by pupils. Do you know roughly the proportion of pupils who carry a mobile phone with them to school? What about the use of smart phones with internet access?
- Is there a policy on the use of mobile phones in school? PROBE for details of the policy – content, how long it has been used for, has it changed over time? Are pupils allowed to use their phones in class? Are there instances when they are encouraged to use their phones?
- What are the issues that have arisen around the use of mobile phones by pupils **in school time**? PROBE for use of phones with camera and video capability, causing disruption in class, bullying, intimidation, loss/theft of equipment etc.
- Are there any issues relating to pupils' use of social networking sites / texting etc **outside** of school? How does the school tackle this with pupils?
- What has been the impact for teachers and classroom support staff?
- What happens when pupils flout the rules set out in the policy? PROBE for type of sanction(s) used.
- Do you know how effective the policy has been in dealing with the problematic use of mobile phones?

## Parental support and involvement

### (ASK TEACHERS ONLY):

I'd like to ask you some questions about parental support and involvement with the school.

- In general terms, how supportive do you find the parents of pupils?
- When are you most likely to have contact with parents? PROBE for both positive and negative instances. In an average week, how much time would you typically spend meeting with or talking to parents? Does this tend to be instigated by you or the parent?
- In terms of dealing with an incident caused by a pupil or addressing a pupil's challenging or disruptive behaviour, at what stage do you tend to get in touch with parents? What are the steps or procedures that you then go through?
- How supportive do you find the parents of pupils you have been dealing with in relation to behavioural or discipline issues? What difference does having the support of parents make in terms of how successful interventions to deal with the pupil are?

## Transitions

I'd like to ask you some questions about how the school manages the transition of pupils. [NOTE TO INTERVIEWER: FOR SECONDARY SCHOOLS THIS WILL ENCOMPASS THE TRANSITION OF PUPILS FROM P7 TO S1, THROUGH THE KEY STAGES OF THEIR SECONDARY EDUCATION, AND FROM S5/6 ON TO FURTHER EDUCATION OR INTO THE WORKPLACE. FOR PRIMARY SCHOOLS THIS WILL INCLUDE THE TRANSITION FROM PRE-SCHOOL TO P1 AND FROM P7 TO S1].

FOR SECONDARY SCHOOLS ASK ALL:

- What would you say are the main issues arising from pupils making the transition from primary to secondary school? PROBE for issues relating to behavioural difficulties in particular.
- What is the impact of this on teachers / classroom support staff / rest of the class / school more widely?
- To what extent does the school work with associated feeder primaries? In what way? How many? Some or all?
- What sort of activities are organised to help with the transition to secondary school?
- How important do you think it is to have these structures in place? What are the benefits for 1) the pupil and 2) teaching and classroom support staff and the school generally?
- How much time is spent on supporting the transition of P7s to S1? Which types of school staff are mostly involved in this?
- What would you say are the other key periods of transition for pupils during their secondary education? Why are these of particular importance? PROBE for issues relating to behaviour in particular. What links are in place to help prepare pupils for e.g. further education, work place etc?
- What support or guidance is in place for pupils at these stages? Who is involved in providing that support to pupils?
- Do you think there are currently any gaps in the provision of support during times of transition for pupils?

FOR PRIMARY SCHOOLS ASK:

- What would you say are the main issues arising from pupils making the transition from pre-school/nursery into primary 1? PROBE for behaviour related issues in particular.
- What is the impact of these issues on the teacher / classroom support staff / rest of the class / school more widely?

- To what extent does the school work with the school nursery / local private nurseries? In what way? How many? Some or all?
- What sort of activities are organised to help with the transition from pre-school to primary 1?
- How important do you think it is to have these activities in place? What are the benefits for 1) the pupil and 2) the school?
- What about the transition from P7 to S1....what are the procedures currently in place to facilitate the move to secondary school? Which members of staff are most involved in this?

### **Emotional wellbeing of pupils**

I'd like to ask you about some of the issues surrounding the focus on health and wellbeing of pupils, particularly in relation to the Curriculum for Excellence.

- What impact do you think the Curriculum for Excellence and the emphasis on health and wellbeing has had on pupil behaviour in schools? PROBE for ways in which the school supports learners, recognises achievement, provides for pupils with additional support needs, supports those disengaged from school etc. Is it possible to measure the impact the Curriculum has had? Have you seen any impact yet?

#### **ASK TEACHERS:**

- Can you give me an idea of some of the different types of issues that have arisen in school and how the principles of the Curriculum have influenced the approach that the school has taken? PROBE for examples of how it has impacted on learning in the classroom. What has been the effect on 1) pupils and 2) classroom teachers and support staff?
- Do you work in partnership with any other agencies to deliver aspects of the curriculum? If yes, PROBE for who they are and why they are used.

#### **ASK ALL**

- What are the ways in which the school tries to encourage positive relationships and behaviour? PROBE for the various approaches used by school – staged intervention, nurture groups, restorative practices etc.
- Do you think that there are any gaps in the training school staff are given in order for them to implement the approaches and practices suggested by the Curriculum for Excellence? What more would help them?

### **Wrap-up**

- What more do you think could be done to encourage positive behaviour in this school?
- Is there anything else that you would like to add to what we have already discussed?

**Thank and close.**

**BISSR 2012 - DRAFT TOPIC GUIDE  
CASE STUDY FIELDWORK  
INTERVIEWS WITH HEADTEACHER AND SENIOR STAFF MEMBERS**

*This topic guide is designed to serve as an aide memoir to the interviewers, while also remaining flexible to allow for issues to be raised spontaneously.*

*Probing questions like 'why?', 'why not?', etc are not always included - but there will be plenty of these and the researchers will automatically probe, ask for explanation/clarification, and sum up at appropriate points.*

*Although the guide is generally written in the form of questions or explanations that could be read out exactly as written, in reality, the researcher will amend the wording, rephrase and reorder as appropriate and to make it feel more like a natural discussion rather than a questionnaire.*

### **Introduction**

Thank them for help so far and explain background to research.

Thank you very much for sparing the time to talk to me. The interview is confidential to the research team. While we would like to quote what you say (assuming you give your permission) no school or individual will be named in the research report. The purpose of the interview is to complement the information provided from postal surveys of headteachers, teachers and support staff which have already taken place and interviews conducted with a representative from the local authority.

Ask for permission to record interview and explain how it will be used.

### **CORE SECTION - TO BE ASKED OF ALL HEADTEACHERS AND SENIOR STAFF MEMBERS (15 MINS)**

#### **General perceptions of behaviour in school**

- Can you give me an overview of behaviour in the school? PROBE for extent of positive and negative behaviour, main problems and issues, etc. Any changes in past few years? Which aspects are perceived to be getting better/worse? PROBE for any differences and trends re. gender, age of pupils, times of day, times of year, year groups etc.
- What is the impact of negative behaviour on the school? PROBE for both general problems and some examples of specific behaviour and the effect on school.

#### **Policies on behaviour**

- Could you describe what the general ethos of the school is in relation to behaviour? PROBE for main features of policies and approaches used to deal with both positive and negative behaviour - focus on relationships, inclusion, staged intervention, move away from discipline, flexible learning,

restorative practices, punitive approaches etc. EMPHASISE: We are interested in all aspects - promoting positive behaviour as well as the way disruptive/negative behaviour is dealt with.

- How long have policy/policies been in place? Any recent changes or developments? Who was involved in developing policies?
- Which approaches do you think have been most effective in 1) addressing negative or challenging behaviour and 2) promoting positive behaviour?
- Who drives these policies? PROBE for school, LA, SG? Are schools required/expected to use certain approaches or policies? Is there flexibility for schools?
- What support do you receive from the LA? PROBE for whether support is thought to be sufficient or if there are gaps.

### **The role of school staff in dealing with issues around behaviour (15 mins)**

Can you tell me about the role of your staff in dealing with issues around behaviour? PROBE for role that teachers, classroom support staff, educational psychologists SMT and HT play – and whether these roles have been changing – especially support staff. What internal structures or teams are in place? Do policies make clear who should be involved / deal with particular situations? How are policies communicated to staff?

- [If not already covered in question above, ask: What about the role that Educational Psychologists play? PROBE for extent of their involvement in different approaches, benefits of their input etc.

### **ONLY ASK 2 FOLLOWING QUESTIONS IF NOT COVERED ALREADY IN 'POLICIES ON BEHAVIOUR' SECTION.**

- What do you think works best in addressing poor behaviour? PROBE for sanctions, exclusion etc and when these are used.
- What about positive behaviour? PROBE for rewards, recognition etc and when these are used.

### **SKIP FOLLOWING 3 QUESTIONS IF NOT ENOUGH TIME (SHOULD BE COVERED IN DISCUSSIONS WITH TEACHING AND SUPPORT STAFF)**

- How confident do you think members of staff feel in terms of both promoting positive behaviour and dealing with disruptive or challenging behaviour? PROBE for how training needs are identified and whether there are any gaps. Is there consistency of approaches used?
- Are there particular types of behaviour/incidents that you think staff feel less confident in addressing? PROBE in particular for support staff, including impact on their recruitment and issues re. retention.
- How supported do you think staff feel in relation to dealing with issues around behaviour? PROBE for support structures in place for them.

### **ASK ALL**

- Do you do anything to measure or gauge the effectiveness of the policies or approaches that you use? PROBE for recording at individual and aggregate levels.

### **Multi-agency working**

- What role does partnership/multi-agency working play in dealing with poor behaviour in school? PROBE for involvement of social work, police, health etc. When/why do they tend to get involved?
- How well does your local authority support the school in terms of 1) addressing behavioural issues and 2) providing support for children who can't remain in school?
- Is there any off-site provision for pupils with behavioural difficulties? IF NOT, how does the school address these difficulties? What is the wider impact for 1) teaching and classroom support staff and 2) other pupils/classes?

**NOTE TO MODERATOR – IMPORTANT TO LEAVE AMPLE TIME DURING INTERVIEWS TO COVER THE RELEVANT SECTION IN SUFFICIENT DETAIL.**

### **ISSUE SPECIFIC SECTIONS (25 mins)**

#### **Use of mobile technology**

- I'd like to ask you some questions about the use of mobile phones in school by pupils. Do you know roughly the proportion of pupils who carry a mobile phone with them to school? What about the use of smart phones with internet access?
- Do you have a policy on the use of mobile phones in school? PROBE for details of the policy – content, how long it has been used for, has it changed over time? Are pupils allowed to use their phones in class? Are there instances when they are encouraged to use their phones?
- What are the issues that have arisen around the use of mobile phones by pupils? PROBE for use of phones with camera and video capability, causing disruption in class, bullying, intimidation, loss/theft of equipment etc.
- Are there any issues relating to pupils' use of social networking sites / texting etc outside of school? How does the school tackle this with pupils?
- What happens when pupils flout the rules set out in the policy? PROBE for type of sanction(s) used.
- How effective has the policy been in dealing with problem use of mobile phones? How is this measured/gauged?
- What has been the impact for classroom teachers and support staff?



## Parental support and involvement

- I'd like to ask you some questions about parental support and involvement with the school.
- In general terms, how supportive do you find the parents of pupils in school?
- When are you most likely to have contact with parents? PROBE for both positive and negative instances. In an average week, how much time would you typically spend meeting with or talking to parents?
- In terms of dealing with an incident caused by a pupil or addressing a pupil's challenging or disruptive behaviour, at what stage do you tend to get in touch with parents? What are the steps or procedures that you then go through?
- How supportive do you find the parents of pupils you have been dealing with in relation to behavioural or discipline issues? What difference does having the support of parents make in terms of how successful interventions to deal with the pupil are?
- Do parents have any role in the discussion and development of policies relating to discipline and the promotion of positive behaviour in school? What opportunities do they have to provide input?

## Transitions

I'd like to ask you some questions about how the school manages the transition of pupils. [NOTE TO INTERVIEWER: FOR SECONDARY SCHOOLS THIS WILL ENCOMPASS THE TRANSITION OF PUPILS FROM P7 TO S1, THROUGH THE KEY STAGES OF THEIR SECONDARY EDUCATION, AND FROM S5/6 ON TO FURTHER EDUCATION OR INTO THE WORKPLACE. FOR PRIMARY SCHOOLS THIS WILL INCLUDE THE TRANSITION FROM PRE-SCHOOL TO P1 AND FROM P7 TO S1].

FOR SECONDARY SCHOOLS ASK:

- What would you say are the main issues arising from pupils making the transition from primary to secondary school? PROBE for issues relating to behavioural difficulties in particular.
- What is the impact of this on teachers / classroom support staff / rest of the class / school more widely?
- To what extent does the school work with associated feeder primaries? In what way? How many? Some or all?
- What sort of activities are organised to help with the transition to secondary school?

- How important do you think it is to have these structures in place? What are the benefits for 1) the pupil and 2) teaching and classroom support staff and the school generally?
- How much time is spent on supporting the transition of P7s to S1? Which types of school staff are mostly involved in this?
- What would you say are the other key periods of transition for pupils during their secondary education? Why are these of particular importance? PROBE for issues relating to behaviour in particular. What links are in place to help prepare pupils for e.g. further education, work place etc?
- What support or guidance is in place for pupils at these stages? Who is involved in providing that support to pupils?
- Do you think there are currently any gaps in the provision of support during times of transition for pupils?

#### FOR PRIMARY SCHOOLS ASK:

- What would you say are the main issues arising from pupils making the transition from pre-school/nursery into primary 1? PROBE for behaviour related issues in particular.
- What is the impact of these issues on the teacher / classroom support staff / rest of the class / school more widely?
- To what extent does the school work with the school nursery / local private nurseries? In what way? How many? Some or all?
- What sort of activities are organised to help with the transition from pre-school to primary 1?
- How important do you think it is to have these activities in place? What are the benefits for 1) the pupil and 2) the school?
- What about the transition from P7 to S1....what are the procedures currently in place to facilitate the move to secondary school? Which members of staff are most involved in this?

#### Emotional wellbeing of pupils

I'd like to ask you about some of the issues surrounding the focus on health and wellbeing of pupils, particularly in relation to the Curriculum for Excellence.

- What impact do you think the Curriculum for Excellence and the emphasis on health and wellbeing has had on pupil behaviour in schools? PROBE for ways in which the school supports learners, recognises achievement, provides for pupils with additional support needs, supports those disengaged from school etc. Is it possible to measure the impact the Curriculum has had? Have you seen any impact yet?

- Can you give me an idea of some of the different types of issues that have arisen in school and how the principles of the Curriculum have influenced the approach that the school has taken? PROBE for examples of how it has impacted on learning in the classroom. What has been the effect on 1) pupils and 2) classroom teachers and support staff?
- Do you work in partnership with any other agencies to deliver aspects of the curriculum? If yes, PROBE for who they are and why they are used.
- What are the ways in which the school tries to encourage positive relationships and behaviour? PROBE for the various approaches used by school – staged intervention, nurture groups, restorative practices etc.
- Do you think that there are any gaps in the training school staff are given in order for them to implement the approaches and practices suggested by the Curriculum for Excellence? What more would help them?

### **Wrap-up**

- What more do you think could be done to encourage positive behaviour in this school?
- The last thing I would like to ask is for your views on what the key changes are that you would like to see to policy and practice. PROBE for at classroom, school, local and national level.
- Is there anything else that you would like to add to what we have already discussed?

**Thank and close.**