

Case Studies of Good Practice in improving the Climate for Learning

INTRODUCTION AND BACKGROUND

The Report of the Discipline Task Group, Better Behaviour-Better Learning (BBBL) was published in July 2001. The Task Group recommended that HMIE should evaluate the progress being made by local authorities and schools towards addressing the recommendations. In April 2002 HMIE initiated a two-year review to monitor the implementation of the recommendations in BBBL. In February 2005, HMIE published *A Climate For Learning*¹. This report highlighted effective practice and indicated where efforts needed to be targeted to help schools and authorities to take matters forward.

The main purpose of *Case Studies of Good Practice* is to follow up on the issues raised in *A Climate For Learning* by sharing the good practice demonstrated by Scottish schools in successfully promoting better behaviour.

HMIE asked education authorities to identify primary, secondary and special schools that demonstrated good practice in addressing the key themes of BBBL. Over the period 2004–2005, HM Inspectors carried out visits to a sample of these schools. HMIE also paid further focused visits to a sample of schools. In each of these schools, inspectors identified good practice in relation to a number of important themes, including learning and teaching, support for pupils, promoting positive behaviour, curriculum, leadership and partnership with parents and other agencies.

A Climate For Learning followed the agenda set out in the BBBL action plan by

- focusing on the impact which initiatives linked to BBBL had had on improving the environment for learning in schools;
- evaluating the progress made by education authorities in providing overall leadership and strategic direction for schools;
- reviewing the nature and impact of whole-school approaches to promoting positive behaviour;
- reviewing developments aimed at creating more effective provision for individual pupils; and
- drawing out key lessons and arriving at a number of conclusions on the progress made overall.

In *Case Studies of Good Practice* HMIE pay particular attention to highlighting the good practice that has resulted from developments at both authority and school levels over the past few years.

BACKGROUND

Additional Support for Learning (Scotland) Act 2004

¹ A Climate For Learning, HM Inspectorate of Education, 2005

The enactment of the Additional Support for Learning (Scotland) Act 2004 placed new duties on education authorities to identify and address the additional support needs of learners. Such needs might arise from factors that include:

- the environment for learning;
- health and disability;
- social and emotional need; and
- family circumstances.

Improving Scottish Education

In February 2006, HMIE published *Improving Scottish Education*² which reported on the performance of the education system overall. The main theme of the report was the need to build on the undoubted strengths of our education system to meet the challenges of an increasingly complex and uncertain future. Addressing these challenges requires a greater determination to address long-standing problems associated with underachievement and a recognition that future success will require greater flexibility and creativity in our approaches to learning and teaching.

In *Improving Scottish Education*, HMIE commented on the overall climate and ethos within pre-school centres, schools, colleges and community learning and development (CLD) contexts. Evidence from inspection would indicate that climate and ethos is good and often very good across schools, centres and colleges.

A Climate For Learning

Improving Scottish Education noted the views of teachers in schools that indiscipline is growing. *A Climate for Learning* concluded that most Scottish children behave well at school. Despite heightened challenges, most schools had made good progress in sustaining a cycle of positive behaviour and effective learning within a context of greater commitment to the inclusion of pupils who are not easy to motivate and engage. Nevertheless, it noted that meeting the needs of some children should not be at the expense of meeting the needs of all. It was important to recognise that, for complex reasons which often go well beyond the influence of the school, there were some major breakdowns in discipline with serious consequences. The extent of such breakdowns could, however, be reduced by effective inter-agency working and appropriate levels of behaviour support.

In addition, low-level disruptive behaviour was sometimes a significant problem in individual classes or departments, with an adverse effect on learning. There was strong evidence of clear links between low-level indiscipline and factors such as the quality of the curriculum, courses and programmes of study, learning activities, and the ways in which learners' successes are recognised. Indiscipline should not be treated in isolation from the curriculum and from learning experiences. Improvements were achievable

² *Improving Scottish Education*, HM Inspectorate of Education, 2006

where learning is focused, active and practical, with built-in milestones to encourage recognition of progress, appropriate and supportive assessment and suitable recognition of success. Improvements were also achievable through teachers and senior staff using common approaches within the context of a strong and consistently applied positive behaviour policy.

Improving Scottish Education linked the issue of bullying to ethos and behaviour, and also to inclusion and citizenship. In school inspections, inspectors seek pupils' views on bullying. They form a view on the quality of the way in which the school develops pupils' awareness of the issue and of the arrangements it makes to deal with reported instances. Despite very positive efforts by most schools, a few serious instances may still occur, with, at times, very serious consequences. *Improving Scottish Education* noted that continued efforts are required by all, in partnership with other agencies as necessary, to deal effectively with bullying.

Missing Out³

In January 2006, HMIE reported on the issue of children at risk of missing out on educational opportunities. In *Missing Out* HMIE reported on the quality of provision made for those pupils who make up the lowest attaining 20% of pupils. This group of pupils includes:

- a higher proportion of males than in the population as a whole;
- over twice the proportion of pupils registered to take free meals;
- a higher proportion of looked-after children;
- a higher proportion of pupils with undeclared ethnicity;
- a higher proportion of pupils recorded as having an Individualised Educational Programme or Record of Needs; and
- a relatively high proportion of pupils in the 'missing' category – pupils who are so disengaged from the school system that the school may not hold any information about them.

The current national target is an aggregate across schools. The challenge for individual schools is to identify those pupils in the school who are in the lowest performing 20% nationally.

A more helpful perspective for schools might be to examine the barriers and 'risk factors' facing each pupil. Individual schools and intervention programmes do make a difference in raising the performance of low-achieving pupils and increasing their life chances. The

³ Missing Out, HM Inspectorate of Education, 2006

report concludes that it is therefore essential that schools identify vulnerable children and young people at the earliest possible stage in order to address their needs and reverse the downward spiral of under achievement. Once these pupils are identified, their progress should be rigorously and continuously monitored to ensure prompt intervention at the first signs of difficulty. Evidence from Better Behaviour-Better Learning showed the value of effective staged intervention approaches.

Views of pupils, parents and staff from pre-inspection questionnaires

As part of their inspection procedures, HMIE analysed responses to questionnaires issued to groups of stakeholders before an inspection takes place. The pre-inspection questionnaire of 20 statements is issued to samples of pupils from P4 to S6 and to a sample of parents and to all staff. The questionnaires provide pupils, parents and staff opportunities to give their views on key aspects in the school, including behaviour and discipline. Between 2002 and 2005 HMIE carried out 631 inspections in primary schools and 136 inspections in secondary schools.

The approximate total number of respondents completing questionnaires was as follows:-

	Pupils	Parents	Teachers	Support staff
2002	10,200	13,200	2,000	700
2003	24,200	13,400	4,400	2,000
2004	32,400	18,000	5,600	2,700
2005	18,700	10,500	3,000	1,600
Total	85,000	55,000	15,000	7,000

Note - totals for 2002 are lower as some of the questionnaires were being piloted in this year. The years are calendar years and therefore the total of questionnaires completed in 2005 is lower than in other years as only questionnaires for academic year 2004 to 2005 were available for this study.

Of the four groups of respondents, pupils report the greatest concerns about behaviour of other pupils in schools. In primary schools, 73% of pupils thought that behaviour of other pupils in the school was good. Almost all parents, auxiliary staff or teachers thought that indiscipline was dealt with effectively in their primary school. In secondary schools, pupils continued to be the group most concerned with behaviour. Only 60% of pupils in secondary schools thought that the behaviour of other pupils in the school was good. Most parents of secondary pupils, but only a majority of staff, thought that indiscipline was dealt with effectively.

Exclusion figures

The figures for exclusions have been collected and analysed since 1999. Overall, they showed a small steady rise in exclusions in the two years since the publication of *A Climate For Learning*. In 2004/05, the number of exclusions had increased by around 3,000, an increase of eight per cent from 2003/04. Increases occurred at all stages within

primary schools, with the largest increases being at P4 and P6. In 2004/05, the number of exclusions in primary schools increased by 841 to a total of 5,319. In secondary schools, the number of exclusions had increased by 2,158 to a total of 35,513 with the largest increases at S2 and S3. Exclusion figures for special schools also showed an increase over the previous year. However, the figures in special schools for 2004/05 were lower than the previous two years.

Across Scotland, around three per cent of pupils were excluded from school. Of all of these pupils, 60 % were excluded once. Pupils entitled to free school meals, pupils with additional support needs and pupils looked after by the local authority all continued to have higher exclusion rates than other pupils. Where a pupil had all three risk factors the exclusion rate was over four times that of the overall school population. Reasons for exclusions showed that 30 per cent involved general or persistent disobedience, 25 per cent involved verbal abuse of members of staff and 13 per cent involved insolent or offensive behaviour.

In *A Climate For Learning* HMIE highlighted that effective management of exclusions was evident when parents and pupils were encouraged to ensure commitment to, and accept responsibility for, the pupils' improved behaviour, and where short-term targets for improvement were set and monitored. Many well-led schools which effectively managed exclusion were able to reduce the use of this sanction whilst retaining it as a key response to unacceptable behaviour. In many schools, however, the use of exclusion was not set within a broader policy framework of approaches to promoting positive behaviour. In the worst cases, this resulted in the sanction being used excessively and inappropriately.

HM inspectors will continue to monitor the response of schools and education authorities and evaluate the extent to which the developments in the Better Behaviour- Better Learning action plan feed through into real impact on the experience of pupils and teachers in schools and classrooms, improving the quality of all pupils' learning as a result.

Mainstreaming Pupils with Special Educational Needs⁴

Recent research for the Scottish Executive into the mainstreaming of pupils with special educational needs found that there was no clear trend in respect of an increase or decrease in the roll of special schools. The survey found that there had been a gradual increase in the level of contact between special schools and mainstream schools. This took the form of a reported increase in the number of part-time placements and close liaison between staff in the two types of establishment. The findings supported the idea of a progressive re-negotiation of the role of special schools. The report concluded that special schools may have a significant role in providing advice, support and training to staff in mainstream schools who are facing new challenges in meeting the needs of an increasingly diverse school population.

⁴ Mainstreaming Pupils with Special Educational Needs: an evaluation, Scottish Executive, 2005

Case Studies of Good Practice

The aim of these case studies is to provide examples of successes in promoting better behaviour towards better learning. The case studies illustrate the key characteristics of good practice in aspects of learning and teaching, support for pupils, examples of curriculum flexibility, partnership working and leadership.

The schools visited in connection with this report represent a range in terms of size, populations and geographical location. Each case study focuses on those specific features of the school's work in promoting better behaviour which illustrate some of the characteristics of good practice. They do not attempt to give full accounts of everything which the schools are doing to provide support for pupils and improve aspects of behaviour and learning.

HMIE would like to thank all the schools and education authorities which contributed their examples of good practice to this report. Particular thanks are due to pupils, parents and staff of the schools for engaging with HMIE with the aim of providing support for practitioners across Scotland and for their help in carrying out this important work.

Lorne Primary School, City of Edinburgh

Background

Lorne Primary School is a large inner city primary school, in Leith, Edinburgh. The percentage of pupils entitled to free school meals was well above the national average. The recently appointed headteacher had built on existing approaches to promote positive behaviour, including the use of rewards and sanctions. The headteacher and senior managers were supportive of staff in dealing effectively with pupils with more challenging behaviour.

Learning and Teaching

Teachers shared learning objectives with pupils to ensure they were active in their own learning. Their explanations were clear, and they questioned pupils well to check their understanding. Teaching approaches were enhanced by the use of ICT. During lessons, activities were varied, with pupils working in pairs and small groups. Teachers focused on making tasks relevant to pupils' real-life experiences and needs. Often pupils who had difficulty in maintaining concentration took on key roles in answering questions or managing materials. Teachers used praise very well to motivate pupils, and to acknowledge good answers, good effort, and good behaviour. A number of pupils had individualised educational programmes (IEPs). These programmes often included targets promoting positive behaviour. During the lesson, teachers reminded pupils about following the agreed classroom rules.

Promoting positive behaviour

The school had very clear procedures for promoting positive behaviour, and applied them with a very high degree of consistency. The over-arching rule was that all pupils should be safe and happy. Within that, each class developed its own set of rules for the year. This gave a common ownership of the rules and provided a very powerful base for the class teacher when applying the rules. Regular supply staff would always check the classroom rules with the class. Throughout the school, all staff took responsibility for standards of behaviour, both in classes and in corridors. Pupils earned rewards for good effort and good behaviour, and for helping other pupils. The reward system led to a mention in the headteacher's "golden book", a letter home, and further rewards. The headteacher checked that staff were rewarding as many children as possible.

Support for pupils

Teachers were very responsive to pupils' needs. Bi-lingual classroom assistants gave effective support to pupils with English as an additional language. Staff recognised that they needed to intervene early when any issues developed. They were confident about dealing with low level disruption, or with pupils who demonstrated challenging behaviour. Pupils appreciated the fact that staff treated them consistently fairly.

Arrangements for dealing with bullying were effective, and included peer support through the “Let’s stop bullying” initiative.

Staff used a clear staged intervention system to deal with any behaviour problems. The education authority had funded additional non-contact time for a Behaviour Coordinator. As a fellow classroom teacher, she worked with staff colleagues in dealing with low-level disruption. Dealing with more serious discipline incidents was the responsibility of senior managers. Where incidents were serious, parents were involved very early. Where difficulties were persistent, the school was well supported by other agencies, including the Children and Families Department and the North Edinburgh Working Together team of the City of Edinburgh Council. The education authority had also promoted inter-agency working through the School Liaison Group, and the Children and Families Department. The school was able to call upon the outreach service at Rowanfield School. The education authority had also supplied professional development on Assessment Is For Learning and on behaviour management.

Rowanfield School, City of Edinburgh

Background

Rowanfield School includes an outreach facility for pupils who have exhibited long-term serious behaviour difficulties at the primary stages. It serves the whole of Edinburgh, and has a roll of around 60 pupils, including 15 who are looked after. The education authority had supported the school through professional development in dealing with challenging behaviour, and in working with other agencies. Senior staff had established a positive ethos and created a good environment for learning. A family support team provided pupils in mainstream schools with additional support to that provided by the school. Multi-agency working helped to provide good quality support to meet the needs of children and families. Throughout the school staff worked well together in teams to support pupils.

Learning and Teaching

Within classes, teachers matched tasks well to pupils' individual needs. They helped to maintain standards of behaviour. They used praise and rewards well to motivate pupils and to promote positive behaviour. Tasks were varied. Teachers placed an appropriate emphasis on practical activities, including team games. These tasks also promoted pupils' creativity. Classroom assistants gave effective support to pupils' personal development in classes. Behaviour assistants also gave effective support to pupils in classes. A support base and a "quiet room" allowed children to take time out of class and to express their feelings. Although classes were very small and the school was well staffed overall, assistants often had to deal with an individual pupil in crisis. This left the main class teacher with a significant number of potential difficulties in managing learning.

Support for pupils

Staff knew pupils well as individuals and were sensitive to their backgrounds and difficulties. They worked well as a team to support pupils and one another. All pupils had IEPs which were primarily focused on supporting their behaviour and personal development. Staff were skilled in promoting positive behaviour and in de-escalating problems. They were successful in improving pupils' behaviour and creating more time for learning. All staff supported children with their needs. There was also specific provision for the most challenging. Support for pupils was coordinated through a Pupil Assessment Group, and monitored by senior managers. The extended Child and Family Support Team also gave support. Support for learning staff helped to develop core literacy and numeracy skills, and also to develop pupils' wider talents and social skills. There were major strengths in the school's approaches to re-integrating pupils into mainstream schools. Pupils were reintegrated into their mainstream classes on a part-time basis, supported by a member of staff. The amount of time was gradually increased as appropriate. In some cases this eventually led to full-time integration to the pupil's original school, with additional support being met by that school.

Curriculum

The school was well-resourced and pupils enjoyed opportunities to learn both in school and through school excursions and outings. The school operated a curriculum that was very flexible and was tailored to individual pupils' needs through the use of effective IEPs. Pupils had also benefited from a number of initiatives to develop their personal and social skills, including a week of cultural activities and a programme to help them with the transition to their next school. Time was allocated to allow pupils to choose activities. A significant amount of time was given over to team sports, particularly football. This was successfully developing pupils' skills in working together and following rules.

Our Lady's High School Cumbernauld, North Lanarkshire

Background

Our Lady's High School is a denominational secondary school which serves the communities of Cumbernauld, Muirhead, Cardowan and Stepps. The school's roll is 881. Staff set high expectations for pupils' attainment, attendance, appearance and behaviour. The school had an appropriate set of measures to support pupils experiencing social, emotional or behavioural difficulties. These measures were co-ordinated effectively through well-organised joint assessment team meetings.

Learning and teaching

Teachers had a shared understanding of the school's approaches to positive behaviour and were active in promoting whole school approaches within their classrooms. Teachers explained the learning intentions for the lesson clearly and questioned pupils very skilfully to encourage them to reflect carefully on their views. Where pupils were actively involved in lessons, they were well motivated, on task and very well behaved. They evaluated the skills they had learned and reflected on the success of their teamworking, independent work and decision making. They also learned to care for the environment. Teachers had established a very attractive learning environment with interesting displays of pupils' work. They maintained a steady and calm atmosphere.

Support for Pupils

A member of the senior management team gave a clear lead to the Support For Pupils team. It consisted of five principal teachers of support, each heading a 'house'. It also included two support for learning teachers, one of whom was a principal teacher, and four auxiliaries. These teachers and auxiliaries worked mainly in class to support pupils with additional support needs, including those with behavioural difficulties. In addition, there were two teachers trained in staged intervention approaches who provided guidance and support for teachers who sought their help. Staff operated very effectively as an integrated team. Teachers across the school reported that their services were regarded highly. There was a well developed system of first line guidance, a member of staff who provided outreach support and a home school partnership officer (HSPO).

The HSPO had provided very good support for pupils who found it difficult to engage with school or who were disaffected. She successfully provided a range of services, including working within the Active Steps programme. This programme engaged pupils in out of school activities, including horse riding, climbing and the Duke of Edinburgh award scheme.

The support for learning department provided very good information to all staff on pupils with additional support needs, including those with behavioural difficulties. This information usefully included photographs of pupils with particular medical conditions.

Many subject staff had been trained in co-operative learning approaches and worked very effectively with colleagues to assist pupils with additional support needs, including those with behavioural difficulties.

Curriculum

The school had given very good attention to adapting its curriculum to meet the needs of pupils who were disaffected. It planned to continue to create flexibility within the curriculum to meet the needs of all pupils. One example was the programme of 'Reasoning and Reacting' provided for S3/S4 pupils with behavioural difficulties. It was to be extended to S2 pupils. It involved two members of staff working with groups of six to eight pupils for a term on anger management. Groups of S3 and S4 pupils were participating in an Intermediate 2 course in Skills for Work in Child Care at Cumbernauld Further and Higher Education College. Pupils responded very enthusiastically to well-prepared and high quality teaching. A number of S3 pupils were following a course on construction provided in a neighbouring school and led by lecturers from Motherwell Further and Higher Education College. They reported great interest and commitment to the course. The school had successfully given good attention to promoting enterprise activities. The Duke of Edinburgh Award scheme contributed considerably to providing a very successful course which developed pupils' enterprise and citizenship skills as well as their personal and social skills.

Leadership

North Lanarkshire Council had provided a very supportive context for the school to develop its approaches to promoting positive behaviour. Such support included continuous professional development on aspects of behaviour management and co-operative learning. Such support was valued by participating staff. The school had responded positively to an invitation to receive support on developing restorative practices. The education authority supported schools in its response to the 'Determined to Succeed' initiative, through a full time officer. Seconded school staff acted as development officers.

The headteacher and the senior management team provided a very well developed context for all staff to create a successful climate for learning. They worked very closely as a team and had developed a very strong sense of community within the school. They had engaged teachers across the curriculum on working groups, including one to develop and review a key policy on effective learning and teaching. They also monitored pupil behaviour and discipline, using a well developed database to which all teachers had access. As a result of this very well organised approach to promoting positive behaviour, teachers were confident of dealing with incidences of indiscipline themselves. They understood that they would be supported if and when they referred pupils through the line management system. The level of pupil exclusions was low and falling.

Eastwood High School, East Renfrewshire

Background

Eastwood High School is a secondary school with just over 1000 pupils serving the communities of Newton Mearns, Neilston and Uplawmoor. More than 20% of the pupils come from minority ethnic backgrounds. The proportion of pupils entitled to free school meals was well below the national average. Pupils' attainment in SQA examinations was well above national averages. However, the school had identified an increasing trend in indiscipline.

In response, the headteacher led the staff very effectively in conducting a root-and-branch review of procedures, including a more proactive approach to addressing the full range of additional support needs across the school. The education authority provided major support with resources and staffing, including the appointment of two part-time pupil counsellors and the creation of a behaviour manager post. Senior managers monitored indiscipline and its causes very systematically. They had noted a definite improvement in pupils' behaviour in several classes across the school. In session 2004-2005, the number of exclusions was reduced to one third of the average for the four previous sessions. Staff were positive about the improvements which had taken place. In 2005, the school won a Scottish Education Award in the Better Behaviour category in recognition of its success.

Learning and teaching

Staff and pupils had developed a set of succinct classroom rules which were displayed in all teaching areas. Their highly visual presentation made them readily accessible to all pupils, including those with learning difficulties. The success of the rules had still to be evaluated, but teachers found them a helpful reference point when dealing with misbehaviour. Staff had benefited from a wide range of in-service training designed to improve the quality of learning and teaching. This training included such topics as

- training in study skills through the Learning Game programme;
- the use of ICT;
- the nature of specific learning difficulties;
- improving the attainment of boys;
- starting lessons effectively; and
- coping with confrontation.

Behaviour support staff contributed significantly to the training of their classroom colleagues and updated them twice-yearly on effective teaching and learning strategies. Most significantly, all teachers had received in-house training on the Framework for Intervention (FFI) with a focus on classroom management and organisation. Mentoring of newly-qualified teachers was included as an intrinsic part of the FFI process. Teachers were very positive about the various types of training they had experienced. It had helped them recognise how their own actions and behaviours could influence pupil

behaviour. Many had introduced new approaches to help motivate pupils, including sharing the objectives of lessons, mind-mapping, note-taking and the use of interactive white-boards. Teachers felt well supported in the school and were not reluctant to involve others if they had difficulties with discipline. Upward referrals of pupils had been reduced because teachers and heads of departments felt more confident in applying a wider range of approaches and pre-emptive measures.

Support for Pupils

A very successful part of the school's response to reducing indiscipline had been the development of a spacious, well-equipped and attractive behaviour support base. Teachers and assistants from the behaviour support team staffed the base. The base was multi-functional. It included, on a daily basis, a small number of pupils referred there for varying reasons:

- as an alternative to exclusion by providing "internal exclusion";
- where the pupils were causing difficulties in just one or two subjects;
- for "time out" for short periods when calming-down of a pupil was required;
- as a phasing-in mechanism, for example, for pupils who were school phobics or refusers; and
- as a haven for a few vulnerable pupils during breaks.

Policy on the use of the base was very clear. Pupils using the base were positive about the high-quality support provided by behaviour support staff. They were able to keep up with their classwork and were well focused on the tasks they were given. They were very positive about the care taken by behaviour support staff to re-integrate them after exclusion from classes or absence from school. A key aspect of behaviour support was pupils' ready access to youth counsellors, including a specially-appointed counsellor for Asian pupils. It was notable that disruptive behaviour by pupils from ethnic minority groups had been substantially reduced since the appointment of the Asian counsellor. The base also benefited from the expertise of a visiting outreach worker from the Kibble Care and Education Centre for young people with social, emotional and behavioural difficulties. A social worker, based in the school as part of its Integrated Community Schools (ICS) provision, provided further counselling support to pupils.

Partnership with Parents

The school was extending its partnership with parents to help to improve pupils' learning and behaviour. For example, it had introduced the Informer system to alert parents quickly through the mobile phone network if their children were absent from school. Behaviour support staff and the Integrated Community Schools (ICS) social worker conducted home visits, for example to support school refusers. Parents were kept informed about the outcomes of meetings of the Joint Support Team where needs were assessed and interventions planned. The headteacher met parents personally when decisions had to be made about excluding pupils either internally within the Behaviour Support base, or externally. The school had provided seminars on study skills for parents

and pupils. The ICS social worker had provided training for some parents in dealing with teenage behaviour together with local health personnel. The school was planning to run classes in effective parenting in partnership with its associated primaries.

Letham Primary School, Perth and Kinross

Background

Letham Primary School serves an urban area on the western side of Perth. It had a roll of 218, including 40 children in the nursery classes. The proportion of pupils entitled to free school meals was in line with the national average. The senior management team and the additional support needs teacher were still relatively new to the school. The new headteacher had been given the task of improving the management structures and ethos of the school. Staff morale and standards of pupil behaviour had already significantly improved.

Learning and teaching

The school placed particular emphasis on developing the quality of pupils' learning experiences in order to improve levels of motivation. Staff had already noted an overall improvement in pupils' behaviour. The focus of the initiative was to emphasise to pupils the importance of learning and to establish clear classroom routines, including approaches to formative assessment. Such routines included the following:

- clear “golden rules” displayed in each classroom;
- clear learning aims and directions shared with pupils at the start of a lesson;
- teachers reinforcing with pupils the importance of key learning skills such as listening, concentrating and thinking;
- thinking time before answering, and pupils taking turns during questioning;
- pupils putting thumbs up or down to signal when support is required;
- teachers setting time targets for specific tasks;
- the “two stars and a wish” approach to assessing, with teachers feeding back to pupils on their writing to which pupils responded well;
- a strong focus on active learning, including very well organised play activities at P1, and general use of a wide variety of practical activities, including ICT;
- teachers enhancing the learning process by praising pupils, not generally, but for specific actions pointed out to them;
- staged reduction of Golden Time when pupils displayed low-level misbehaviour; and
- senior managers bringing in the pupils from the playground after breaks in order to help settle them and leaving class teachers to receive the pupils and re-establish them into “learning mode”.

Most teachers were implementing the classroom routines effectively. Whilst there was still variation in levels of success across classes, pupils were generally responding positively to the increased focus on effective learning. Pupils showed clear understanding of disciplinary sanctions and the consequences of any misbehaviour. They felt the system worked effectively, especially as referral also triggered contact with parents and carers. Across the school, staff enhanced the environment for learning through very extensive and attractive displays of pupils' work and achievements.

Support for Pupils

A key feature of meeting pupils' needs was the setting of classes by prior achievement for mathematics at P4-P7. This often involved pupils working with a different class teacher and different classmates. Staff found that these arrangements had led to an improved focus by pupils on their work and better standards of behaviour during mathematics lessons. Senior managers were able to confirm these improvements to pupils' behaviour through the monitoring of referral slips specifically colour-coded for mathematics lessons. Pupils, including some with social and emotional difficulties, were positive about the setting arrangements. A particular feature of the setting was the creation of a set of six pupils from P4-P7 who experienced particular learning difficulties in mathematics. The group was taught by the Additional Support Needs teacher, supported by two Support for Learning assistants. The approach taken with these pupils was highly practical and tasks were stimulating and motivating for the pupils and matched very well to their needs. The removal of these pupils from their normal classes for mathematics had also improved the learning opportunities for other pupils by reducing classroom disruption.

Curriculum

A highly successful feature of the school's provision was the recent creation of the Super Sevens Café Company. This had been established to offer alternative curricular provision for six P7 pupils who had experienced learning and behavioural difficulties. A grant of £1400 from Determined to Succeed had helped to set up a café within the school which was "staffed" by these pupils and used daily by parents, relatives and ancillary staff. Pupils were well supported in their work by the Additional Support Needs teacher, and two Support for Learning assistants. The café was open for one afternoon each week, but on the remaining afternoons the pupils were involved in enterprise-type activities related to the running of the business. These activities included reviewing their success, simple accounting tasks, shopping for provisions with the support teacher and baking in pairs. All of the pupils had obtained junior food hygiene certificates. The pupils attended normal lessons in English language, mathematics and expressive arts, but did not study some other aspects of learning, particularly environmental studies. They attended to customers in the café very conscientiously and were clearly proud of their personal achievements. Other P7 pupils could volunteer as helpers in the café after being trained by the six selected pupils. This action sensitively reduced the potential for accusations by other pupils of special treatment of the six pupils concerned. The café initiative had been very successful in calming the behaviour and raising the self-esteem of the pupils involved.

Drumchapel High School Glasgow

Drumchapel High School is a six-year comprehensive school located in a Glasgow housing estate. Around 750 pupils attend the school. There is a positive and encouraging climate for learning in classrooms and throughout the school. The climate is based on a culture of praise and mutual respect between teachers and pupils.

Learning and teaching

The school's discipline for learning policy underpinned the approaches to learning and teaching. Teachers and pupils had a shared understanding of the policy and the use of rewards and sanctions. The policy provided teachers with advice on using praise and avoiding confrontations with pupils. Lessons were characterised by effective organisation and a brisk pace. Teachers started their lessons by recapping the key features of previous lessons. They clarified the key learning outcomes for pupils. Throughout lessons, teachers checked for understanding and reminded pupils of the expected outcomes. Teachers made good use of humour and praise in their lessons and engaged pupils in interesting tasks. Pupils said that teachers listened to them and explained lessons clearly. Pupils were actively engaged in lessons. For example, in a French class, pupils worked in pairs and in small groups. All pupils participated and all pupils spoke in the lesson. A number of pupils were involved to a greater extent by being invited to address the whole class.

Support For Pupils

A strength of the school was its commitment to supporting pupils' learning and personal and social needs. There was a large support team which included one behaviour support teacher, four pastoral care teachers, two learning support teachers, three bi-lingual support teachers, a principal teacher 'care and support' who worked across all schools in the learning community, a home-school link worker and three auxiliaries. The team was well managed by a deputy head teacher (DHT) and all activities were well coordinated. The team met formally once a week to discuss individual pupils who were causing concern and to plan coordinated approaches to supporting these pupils. Different team members used their individual roles and strengths to provide support. In addition, there was a fortnightly meeting of the multi-agency joint support team. This team supported the most vulnerable pupils and their parents.

Support structures were in place to ensure the effective transition of pupils from their primary schools. Pastoral care staff and learning support teachers made regular visits to each primary school and got to know pupils before they moved to secondary school. The behaviour support teacher provided individual support to pupils. The school provided a space for pupils to work individually, if this was necessary. The behaviour support teacher worked with pupils returning from exclusion and their parents to agree individual plans and appropriately targeted support. He also worked with class teachers to provide solution-focused approaches with individual classes. The school had reduced the number of exclusions.

Promoting positive behaviour and relationships

The positive behaviour system was built on the use of praise. Pupils were given 'commendations' in classes for working and for behaving well. After ten commendations, a pupil received a merit card. Merit cards could be collected and exchanged for goods at the school's very popular Merit Shop. The shop was open each interval and one lunchtime throughout the week. Items in the shop ranged from pencils and pens and attractive stationery items to mobile phone top-up vouchers. The vouchers were introduced to ensure that the shop contained items which would be valued by senior pupils. Pupils spoke very positively about the merit shop.

Pupils who did not behave in school were given 'sanctions'. The allocation of commendations and sanctions was well monitored. The positive behaviour system was monitored by a DHT. He received data on the total numbers of 'commendations', 'merits' and 'sanctions'. He analysed the data by individual, by class and by teacher. In this way, he could deploy pastoral care and behaviour support staff to support pupils as necessary.

Spark of Genius, Independent

Spark of Genius is an independent company which has developed and runs a small number of centres in central Scotland. The key aim of Spark of Genius is to meet the needs of pupils with social, emotional and behavioural issues. Spark of Genius aims to develop an educational climate where pupils can experience success and where they can gain a range of qualifications. All Spark of Genius centres are small and cater for around 30 pupils. The pupils who attend are all secondary age pupils.

Learning and teaching

Spark of Genius centres placed a strong emphasis on providing pupils with learning opportunities through using up-to-date ICT. The centres provided each pupil with an individualised pathway through the curriculum. The centres were bright and comfortable. There was quiet background music. All pupils had their own PC and uncluttered work spaces. Relationships between staff and pupils were warm and respectful. Class sizes were small, with usually under ten pupils to a class. The equipment and facilities were made to a high specification. The atmosphere in all centres was calm and respectful. Staff and pupils worked together well and pupils were purposefully engaged in learning.

Pupils in Spark of Genius centres gained a range of national qualifications. Those in the six centres said that they are able to learn and progress much better than they could at their previous mainstream schools. They praised the attitude of staff and claimed that the small class sizes had a major influence on their success.

Support for Pupils

The key aim of Spark of Genius was to meet the needs of pupils with social, emotional and behavioural issues. Arrangements for support for pupils were different from those in mainstream schools. While there was no recognised pastoral care system, it was the responsibility of all members of staff to be aware of and to meet each pupil's individual needs. Staff knew pupils very well. Each pupil had an IEP which contained clear targets in different curricular areas. Pupil and their parents received regular feedback about progress. All pupils had six-weekly reviews of their progress. Spark of Genius staff liaised very effectively with education authority staff and Careers Scotland. Within Spark of Genius, each pupil had a 'key worker', normally one of the instructors, who maintained links with the pupil's parents and made regular home visits. Pupils in Spark of Genius had very good support for their learning. Pupils also received very good support from the high quality online curricular materials.

Curriculum

A key aim of a placement in a Spark of Genius centre was that young people should be helped to re-integrate into mainstream education. Pupils achieved a good range of formal qualifications including national qualifications (NQs) and European Computer Driving Licence (ECDL). The curriculum offered in Spark of Genius centres provided

pupils with achievable but challenging individual targets. Pupils used computer packages including on-line materials from sources like the BBC's Bitesize web site. Materials were effectively tailored to meet individual learning needs. Spark of Genius delivered aspects of the curriculum through 'digital away days'. On these days, groups of pupils recorded and made presentations about educational visits using digital cameras. A recent innovation in the Dalsettar centre had been the development of an arcade style games zone. Here, pupils played high quality commercial games, for example the Sims and PGA golf. They learned a good range of thinking skills through engagement in these games either individually or in small groups. Pupils learned through analysing their progress through each game.

Hazlehead Academy, Aberdeen City

Hazlehead Academy is a non-denominational secondary school serving the west of Aberdeen. The roll was around 1070.

Curriculum

The school had given careful attention to adjusting the curriculum to meet the needs of disaffected pupils and those exhibiting behavioural difficulties. It was continuing to develop flexibility within the curriculum to meet their needs. For example, it provided a course leading to awards through the Award Scheme Development and Accreditation Network (ASDAN). Many pupils had achieved silver awards. Within this course, behaviour support teachers had provided lessons in managing anger and behaving positively. The school gave clear examples of pupils whose attendance and behaviour had improved as a result of these courses. In addition, it provided pre-vocational courses, including enterprise through craft, practical craft skills and early education and child care courses. It also provided a range of courses at S3 and S4 at Access and Intermediate 1 levels to provide more choice for pupils. Many disaffected pupils enjoyed participating in the Duke of Edinburgh award scheme. The school also provided imaginative inserts into courses at different stages to develop pupils' awareness and skills in enterprise and citizenship.

The school provided a wide range of activities outwith the school day including sporting, cultural and charitable activities. The school inter-house competitions were keenly contested with a very high rate of participation by pupils. These competitions contributed valuably to pupils identifying strongly with the school. Staff used a range of approaches to celebrate pupils' achievements including the school website.

Promoting positive behaviour

Staff and pupils spoke very highly of the promotion of positive behaviour through the school's Pupils Deserving Praise (PDP) system. In this system pupils were awarded certificates and other rewards for example for displaying improved behaviour. The system was developed by a working group of pupils. Letters were sent to the parents of pupils who have achieved a substantial group of PDP awards. Pupils achieving success in this system were also recognised at the annual Awards Ceremony.

Linked to this system, the school had developed a succinct set of important value statements and posters promoting them were displayed in public areas. In addition, every classroom displayed clear rules for behaviour in class, developed by a working group of staff and pupils. Pupils interviewed were well aware of and approved these rules. In addition, the school had a very good system of recording electronically and monitoring pupil behaviour across the school. All staff contributed to this system and they had access to it. Teachers found this a very valuable source of information for them on the progress of pupils who had exhibited challenging behaviour in their own classes. The

system of referral of pupils through the line management system was clear to teachers and they were very confident in the system.

Support For Pupils

The school had developed many very good arrangements to provide additional support for pupils who were disaffected and/or who had exhibited challenging behaviour. The various support for learning bases, including learning support, special educational needs, including autism and behaviour support had recently been brought together in a series of walk-through rooms which had been refurbished to a very high standard and provided with up-to-date ICT equipment. All learning support staff worked very well together under one principal teacher, providing a good range of services for pupils with additional support needs. Guidance staff were committed to providing a high quality of care for their pupils. Pupils and all other staff interviewed spoke highly of the contribution of guidance staff to the pastoral care of pupils and the support they provided to teachers and senior managers.

Partnership with others

All of the support for learning teams had very good links with a wide range of agencies. These included a police-school liaison officer (SLO). He worked closely with these teams to provide an interesting and valuable range of services for pupils. He contributed to the personal and social education programme for different stages as a regular part of the programme on such topics as drugs education, anti-social behaviour, race and anti-bullying issues and with older pupils on issues related to domestic violence. The SLO had had training in restorative justice approaches and worked closely with guidance teachers and senior managers. With the agreement of parents, the SLO helped specific pupils to understand when their own behaviour was wrong and unacceptable. They worked to repair relationships with other pupils which had broken down because of such behaviour. The school provided clear evidence of where this approach had had success with a number of pupils including those with whom the school liaison officer had been involved.

The team also worked closely with the home-school link officer and with educational social workers. The school had clear arrangements to review and manage the needs of pupils who required resources in addition to those the school could offer. Through the system of staged intervention the school had very good links with educational psychology, social work and health. In some cases, as a result of the operation of the joint assessment team, pupils whose behavioural difficulties were very challenging and complex had been allocated places, mostly on part-time basis to a range of off-site centres. The support for pupils teams kept close contact with the centres to monitor pupils' progress both within the curriculum and in terms of understanding and modifying their behaviour in readiness to return to mainstream. The school provided evidence of one or two cases where pupils who had exhibited extremely challenging behaviour had returned successfully to mainstream education after attending an off-site centre.

Area Behaviour Support Bases, South Lanarkshire Council

South Lanarkshire Education Resources had established four Secondary Area Support Bases as part of the range of services to support the educational inclusion of pupils with social, emotional and/or behavioural difficulties. These bases made up the Secondary Behaviour Support service. Bases are aligned to secondary schools within their locality. The four bases are Ballerup, Cathkin, Clydesdale and Hamilton Support Bases. Pupils in the bases attend their mainstream school for most of their school week.

Learning and teaching

Pupils in the behaviour support bases benefited from stimulating group activities. They had opportunities to develop positive relationships, self-awareness and self-confidence. Teachers and specialist staff contributed effectively to meeting pupils' needs. Tasks and teaching approaches were varied to ensure pupils were achieving their individual targets. Pupils were kept well informed about their progress in improving their behaviour and personal and social skills through very good displays shown around walls. Pupils were making good progress with their targets for personal and social development (PSD) and improving their behaviour. They were enthusiastic in their learning and always on task. They behaved very well. They were making good progress against clear targets and knew what they had to do to improve. Activities were closely matched to pupils' interests and tasks were appropriately challenging. Their needs were met very well through a well-judged range of tasks and activities.

Curriculum

The curriculum was very good. The length of the school week for pupils was in line with that in mainstream schools. Pupils at S1/S2 received additional time for their PSD appropriate to their needs and were taught other subjects in their mainstream school. Key strengths were the inclusive approaches, effective promotion of pupils' personal and social development, very good links with mainstream secondary schools and leadership. Staff had been trained in the use of Instrumental Enrichment which was offered to good effect to support improvement in pupils' behaviour and PSD. Instrumental Enrichment involves teaching and learning activities focused on promoting progress with social and emotional skills. Pupils at S1/S2 were making good progress in setting and reviewing their targets in personal and social development. Teachers taught a wide and comprehensive range of topics which were well matched to pupils' learning needs.

Promoting positive behaviour and positive relationships

The support bases at Ballerup and Cathkin sustained improvement in pupils' behaviour very well. Almost all pupils were making good progress in developing their personal and social skills through a systematic approach to setting and reviewing their targets. The bases and their mainstream schools worked well together on this. Almost all pupils were working well towards re-integration within their school. They were making good

progress in discussing their behaviour through effective use of circle time. Relationships between staff and pupils were very good and all staff had high expectations of both pupils' achievements and their behaviour. Staff in both bases had very good relationships with their colleagues in mainstream schools and they worked together to promote a positive climate for behaviour management. Pupils enjoyed working in the bases and staff provided a pleasant and positive environment for learning. All pupils treated each other and adults with respect. Pupils were provided with effective strategies to improve their behaviour. They contributed to the running of their football team.

Partnership with others

Staff in the bases had very good links with secondary schools in their area. They were planning to extend their links to the school and the support unit. Staff demonstrated good inclusive practice in their support for pupils with behaviour difficulties. This enabled almost all of the pupils to remain in their mainstream school for part of the school week while attending the base. The schools were very positive about the work of the bases in supporting behaviour. Staff felt very well supported by a principal teacher who coordinated the unit and were appreciative of her advice and guidance. They were satisfied with courses available through the education authority.

Oakbank School, Independent

Oakbank School, situated in Aberdeen, is an independent school which provides education and residential care for young people experiencing significant social, emotional and behavioural difficulties. Some of the young people have additional support needs. Residential care is provided in five units. There were a total of 36 young people attending the school, aged from 11 to 16 years. All residents attended the school on a 52-week placement.

Curriculum

Pupils experienced a curriculum in line with that of mainstream schools. The school had a broad and balanced curriculum where staff and pupils had high expectations for pupils' achievement. An emphasis on improving pupils' personal and social development led to measurable outcomes including Education For Leisure. This was composed of a series of activities on Wednesday afternoon where pupils opted for such activities as snowboarding, golf, football or music and media. Small class sizes, good support for initial assessment and very good team work amongst teaching and support staff and senior managers promoted pupils as successful learners.

Support For Pupils

Pupils new to the school had an initial assessment period of eight weeks. A team with clinical psychologists carried out assessments which included baseline assessments linked to social and emotional well-being. Other forms of diagnostic assessment were used to identify the strengths and the additional support needs of young people. The organisation of units in the school were linked to the level of needs for young people and promoted staff had support roles for different groups of pupils. Staff across the school offered a range of additional in-class and individual support. For instance, some pupils were well supported through programmes focused on their personal and social needs including assertiveness training and social skills. The school aimed to support pupil's achievement and expectations were high. The school worked to build up young people's self esteem and self worth, and through such successful approaches improve their behaviour and achievement. Pupils had opportunities to show success in a Challenge and Achievement week including outward bound activities.

Promoting positive behaviour

All staff were systematically involved in monitoring the behaviour of pupils on a period-by-period basis. The data was discussed on a weekly basis by key teams. The monitoring of behaviour provided a weekly over view and helped to ensure that pupils were attaining their class targets for behaviour and effort. Pupils were noted as being successful achievers in weekly assembly and they were also able to gain special mentions. The principal met with staff to discuss pupils' progress regularly. Any difficulties with behaviour were recorded as part of behaviour log and analysed.

Continuous Professional Development

The school had a strong commitment towards continuing professional development. Staff were encouraged to develop their expertise further through a range of relevant courses. They made good use of ICT to successfully promote pupils' self-esteem. The school made presentations at good practice conferences. Aspects of staff training were taking place within staff meetings.

Leadership

The leadership of the school's principal was based on a clear vision of positive relationships among staff and young people as the basis for pupils to develop their behaviour. Such improvement supported successful learning. The principal had built positive relationships into her interactions with young people and staff. She also built systematic good practice into the school's work. She was highly regarded by young people and staff. Through her very effective management, the school had a good range of appropriate policies and procedures in place and these were continually reviewed. The principal's support and leadership of different teams led to systems to assess pupils' social and emotional development. Such assessments contributed to programmes and forms of support that improved self worth and self esteem. Effective support for pupils led to improved levels of achievement and young people who were benefiting from greater success, challenge and enjoyment.

Greenview School, Glasgow City Council

Greenview School provided primary education for pupils with social, emotional and behavioural difficulties. The school served the south side of the City of Glasgow. The roll of the school was 20, including three pupils on placements shared with mainstream schools. All pupils in the school were provided with a free meal at lunchtime. Greenview School was improving the quality of education it provided for its pupils. The school had demonstrated good capacity for improvement in its response to the main points for action to its inspection report and had received a well-judged range of support from the education authority. The headteacher and staff had worked well together in reviewing programmes and improving important aspects of pupils' learning experiences and partnership with parents. Staff across the school had undertaken a wide range of courses related to managing behaviour.

Learning and teaching

Teachers' plans followed a common format which placed greater focus on the knowledge and skills pupils were expected to develop. Staff linked their plans to pupils' IEPs. A class teacher planned for pupils' personal and social development around a framework following national guidance including self-awareness, self-esteem, interpersonal relationships and independence and inter-dependence. The school had provided further opportunities for pupils to demonstrate achievement and promote their personal and social skills. Pupils' successes were regularly celebrated. Appropriate individualised educational programmes (IEPs) had resulted in all pupils knowing their specific targets to improve their behaviour. The IEPs included clear and precise targets in English language, mathematics and personal and social development. The specific short term targets were linked to teachers' and class plans. Pupils were making good progress towards meeting their targets.

Curriculum

The school had increased the length of the school week for pupils in all classes to match that of mainstream primary schools. Teachers used flexibility time well to improve pupils' personal and social development. New approaches such as Golden Time and the Golden Time Summit had promoted pupils' achievement and improvements in their behaviour. The school had improved the breadth of curriculum and pupils now participated in a wide number of experiences in expressive arts. Pupils had attended a conference on Choices for Life as part of their new personal and social education (PSE) programme. Some pupils had taken part in football skills training and anti-sectarian activities with Old Firm Alliance, a joint project with Celtic, Rangers and Sense Over Sectarianism. They were also involved in craft and film making through an effective link with Projectability, an organisation promoting access to the visual arts. All pupils had gained from participation in aspects of dance and exercise to music. Some had been involved in a visit to Blairvadach Outdoor Centre and a mini Olympics session at a local indoor athletics arena.

Partnership with parents and other schools

Parents were consulted and involved in planning part of the new personal and social development programme. Staff took account of parents' views in setting priorities and topics for the programme of study including health education. Parents were given helpful information about topics to be studied each term. Some parents had participated and presented at a training event organised by the school for staff from other Glasgow schools. A new parents' support group had contributed to the school's behaviour policy. As a result parents participated more regularly in school for example as parent helpers and through attending assemblies and reviews. The school had been successful in the re-integration of some pupils to mainstream schools. Greenview School staff had been involved in outreach work with pupils, parents and mainstream schools. As a result, a number of pupils previously identified as requiring an alternative to mainstream placement no longer required a place in the school.

Blantyre High School, South Lanarkshire Council

Blantyre High School is a secondary school in South Lanarkshire. The school's FME was around 31% and above the national average. The school is in process of updating its policy and procedures for Pupil Support which is managed by a deputy headteacher. The school has taken forward alternative curriculum with options for Lifeskills and Essential Skills offered by behaviour support and learning support.

Curriculum

In general, pupils with challenging behaviour achieved a high level of attainment. Most pupils would attain more than five awards at Scottish Credit and Qualifications Framework (SCQF) Level 3 including Standard Grades and Access 3 awards. The school offered a number of forms of an alternative curriculum such as Lifeskills for S3 and S4 pupils. Essential Skills classes were included in S3/S4 curriculum. Pupils would likely attain 5 or 6 equivalents to Standard Grade. Some pupils viewed the course very positively and felt it matched their needs. Some other pupils, however, did not feel that this was a worthwhile educational experience and they felt that a Standard Grade course would have been preferable. Staff were involved directly with pupils and families to ensure early intervention through a home-school partnership. S5 students were well involved in a vocationally based scheme with South Lanarkshire and some S4 pupils were involved in a Social Inclusion Partnership funded Vision scheme which was more vocationally based and allowed most to achieve five or more SCQF Level 3 awards.

Developing partnership with parents

The school engaged with parents and carers through the Home-School Partnership and the School Board. Parents were consulted effectively through the Board on a number of educational matters including discussion of the effectiveness of subject departments. The school offered a range of family support particularly around transition from primary to secondary. Parents were actively involved in the needs of their children through monitoring the pupil booklet and attending reviews. The pupil support DHT had presented to groups of parents on Assertive Discipline. The school also ensured good parental involvement on an informal basis.

Partnership with others

The Integrated Children's Services (ICS) staff for the local area were based in the school. They worked together with education staff in a number of areas across the school. Pupils were benefiting from positive work of the Active Breaks staff linked to lunchtime and post-school activities. Their work was strongly valued by the school. The school worked well with other partners such as the good work at transition with primary schools through ICS teacher and Home-School partnership.

Continuous professional development

The school and education authority had offered an extensive range of appropriate courses for continuing professional development. Such courses had improved the quality of support and extended capacity in meeting needs of those with behaviour difficulties. Some staff were trained in relevant approaches such as Instrumental Enrichment and Assertive Discipline. A number of staff had undertaken courses strongly tied into Better Behaviour Better Learning agenda including Solution Focused Therapy, Building Positive Relationships with Difficult Pupils, Teaching Difficult Students, and Support for Young People with Additional Support Needs and Lessons for Living. Large numbers of staff members are involved in the school's Behaviour Review Group. The school was making good progress in taking forward the idea of the behaviour curriculum to improve aspects of pupils' personal and social development supported by the education authority.

Leadership

The headteacher (HT) and depute headteacher (DHT) were strongly committed to effective practice in approaches to promoting positive behaviour. They worked well as a team to promote the idea of promoting positive behaviour. The DHT effectively led a number of projects in this area within the school and the authority. The DHT together with Behaviour Support PT had issued a policy manual for Pupil Support which highlighted the importance of developing the school's behaviour curriculum. The policy links very well to the school's response to BBBL. The school had not yet fully linked this policy to teaching and learning in classrooms. The school's development plan had appropriate targets linked to BBBL and included targets on joint working with Integrated Children's Services staff and improving academic achievement for most pupils at risk of underachieving. The HT and DHT monitored referrals and exclusions. They continued to monitor attendance though progress in this area had been slow.

GLOSSARY

Education authorities and schools have taken forward a number of initiatives arising from Better Behaviour-Better Learning. In this section, we define some of the terms used in our good practice case studies and provide some links to relevant sites.

Award Scheme Development and Accreditation Network (ASDAN) is a recognised awarding body offering a wide range of curriculum programmes and qualifications for young people of all abilities with a focus on personal and social development.

Assertive Discipline is a method to ensure that staff give clear and positive messages to children and young people about approaches to discipline.

Behaviour Coordinator (Beco) the member of teaching staff trained as a Behaviour Coordinator. The Behaviour Coordinator acts as a reference and source to form strategies and tackle behavioural disruption in the classroom. The process is opt-in and the content of interventions is confidential. This intervention works best where the Behaviour Coordinator is seen by staff as a realistic, approachable and potent resource on behaviour issues.

Behaviour Support is a form of specialist teaching that supports pupils experiencing difficulties and offers staff ways to better meet the needs of pupils with behavioural difficulties. Some staff may offer outreach work which can take place beyond the school.

Framework For Intervention refers to a framework of staged assessment and intervention to support teachers in addressing behavioural problems. These frameworks were designed to establish the most appropriate strategies for dealing with a range of behaviour and were often related to improving the learning environment. In some authorities, this has been closely linked to approaches that included the support of the Behaviour Coordinator.

Home School Partnership Officer works together with the home and the school to collaborate with pupil, parent and school to promote good attendance and behaviour.

Instrumental Enrichment is an approach which provides cognitive skills and techniques to consider ways to improve social, emotional and behavioural development.

Integrated Community Schools are based on a clear recognition of the important relationship between educational achievement, attainment, health and socio-economic factors, and the consequent need for the more integrated delivery of associated services. The ICS initiative aims to expand and integrate the range of educational, health, social work and other services offered to children and young people and families, including those offered by the voluntary sector.

Joint Support Team (JST), School Liaison Group (SLG) or Joint Assessment Team (JAT) are a multidisciplinary groups made up of school staff, education services staff such as school staff, psychologist, social work. Such groups are involved in assessing options and planning interventions on behalf of young people in need of additional support for aspects of social and emotional difficulties or for behaviour.

Key workers are staff who take on a role of responsibility for linking with a young person and the range of services involved with that child. In some schools, they would be the main point of contact for the staff while in other situations a key worker might be appointed from education, social work, health care or voluntary agency staff to support a young person

Personal and Social Development is a key area of the curriculum which aims to promote the social, personal and health development of a child or young person. The recent HMIE report on Personal Support⁵ considered ways to improve the quality of the environment for personal support for pupils.

Pupil Assessment Group in some authorities is the authority level assessment and intervention group which decides on whether a child should attend off-site provision, a special school or an out-of-authority placement.

Restorative practices are a range of approaches which help teachers to ensure that pupils, staff and parents can be part of a fair process that helps all involved to learn from the harm that has been done and to understand the impact of behaviour on others. Three authorities are involved in piloting restorative practices in schools.

Social Inclusion Partnership is the designation of an area within a local authority as requiring additional support to promote greater social inclusion.

Solution Focused approaches have in common a consideration of identifying practical ways of achieving changes in behaviour that can work. They tend to focus on promoting successful approaches with the idea of a preferred future and identifying ways this might be achieved.

Other approaches supported by the Executive will be disseminated through the Regional Communication Team during 2006 to 2008. These include whole school approaches such as Motivated Schools and Solution Oriented Schools, developing teacher resources such as empathy training and an inclusion resource kit. Additional funding amounting to £35 million over three years has been provided for the appointment of additional support staff in schools such as classroom assistants and home school link workers.

A range of initiatives such as Determined to Succeed, School-College Links and flexible curriculum projects such as the Prince's Trust XL programme also aim to support young people and prevent them from missing out on education.

⁵ Personal Support For Pupils in Scottish Schools, HM Inspectorate of Education, 2004

The [Better Behaviour website](#) offers staff an accessible resource for advice and guidance to support better behaviour in Scottish schools.

References and sources of support include

[Better Behaviour Better Learning](#), Scottish Executive (2001)

[Count Us In](#) HM Inspectorate of Education, (2002)

[A Climate For Learning](#) HM Inspectorate of Education (2005) which provides a report on the implementations of the recommendations from the Discipline Task Group as published in Better Behaviour Better Learning

[The Sum of Its Parts?](#) HM Inspectorate of Education (2004) which considers the development of integrated community schools in Scotland

[Personal Support for Pupils in Scottish Schools](#) HM Inspectorate of Education (2004) focused on the personal support provided for all pupils in a school.

[Missing Out](#) HM Inspectorate of Education (2006) considers those children at risk of missing out on educational opportunities

[Improving Scottish Education](#) HM Inspectorate of Education (2006) draws on inspection evidence from all sectors to provide a look at all stages of Scottish education.

[The Journey to Excellence](#) HM Inspectorate of Education (2006)

Another important resource is [Learning and Teaching Scotland's Inclusive Education](#) website which provides advice and guidance on behaviour and inclusion.