Annex B – Additional evidence that informed the development of the guidance

Enclosure 1: Slides delivered by ASPEP to the Consequences Subgroup on 19 January

22/01/2025

ASPEP

THE ASSOCIATION OF SCOTTISH PRINCIPAL EDUCATIONAL PSYCHOLOGISTS

Scottish Government SAGRABIS Consequences Subgroup

20th January 2025

Presentation by Association of Scottish Educational Psychologists (ASPEP) represented by

[redacted]

Supported by the work of [redacted] Psychological Services

Redacted under Section 38(1)(b) - Personal information

Some Caveats…

1. What is acceptable behaviour will vary significantly from person to person and depend on their experiences, knowledge, skill set and current stress level.
2. Language. We're using the language of BISSR for this presentation. Behaviour means different things to different people.
3. Children who are experiencing trauma outwith school may very well present as significantly dysregulated – these approaches will add to protective factors that may improve relational health & have a significant impact on children, but the absence of a multi-agency response will reduce this likelihood and impact of educational interventions
4. We know that talking at adults for 20 minutes is not how adults prefer to learn. This presentation is designed to stimulate discussion and reflection.
5. This presentation should not be taken out of this group context – its not possible to fully explore nuance and cover this vast subject area within a 20 minute time frame

A lot of the research on behaviour in schools evaluates behavioural approaches which are easier to evaluate. They can show improvement with regards to the behaviours of concern but there is mixed research on whether purely behavioural approaches

- Show this improvement is sustainable over time
- Lead to children depending on the management or learn to regulate their own need over time. That is, does it reduce the need for teachers to intervene as children age and require less co-regulation from the adult?
  - E.g. while the research shows that rewards can work, do they work for more than simple compliance?
- There is a difference between compliance and children learning and acquiring the skills to manage their own emotions, desires and social interactions into adulthood
- Benefit the wellbeing children, particularly those with protected characteristics such as disability or for children who have experienced adversity and trauma

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Current Context

Terms of Reference

- ***"To build a collective understanding of how we create situations in which children are most likely to learn to behave well;***
- *How we intervene effectively when they do not;* ***the purpose of consequences****;*
- *How consequences can be used to support the promotion of positive relationships and behaviour;*
- *How consequences and effective interventions lead to change.*
- *To provide clarity on the range of approaches and consequences that are available, including exclusion where there is no appropriate alternative, to empower staff to promote positive relationships and behaviour and respond to behaviour that impacts on learning and teaching or the health and safety of others."*

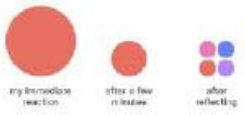
When thinking about behaviour, a lot of factors come into play

- Social Psychology – groups and socialisation
- Organisational Psychology – Culture, Organisations, Systems & Structure
- Child Development
- Neuropsychology, Neuroception and the Human Stress Response
- Children and adults' previous experiences of Relationships and Discipline
- Classroom Management and Behaviour Management
- Neuro-divergence, Poverty & Developmental Trauma
- Individual Needs and Temperament
- Resource – Human, Fiscal and Environmental
- Adult Confidence & Skill

Children – why don't they behave like adults?

- Children are a protected class due to their vulnerability.
- Children undergo rapid develop and work through developmental stages meaning that adults need to adapt to developmentally appropriate levels of interaction, communication, cognition and experiences.
- Executive functions such as reason, long-range planning and impulse control aren't fully operational during adolescence.
- This development is not always linear and children don't always progress at same stage.
- Children who have experienced high levels of adversity and stress, often linked to poverty, can experience a host of impacts across many of their developmental domains.
- Children with protected characteristics, such as those with Autism and ADHD also present with differing developmental profiles
- We can't assume chronological, age appropriate development, which means all discipline need to be differentiated to the child

- *Young children are more biologically sensitive to most adverse exposures than adolescents, who are, in turn, more sensitive to most exposures than many adults....*
- *What surrounds us, shapes us. A wide range of conditions in children's environments affect their developing brains and other biological systems...*
- *The developmental environment consists of the full range of experiences and exposures that children have in the places where they live, learn, play, and grow.*
- *(Harvard, Centre for the Developing Child)*



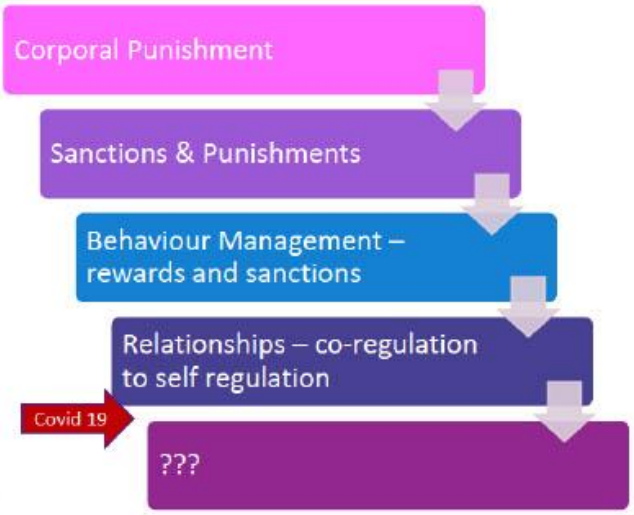
The Evolution of Behaviour Management in Scottish Schools

What are the factors in a school setting that give to rise to children being perceived as well behaved and ready to learn?
What education based factors can we influence in this regard, that may lead to improvement?

What's within our gift?

'The successful management of behaviour relies on far more than a set of strategies to draw upon when pupils misbehave'

Ellis and Tod (2018)



Behaviour

In our view behaviour management should have two main goals. To

1. Reduce the frequency and intensity of the behaviour over time
2. Promote the child's wellbeing – including their social skill, executive function and emotional regulation

Simply managing the behaviour alone is unlikely to lead to change when children repeatedly get in the way of the learning of others.

This puts a specific slant on our reading of the research – its not just about improving compliance – it's about developing skills for life, learning & work

The Neurosequential Model in Education (NME): Covid Recovery, Scarce Resource & Stressed Systems

- We are still in the early stages of Covid recovery
- The pandemic has impacted on our collective resilience
  - the mitigations it put on how we lived and worked,
  - their impact on our lives, those of our staff and our families and children and
  - The resulting financial pressures (not all covid related) of our current times cannot be over-estimated
- Resource on the ground is felt to be becoming tighter and tighter
- There are more children in a mainstream setting with higher levels of additional support needs
- We have high levels of staff and child absence

Slide delivered by approved NME trainer

Redacted under Section 30(c): Prejudice to effective conduct of public affairs

Slide delivered by approved NME trainer

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Slide delivered by approved NME trainer

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Stressed Systems

The Education System and schools as organisations are not immune to this

Slide delivered by approved NME trainer

Redacted under Section 30(c): Prejudice to effective conduct of public affairs

BISSR

- The research suggest that the vast majority of teachers and support staff still perceive that all or most children are well-behaved around the school **(85% and 84% respectively)** and most teachers perceive this to be the case in the classroom **(69%).**
- But
- Perception that pupil behaviour was worse in 2023 than before the COVID-19 pandemic restrictions began & that the **pandemic restrictions had had a negative impact on behaviour**.
- School staff viewed children as showing **signs of immaturity, leading to low level disruption**.
- The pandemic was seen to have resulted in **delays to children's social and communication skills, leading to distressed and disruptive behaviour related to sharing, playing together and communicating their feelings in primaries, and interpersonal relationships and group work in secondaries.**
- The most negative impacts of COVID-19 were considered to be felt by the **most vulnerable children**; those affected by **poverty, deprivation and trauma.**
- An increase in **ADHD & Autism Spectrum Disorder**

Behaviour in Scottish Schools Research (BISSR), 2023 Key Findings:

Therefore, a focus on fostering an inclusive, relationally rich school ethos is likely to impact positively on behaviour
The converse is also true.

This resonates with a wealth of evidence that points to school climate, the life of the school and children's belonging to school as being linked to positive outcomes

Belonging to School & School Climate

Belonging:

*The extent to which pupils feel **personally accepted, respected, included, and supported by others** in the school social environment.*

School Belonging: The Importance of Pupil and Teacher Relationships' (Allen et al 2021)

- PISA (2022) found a decrease in School Belonging post-covid in UK children who were disadvantaged.
- 83% of Scottish children surveyed stated that they felt a sense of belonging to school

School Belonging - A Literature Review 2024_2.pdf

School Climate:

***Shared beliefs, values, and attitudes** that shape interactions between students, teachers and administrators and set the parameters of acceptable behaviours and norms for the school (Koth et al, 2008)*

Cohen et al 2009 highlighted four key dimensions of school climate:

1. ***Safety*** (e.g. rules, perceptions of safety),
2. ***Relationships,*** (e.g. patterns of supportive and caring relationships with adults and peers)
3. ***Teaching and learning*** (e.g. supportive teaching practices and the development of social and civic knowledge)
4. ***Institutional environment*** (e.g. school connectedness, physical environment) cited in The test of time: A meta-analytic review of the relation between school climate and problem behavior – ScienceDirect
5. **(School Improvement** is also included in other definitions)

'Results suggest a significant relation between students' perceptions of school climate dimensions and problem behaviors over time…'

Education Endowment Foundation Meta-Analysis

This looks specifically at what works re behaviour in the classroom and compliments the research on culture values and ethos and professional development

Education Endowment Foundation

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

1. Relationships & Attunement
2. Explict teaching of learning behaviours & managing misbehaviour
3. Classroom management
4. Simple changes can go a long way
5. Targeted, individualised response & intervention
6. Consistency – child's experience of adults – across the school

Improving behaviour in schools

Report Published
7th June 2019
eef.li/behaviour

When we talk about relational practice – what do we mean?

Social Discipline Model

Research into authoritative schools

Approach taken from the social discipline model of parenting styles that was developed by Diana Baumrind

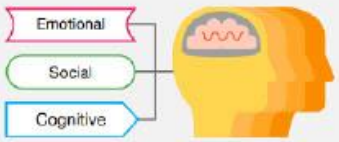
- **Structure and support** are important for children to feel safe in school
- A balance of **demandingness (academic press) and responsiveness (communal values)** predict achievement in schools
- **Authoritative leadership** has an impact on the culture of the school and on student performance
- Working with a traumatised population impacts on our stress response too. This can lead us to move out of the authoritative box
- Do we know we are authoritative? How can we be authoritative with children who seem to push adults away?

2. Teaching Learning Behaviours. Being consistent about this EEF (2019)

Education Endowment Foundation

The importance of teaching learning behaviours

'A **learning behaviour** can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.'[19]



3 Most Important Areas to Teach are

Relationship with

1. Self (I know you find this hard, but I think we can work it out together by...)
2. Others (When you talk about horror in class, it makes other children uncomfortable because...)
3. The Curriculum (When in the Science Lab we wait for the instruction because there are lots of hazards such as the chemicals and...)

'...learning behaviours fall within the realm of the school's—and even the individual teacher's— influence and thus warrant more attention from school practitioners.' (EEF, 2019)

'Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning behaviours may be beneficial' (EEF, 2019)

Nurture Classes are a high level example of an intervention at this level, when executed & implemented in line with the evidence base

3. Classroom Management & 4. Simple Approaches

Education Endowment Foundation

- *'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying, and aggression, leading to improved classroom climate, attendance, and attainment'. EEF 2019*
- *While attendance at school and bullying are not wholly the preserve of schools, schools have a role to play' EEF 2019*
- *'Research indicates that students with access to safe, orderly learning environments experience greater success (Angus, et al., 2009; Sullivan, et al., 2014) and are more likely to engage in appropriate behaviour (Konu & Rimpela, 2002)' cited in* https://www.education.vic.gov.au/Documents/school/PCMS/SWPBS_PCMS_GettingStartedGuide.pdf

Do simple things well

Focus on structuring the school and classrooms in such a way that unwanted behaviours are less likely to occur e.g

- Checklists for what should or should not be expected to be in place for all staff in relation to this
- 5:1 Ratio of positive interaction to negative
- Well managed transitions

Reflection?

- Is there a need for us to be stating nationally and locally what the preventative and pro-active elements are that contribute to good behaviour?
- Can we evidence that all of these elements are in place across our establishments?
- Do our models of CLPL coherently outline these approaches in a manner that links to individual school contexts?
- We have frameworks that all of these elements nicely fit under our national models, we potentially need to be more explicit about the behaviour elements and how the models relate to classroom management, teaching learning behaviours, behaviour management, implementation and using targeted approached to meet individual need

Consequences

The only way we can change how a child behaves is by changing what we, the collective we, do around them. The good news is that that is with our gift.

What solutions did BISSR respondents suggest?

CLPL

- *Class teachers called for **more classroom observation from their peers to help them reflect and discuss strategies used**, and access additional **peer support from their colleagues, to help them promote positive relationships and behaviour**.*
- *They also wanted **more time after attending professional learning to be able to reflect on the sessions and consider how they could apply the strategies to improve behaviour**.*
- *Respondents also requested that **support staff should be paid to undertake learning and development, including formal training, outside of school or their contracted hours.***

This is in keeping with BISSR's own research findings about Teacher Skill level and the EEF research

The Approach

- *The **perceived lack of consequences** for pupils engaging in more disruptive behaviours: **the management of the behaviour of a small core group of young people with whom all other approaches and strategies had been exhausted was thought to necessitate more robust measures.***
- *However, apart from suggestions such as removing pupils from the class temporarily, providing additional options for alternative provision or in more extreme cases the school, teachers were not always able to articulate what might be helpful.*

5. Use Targeted Approaches to Meet the Needs of Individuals

Education Endowment Foundation

- *It is notable that the interventions found to have a positive effect on behaviour largely focused on positive responses to the challenge of misbehaviour…than primarily focusing on punitive measures.* ***The interventions tended not to be radically different from the pro-active interventions detailed*** *in recommendations 1-4, just* ***more intensive or more targeted***
- *However,* ***universal systems are unlikely to meet the needs of all students****. For those pupils who need* ***more intensive support with their behaviour, a personalised approach is recommended****. This may involve*
  1. *Targeted interventions* ***implemented by trained teachers***
  2. *Teachers* ***reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals with greater needs****.*

- *For pupils who are disruptive,* ***targeted interventions are often most effective when adapted to the needs of the individuals involved****.*
- *However, a tailored approach to support an individual's behaviour* ***should complement the school's behaviour policy without lowering expectations of any pupil's behaviour****.*

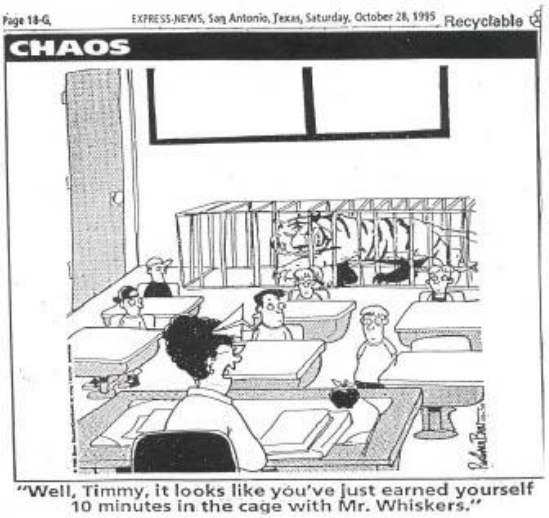
When we talk about expectation do we have to think about **equity**? The child can't do it YET.

Our **expectation** is that **they will in time with the right educational approach and experiences.**

'There is just no consequence, we need more consequences.'

Or do we mean…

'It feels like no one is doing anything about this and I am being asked to just put up with this over and over again. By consequence I mean improve the situation, do something to make it better. I don't know what I can & can't do in this situation.'



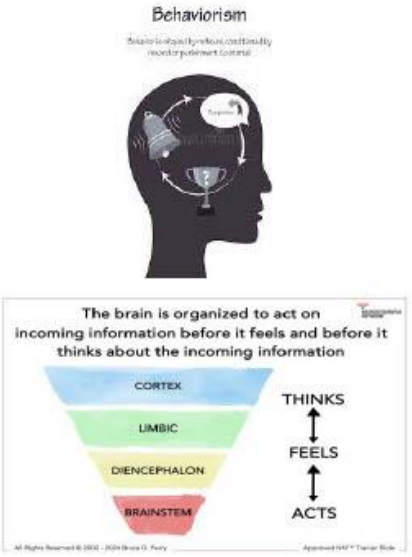
Research on Consequences

- Originates in behaviourism e.g the child can be trained, the child will comply when we put the right consequence in place
- In traditional behaviourism behaviour is generally believed to serve the following functions :

1. Obtaining / seeking
2. Escaping / avoiding

(Alberto & Troutman, 2012)

We now know that children are more complex than simply obtaining or seeing something or escaping or avoiding something



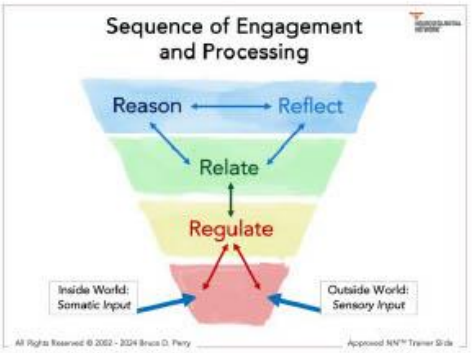
Consequences – Behaviourism

1. Natural – spill the water get wet
2. Logical – spill the water –clear it up
3. **What happens afterwards?**

- However, with children there can a be a number of reasons that if we simply keep managing this behaviour, we will forever have to do so as we're not addressing WHY the behaviour is occurring
- This is where assessment is required
- E.g. A child with autism may be getting sensory feedback, a child who has experienced abuse may be seeking comfort in the sensation, a child may be seeking out the relation connection through the adult reaction, the child may be clumsy and excitable and just be being a child

Context is Everything

- There is a need for limit setting and consequences
- It's how well that consequence links the to behaviour that matters
- It's also being aware that **if...then... reasoning** requires children to be in a state where they can fully access their cortex and rational, logical thinking brain.
- In practice we often see **if...then... behaviour management** when children are not physiologically in a place to be able to reflect
- This can escalate the child's dysregulation & increase risk



Consequences in the Classroom should...

- Prioritise classroom norms e.g safe, ready to learn, respectful
- Give top priority to safety, then behaviour that harms people and property (Canadian Paediatric Society, 2004) – Respect to self, others and property
- Be natural & logical where possible e.g stay 2 minutes after class for private discussion , offering positive choices (Dix , 2017) *

* 2015 /16 Flixton Girls School, 91% reduction in detentions over 12 months

Australian study into impact of Trauma Informed Education Practice (Stokes, 2022)

- Early intervention as soon as micro moments off task – teacher spots and quietly approaches and supports child to use pre-identified self regulation /ready to learn approaches
- Increased regulation in staff and students; improved teacher student relationships

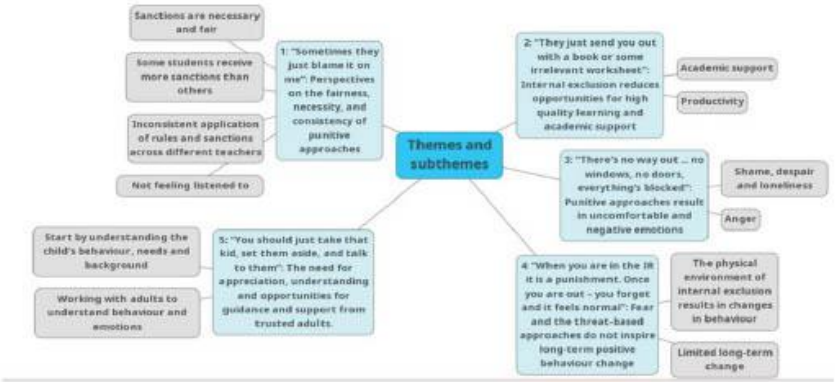
CAVEAT

- Consequences were applied within context of whole school approach over time to develop student self regulation, support teachers to form positive relationships to assist students to heal, grow and learn & support students to sustain effort, perseverance in learning teacher, building character

Behaviour Management & Exclusion

- Sanctions like 'time out ' may feel like a reward for a cyp who would prefer to avoid work, potential to become a negative reinforcer (Albaiz & Ernest, 2015)
- Teacher expression of disapproval can increase probability that student will engage in escape motivated behaviour , can alienate students, undermine integrity of teacher pupil relationships.
- Critical teacher comments highly correlated with subsequent student verbal / physical aggression (Gable et al, 2009)
- Exclusionary approaches associated with reduced academic attainment higher likelihood of NEET by ages 19/20 adverse health outcomes (BPS, 2023, British Journal of Educational Psychology, 2022)
- Increased offending rates, correlation with youth custody (US study, Justice Q 2019)
- Ineffectiveness in improving school safety / deterring future infractions, disproportionately applied to ASN (Learning Policy Institute , 2022)
- Positive Behaviour Support – effective implementation can lead to significant reductions in problematic behaviours and improvements in overall school climate (International Journal of Developmental Disabilities, 2023)

Children's Views



Full article: Punitive behaviour management policies and practices in secondary schools: A systematic review of children and young people's perceptions and experiences

Modern Consequences..

- Should be a learning experience that leads to change e.g Nurture Group intervention (Reynolds, Mackay, Kearney, 2009)
- Are developmentally and temperamentally appropriate (Canadian Paediatric Society, 2004)
- Support with what the child needs rather than what we think they deserve (Dix, 2017)
- Are Neuroaffirming where required
- Relational and restorative in intent (University of Edinburgh & Scottish Government (2007), Peer mediation schemes)
- Balance the needs of all e.g tailored intervention for the child, support for the class and adults
- Respect the child's physiological state (Perry)

Functional Behaviour Analysis

https://www.education.vic.gov.au/Documents/school/PCMS/SWPBS_PCMS_GettingStartedGuide.pdf

Education Endowment Foundation

EEF meta analysis also identifies this assessment led approach as effective

Do we assess behaviour routinely?

Setting events and consequences

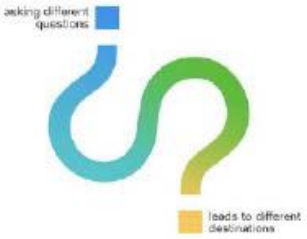
TIPS

- Triggers that occur well before the behaviour are called 'setting events.' For example, a student staying up late on a school night can be considered a setting event.
- Consequences can be either positive or negative and are the result of behaviour. Consequences that strengthen behaviour and make it more likely to occur in the future are called reinforcement.

Meaningful Consequences – As easy as ABC?

1. Antecedent – what happened before?
2. Behaviour - what was the issue at hand?
3. Consequence – what happened after?

- The success of a functional analysis depends on the knowledge and skill base of the people undertaking it.
- Given the presumption of mainstream and the increase in certain ASNs, the cost of living crisis and the increased understanding of neuro-divergence – a successful functional behavioural analysis must consider information through a number of lenses
- This should then be triangulated with other sources of assessment information



An Example

- A – child is in class, avoiding work and generally interrupting the work of others
- B – teacher admonishes the child, child tells teacher to F Off and leaves the room
- C – what would the consequence be?
  - 'What happens after?
  - 'What is the outcome?'

Assessment Questions

- Has this happened before?
- Is there a barrier to why the child can't do what's being asked of them? WHY are they 'persistently disobedient'??
- Are there mitigating circumstances?
- Does the teacher know the child well?
- Is the child Care Experience and/or has a disability such as Autism or ADHD?
- Did they swear directly at the staff member or under their breath as leaving?
- What is the likelihood of this happening again?
- What will most likely reduce the frequency and intensity of the behaviour over time?

Individual Assessment, Planning and, if appropriate, Risk Assessment

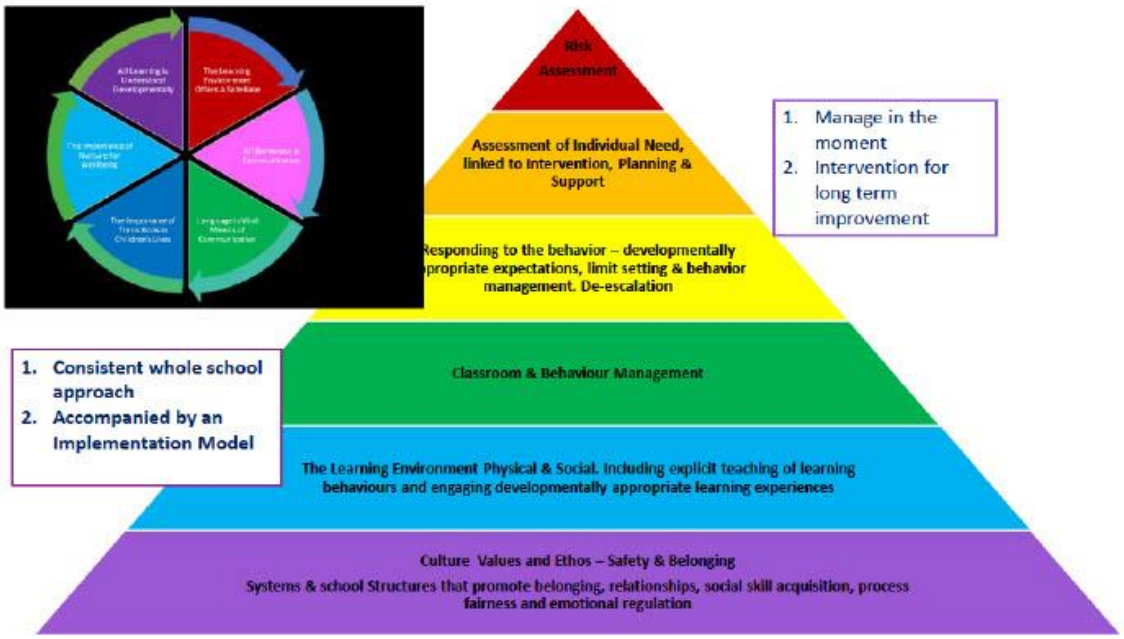
- The children in our system who are most likely to be excluded typically have experienced adversity in relation to poverty and/ or have an additional support need
- In this way their presentation in school requires to be assessed and a plan put in place to meet their needs in order to reduce the frequency and intensity of the behaviour

- *'A flexible but consistent **approach is not a soft option** and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties'*

  John Cornwall, 2015 quoted in (EEF, 2019)

- This means we have to think about the wellbeing of the adults and of the school as an organisation as well as offering targeted CLPL that also involves both reflection with peers and an element of coaching.

In sum



Significant Barriers to Progress in our Current Context

Recommendations? Explicitly outline the following

1. Support relationships between children, between children and adults and ensure all children feel seen, supported and known by a group of adults and children within their school and adults know their children as individuals
2. Support belonging to school through the school climate - culture values and ethos and broader life of the school
3. Think carefully about systems and structure – do they help or hinder the development of relationships?
4. Ensure staff have the knowledge and skill to be biologically respectful of child development, individual differences & experiences and tailor the approach (and their own needs)
5. Recognise stressors in school systems for adults and children and think about how this can be reduced to a manageable dose
6. Be explicit about the elements involved in classroom & behaviour management including orderly, structured, safe learning environments with well managed transitions, where expectations for social & learning skills and experiences to support the development of emotional regulation are explicitly taught & modelled
7. Adapt behaviour management to individual need & assess and plan interventions for behaviour with the same rigour we would for a literacy difficulty
8. Take a broad lens to assessment and wondering about the function of the behaviour – moving beyond behaviourism to take a child developmental, trauma-responsive and neuro-affirming lens
9. Be consistent as a whole school with clear leadership, a clear person leading the response, with simple approaches being implemented effectively via an implementation model to support with consistency of children's experiences
10. Intensive CLPL is available and delivered specific to linking the evidence base to the school's readiness level, learners' needs and context (over 20 hours)

Enclosure 2: NASUWT briefing on Restorative Conversations

SCOTLAND NASUWT

BRIEFING

BEHAVIOUR IN SCHOOLS
RESTORATIVE CONVERSATIONS
7 APRIL 2025

This briefing summarises the key findings relating to restorative conversations within the latest NASUWT Behaviour in Schools research. The data has been gathered to provide an up-to-date picture of pupil behaviour and indiscipline – 18 months after the Union's first in-depth look at this issue. This briefing note:

- explores some of the evidence gathered through our research;
- shares the voices of teachers and their lived experiences;
- is intended to support modelling and best practice drafting within the consequences group of SAGRABIS.

1.1 Does your school use a system of structured restorative conversations involving staff and pupils, to address behaviour incidents?

57% yes

26% no

17% don't know

1.2 If you answered yes to this question, do you feel this system of structured restorative conversations, involving staff and pupils, is an effective means for addressing behaviour incidents in schools?

10% yes

26% not sure

63% no

Where teachers answered no they were prompted to provide further details and a selection of their comments are set out in headings below:

2. TIME/WORKLOAD

There is no time for this to happen, so although the policy is there pupils return to class without any restorative action being completed.

Most incidents recorded do not have a restorative conversation afterwards, usually down to time and then volume of incidents.

Meetings take place in non-contact periods causing workload issues , many of the young people involved do not take ownership of their behaviour

This meeting often take place during protected non-contact time or unpaid lunch or break. It's useless and against employment policies

Never done in a timely manner

They are structured up to a point. Some DHTs and line managers are adept at restorative meetings. They are in the minority. Few commit the time to following the correct procedures and instead, meetings are often arranged without proper background discussions. Some members of staff commandeer the discussions and excuse the pupil's behaviour, often creating division that runs deeper and is difficult to reverse.

Sometimes process takes too long, issue dealt with weeks after event. Plenty of time for young person to reflect but teacher expected to just get on with it - no break if dealing with incident, continue lesson and on to the next.

3. STAFFING

Not enough time and members of staff to do it properly

Varies between faculties and staff shortages make it difficult to enforce.

4. TRAINING

In certain circumstances restorative conversations can be useful - but depends on many factors and that the staff member supporting colleagues and the young person being well trained

Staff not trained in restorative practices

No proper training has been given to staff or pupils

Was verbally attacked during one of this restorative meetings and nothing was done to support me which led me to be on sick leave

It is done by two poorly trained people and no-one else was allowed to be trained. Two of us have CBT training but are not allowed to use it in school to support both staff and learners

5. TEACHER PERCEPTION/STAFF BUY-IN

Restoration does not involve pupils taking responsibility for their behaviour, the impact on staff or get them to apologise. It leaves staff feeling under supported and pupils absolved without sufficient agreement to follow up consequences which are acted on! Lack of basic respect

Doesn't always happen and little or no consequence. Believe the restorative conversation should be after a consequence eg detention/parental phone call whilst the conversation is now seen as the consequence.

6. INCONSISTENT APPLICATION (OF APPROACH AND POLICY)

The way restorative conversations happen is too inconsistent, with management not following through with the agreed upon processes. Pupils don't see it as any sort of deterrent to poor behaviour; there are no consequences to poor behaviour.

Inconsistency in its application: often it's a 'chat' in the corridor from SLT, when pulled out of
teaching a class so that pupil can be allowed back into class, holding teacher 'hostage', with a threat of 'refusal to teach'.

It's in the policy but never implemented. I've never been involved in a restorative conversation.

It is not properly structured and isn't consistently used.

Not properly structured therefore weak and ineffective. Most find it amusing

It is not effectively implemented nor is it consistently applied across departments and between levels of management. Quite often we feel that when poor behaviour escalates and goes up the management chain, it is less effectively dealt with. It would seem that the best level for poor behaviour to be managed is at faculty head level. But our behaviour policy describes that severe misconduct requires to be escalated to the top tier but often when it is, there is little effective reflection or consequence and quite often pupils are 'let off' and then we go back to normal. It's ridiculous.

It is applied very sporadically, often without any positive

effect. Inconsistent, depends on senior leader.

7. PUPIL ENGAGEMENT/GENUINE REFLECTION

Pupils are aware if they say sorry then it's all fine and they go back to class

Some pupils just say sorry with a smirk and that's the end of it - teachers are expected to believe this is sufficient deference for them to not misbehave in future. Nonsense. They just walk past same day with a grin that says "haha I got away with it". Sometimes pupils just get a cup of tea and a chat about the incident with a

depute during class time.

Lack of Genuine Reflection from Pupils: with the same behaviour likely to be repeated. Pupils just give lip service with no real sincerity most of the time. Often they say "I am sorry you felt that way..." and this is deemed an acceptable apology and they are allowed back in your class.

Many of the pupils now know what to say and on completion resort straight back to what they were doing prior to the conversation.

Variable in terms of if the conversation happens, if the pupils are willing and / or can actually engage in the conversation: many lack the maturity, empathy to engage, some can say the right things, but return to same behaviours.

Pupils often write “don’t know” when asked what they done wrong/who they affected. They are
unaware of how to reflect on their behaviour.

I do not believe they have the self awareness or emotional maturity to take an effective part in such meetings.

Restorative approach requires the pupil to have some empathy. Unfortunately not all pupils have the maturity to empathise and understand how their behaviour impacts others.

If children are unwilling to take part then there is no other route and its not assessed

8. DETERRANT/EFFECTIVE

I don't think it deters children

Pupils don’t care

The negative behaviours often persist, despite the restorative conversations happening.

I can spend up to an hour of my own time having - what would seem - a "successful" restorative conversation where the pupil says all the things you want to hear...then they proceed to go and continue the behaviour straight after.

The aim of these restorative conversations is to get the pupils back to class asap and not to tackle and solve the problem The pupil is required to say sorry, but it is an empty gesture and the poor behaviour continues

9. APPROACH SHOULD BE TAILORED FOR PERSISTENT DISRUPTION/MOST CHALLENGING PUPILS

Lack of Consequences for Persistent Disruption: Pupils repeat the same behaviours, knowing they will just have a conversation rather than face meaningful sanctions.

Limited Impact on More Challenging Pupils: Pupils with entrenched behavioural issues often do not respond well to verbal reflection alone and may require firmer boundaries and structured consequences.

Often a serious incident does not result in harsh enough sanctions and teachers are expected to have pupils right back in class, or they are carrying on their normal timetable as if nothing has happened.

It doesn't always happen. It doesn't always work with certain pupils.

For day to day normal wee issues not for hugely damaged children with untreated trauma

This intervention is appropriate for some incidents. More serious incidents (physical and maybe some verbal abuse) would need other interventions/consequences.

Amongst the most disruptive and challenging children this approach is not substantive enough to prevent other children from being unsafe and fearful and learning from being extensively disrupted.

High tariff pupils do not engage with the process so no improvement

10. PUPIL/TEACHER RELATIONSHIP/POWER IMBALANCE/BLAME

Power Imbalance Between Staff and Pupils: Pupils view restorative conversations as an opportunity to deflect blame rather than take responsibility.

Undermines Teacher Authority: pupils see teachers constantly having 'restorative' conversations instead of enforcing clear consequences and view discipline as weak or negotiable, leading to further classroom disruptions, as pupils push boundaries knowing that they won't face significant repercussions.

It increasingly seems like pupils having all their requests listened to (and their side readily believed) while teachers feel chastised, doubted and made to see that it came from 'distressed behaviour' not from wilful disrespect, poor behaviour. A refrain we hear a lot from SLT is, 'This is the way things are going/we are going to see much more of this kind of pupil behaviour…' as if there is no way of
pushing back against this and saying it's not acceptable and never will be.

SMT talk, giving excuses for the child rather than mediating.

Restorative practices sets an environment of false equivalence between the pupil and teacher. I do
not believe it is a teachers' job to justify to a pupil why they should be respected.

It always seems to be the case that SMT are of the opinion that the teacher is at fault; not the pupil. What could I, the teacher have done differently/ said? Instead of what could the pupil have done differently/ said?

Pupils regard it as a joke, saying all the right words to placate managers. It's also somewhat demeaning to be sat side-by-side with a pupil in front of a manager.

Staff members are always made to feel that they were at fault; they “triggered” the pupil’s
behaviour - should have said/ done things

differently. Teachers always assumed to be in the

wrong **PARENTAL/HOME BUY-IN**

The structure of restorative conversations are very effective, however the last school I taught in is a very high performing one. The majority of the parents will not tolerate poor behaviour so parents are very supportive of the head teacher and staff. That is not true of schools in my authority.
I've had parents become very confrontational towards me as well to the point where the meeting almost had to be stopped

Sometimes helps but often the parents of these pupils have an unrealistic understanding of their child

I’m not sure if the parents care.

Does not work for all pupils, especially the ones with challenging behaviour. I feel can be due to parenting styles at home.

Parents are rarely on board and don't work together with the school to support dysregulated children

11. MORE THAN PERFORMATIVE PROCESS (NEEDS REVIEW/ASSESSMENT OF USE)

It is just a label, meaning that the process can be concluded quickly, rather than issues being followed through.

The students continue to misbehave and are able to get away with it because they

know they can. I have had restorative conversations numerous times with the

same pupils.

Repeated offensive behaviour is resolved by an apology which is not acceptable and behaviour is repeated

For some pupils - possibly. But most no. I think it is a step worth taking, however in most cases I think it is ineffectual and the poor behaviour continues after a one period absence or attempt at following instruction. The next week it’s back to the same nonsense.

Just does not appear to have any long term impact.

The child and SMT appear to pay lip service to the process and as such

has no impact Go around in circles

Not carried out correctly and is seen as an easy get out for the pupil. They then go and do something else and again the cycle starts again.

There is no impact on behaviour going forward.

It is used as a tick box exercise that no one takes seriously but makes the school look like it goes above and beyond

12. A SUITE/RANGE OF CONSEQUENCES

Restorative approaches should go hand in hand with punitive measures. There has to be a consequence.

It works for low level behaviour but not with disruptive behaviour. With assault of pupils/staff the restorative approach is not enough . Restorative chat does not prepare them for adult life

Some behaviour is too impulsive, even after the restorative conversation, the pupil does not seem to be able to control it.

Restorative practice only works with the children who do very little wrong and those who we really want it to affect it never will, as consequences can't be given regularly due to lack of staff. The lack of real tangible consequences is eroding children's education.

Restorative approach has a lot of value but consequences are still required. For some reason this has been lost. We are not preparing children for life. If you damage property or assault someone in any other setting there will be a consequence. Also, it is very difficult for CT to have time to have proper restorative chat. In my previous school it just didn't happen.

The initial conversations are good with all parties agree to next steps and ways to move forward. After that more transgressions are not dealt with but the teachers are still expected to hold up their end.

Pupils have numerous restorative interventions but there are no other consequences so behaviour issues escalate

13. ASN APPROACH

Too wordy and there is too much language to process for the children bearing in mind I work in an ASN specific classroom.

As I work in ASN it depends on the level of understanding each pupil has. Some pupils have no method of communication and use any means, sometimes this means physically hurting to get what they need. A restorative approach can only be used

with pupils who have an understanding of their behaviour, which many of my pupils do not.

Not for serious incidents and for children with trauma, ACES or ASN

13.1 Respondents to the survey were then asked if there was any additional information they would like to share on restorative conversations/restorative behaviour practices in their school. A selection of responses are set out below:

SUITE OF CONSEQUENCES

I believe it's actually immoral to not appropriately show measured discipline. We are failing pupils by showing them that are little are no consequences for their actions even horrible actions.

My school seems to be using the approach as a catch all solution, whether appropriate or not. Sanctions are no longer really used, simply restorative for all pupils and all situations.

Our latest 'relationships' policy has so far only offered restorative strategies

I think restorative conversations should be part of behaviour management but as a strategy/policy
on its own isn't effective.
At my current school we are told by SLT that they are only following Local Authority inclusion policies and stronger action is impossible as a result of that.

If incidents are of a more serious nature then further action should

be taken. TIME

Good idea in principle, however time pressures means it is not carried out often enough or with follow through on specific sanctions that are put into place resulting in lack of trust in the process for staff and lack of respect for it from pupils.

Timing is crucial no point in doing a restorative weeks after an

incident Too many delays to address the issue sooner

A significant issue is time required to have these conversations. Many staff on minimum time, guidance and DHT are so busy. Conversations cannot physically be arranged, if they are, they are quick when they are had. Comes back to investment of money in Education. All cut back to bare minimum and wonder why pupils and staff struggle. Then put us against each other, when in fact we are all being let down.

It has to be immediate and conducted by the SMT for the majority of occasions

Takes way to long, could be two weeks or more and the meeting was pushed to happened by myself.

Some incidents there is never a conversation or it can be several weeks after incident therefore losing impact

Senior staff show up at the door when the pupil is meant to return to class after an incident and you have to leave your class unattended for a conversation in the corridor, which is ineffective and disrupts teaching and learning

OTHER PUPILS

It fails to take into account the pupils who are disadvantaged by the bad behaviour.

in a time where we are trying to be inclusive of everyone we are actually only truly inclusive to the minority that cause chaos to the detriment of every other child in a class/school. This must change or teachers will leave in droves....

TRAINING

Training is patchy. Also these conversations take a huge amount of time which is unmanageable, so we are given a 'solution' which is not a solution as it is not possible to implement.

Other than a flow chart to follow I have not been trained in restorative conversations.

Lack of training did staff. Also lack of time to complete with pupils due to managing a class or other pupils bad behaviour

We need training in the process.

CONSISTENCY

There is little consistency. The practice seems to depend on who specifically is involved - the schools willingness to take on parents /council is inconsistent.

I've seen it actioned well in a school, but this was only achieved through consistency. I would
welcome the approach in my current school.

We are continually told pupils were dysregulated at the time of the event or that they have a poor home life. This seems to be an excuse for no further sanctions.

COHERENCE

We are often asked to have restorative conversations with pupils who are disruptive across multiple subjects. It means that each incident is addressed on its own and there's no acknowledgment that things aren't goings well across the board. This stops things escalating as it's only being dealt with in departments.

EFFECTIVENESS

I would like to see this initiative challenged in relation to it's effectiveness

They are completely ineffective for children who display frequent negative behaviours. Consequences are required.

Only work if a genuine acknowledgment of behaviour.

This rarely fixes the core issues that arise on a daily basis in class. Especially where pupils are physically abusive and cause risk to hurting others.

The lack of young people's communication skills and the lack of staff understanding of what a restorative should entail often makes these meetings counterproductive (guidance teacher perspective)

Completely ineffective... no child is learning from their wrong choices (if disrupting a lesson results in an ice-pole... what have they learned?). Teachers and PSWs have spoken up, but we were told 'there are other schools' and 'you can vote with your feet. Morale is at an all time low. Many staff are looking for alternative jobs or early retirement.

PROCEDURES

I think my school would benefit from a more structured restorative approach to low-level behavioural issues.

The restorative conversations are not always structured- often left to the classroom teacher to organise.

Not used correctly most of the time. Not a lot of options available when it fails.

We are supposed to use it but it is not structured. Management use it frequently but the results are very poor. It is completely ineffective for most pupils.

Teachers should be kept informed at all stages of the restorative

practices being used. Staff usually not aware of what went on in

restorative discussions with SMT.

Use of scripting reduces teacher agency and voice; pupils "cycle" through expected responses and don't take the process seriously. Inconsistent application of restorative practices reduces their effectiveness.

Dependent on Pastoral teacher's approach/opinion (not a standardised

procedure) EXTERNAL SUPPORT

...the number of children waiting for CAMHs is increasing all the time. The demand for support for behaviour is now a large part of an ASN teacher and PSAs job as well as senior management

SUPPORT IN SCHOOLS FOR ASN

Relationship based behaviour policies don't work when there is no escalation. Presumption of mainstream is having a DEVASTATING impact on education, staff morale, pupil morale. One size does not fit all and differentiation cannot fix the issues of first level pupils coming up and being in classes with third level pupils and ONE teacher. ASN pupils with EP provision in primary are being thrown into mainstream and teachers are expected to just deal with it with NO extra training, resources or staff. Less focus on education and more focus on being counsellor / glorified babysitter
/ psychologist…..

PARENTS/CARERS

Parents are not called out enough by management in my opinion.

These must sit alongside sanctions. Without parental support, detentions, meetings etc do not work. In many instances where pupil behaviour is poor, there is poor support from home.

Restorative behaviour will only work if parents and guardians are also involved. Sometimes pupils
are aggressive because they see that type of behaviour as 'normal'.

Unless the parents are on board we might as well not bother.

Parents need to be more aware of their children's issues and to take responsibility

for them NATIONAL GUIDANCE

Restorative practice without meaningful consequence as a waste of time for all people involved. Statutory guidance regarding rules and responsibility for classroom staff, middle management, and senior leadership, must be established at either local or governmental levels. This ensures consistency in approaches to behaviour within all schools. Having a lack of consistency between schools, is contributing the low levels of health and well-being amongst staff.

Power has been removed from teachers, if we discipline parents complain, then management back down. Resulting lack of consequences for the kids and they never improve. They can see teachers have no power and disrespect them.

STAFFING

They work if you have the time and space to make them happen consistently. The problem is trying to make it work on low staffing.

Not properly resourced

SENIOR MANAGEMENT

Management at my school do not respond to Violent Incident Reports, emails or discussions around student behaviour or staff concerns. Some will send a student back to your room to offer a token apology and you're expected to just welcome them back and get on with it. Time and time again a student who has verbally abused and physically threatened you comes back with a member of the Management team, talking about the biscuits or hot chocolate they had while with that member of management. Students see the Management as the soft touch and therefore the preferred option when asked to engage with the work etc. which they don't want to do.

I am left to have restorative conversations without PT support. While this can be useful, there are occasions when another member of staff would be more effective.

HT not willing to back classroom teachers.

I'm lucky because in my school slt don't blame the teacher

I have been involved in both well- and poorly- facilitated restorative conversations. The former was worthwhile and brought immediate and lasting improvement, the latter involved a member of SLT suggesting that I might like to apologise to the student - I left the meeting.

PUPIL ENGAGEMENT

Useless. Just showing to the pupil that he is the one with the last word and that we listen to him and do not respect the teacher's position. I was told "just don't say anything, we have to so it to show the pupil we listen to their view"

In the first instance a pupil is asked to wait outside while a restorative conversation is had. The teacher is then to have a first conversation while also being aware of what is going on in the class with other pupils. Time is taken away from teaching. Sometime there can be more than one pupil requiring a conversation outside the room and therefore the loss of teaching time to these conversations builds up. Sometime pupils will work together to be disruptive by one starting then another then another and so on.

TEACHER ENGAGEMENT/SAFETY

I have felt very threatened by them in the past.

You are made to have these I feel not asked to. They happen too often, take up staff time for investigations and discussions for it to have no impact.

13.2 Respondents were then asked what additional practical support they felt would help to tackle the problem of behaviour that challenges. Teachers had lots of thoughts and suggestions and again a selection are set out below – this first response is a summary from one practitioner:

- Clear and Consistent Consequences Reinforce expectations: pupils should know that disruption leads to predictable consequences. Escalation system: Have a clear progression of sanctions (e.g., warning → removal from class → detention → parental meeting). Target repeat offenders: If certain pupils are consistently disruptive, implement tailored intervention plans, rather than repeatedly using ineffective restorative conversations.
- Stronger Leadership on Behaviour Visible SLT presence: Senior staff actively supporting teachers by visiting classrooms and backing up discipline measures. Empowering teachers: Ensuring staff feel confident in issuing consequences without fear of being undermined by leadership.
- Increased Parental Involvement Parental accountability: Regularly involve parents of persistently disruptive pupils in behaviour discussions—don't just inform, but expect engagement. Behaviour contracts: Written agreements between school, pupil, and parents outlining clear expectations and consequences. Workshops for parents: Sessions on managing social media use, promoting respect, and supporting school discipline at home.
- Alternative Support for High-Needs Pupils Behaviour hubs: A dedicated space for de- escalation, reflection, and targeted interventions before reintegration into class. Mentoring & pastoral support: Assign key staff to check in with pupils displaying persistent issues, helping them to improve behaviour over time. Targeted interventions: Small-group or one- to one sessions for pupils who struggle with anger, social skills, or emotional regulation.
- Mobile Phone Policy Enforcement Zero tolerance in lessons: Reinforce the "no phone zone" rule with consistent consequences for violations. Collection at the door: Some schools have seen success by having pupils place phones in a locked pouch or designated area during lessons.
- Restorative Conversations with Accountability Only for specific cases: Use restorative conversations alongside consequences, rather than as a replacement for discipline. Follow- up actions: Ensure pupils actually demonstrate change—e.g., apologising properly, improving behaviour over a set period.
- Alternative Provision for Extreme Cases Off-site support: Some pupils may need access to alternative education settings if they consistently refuse to engage. Managed moves: In severe cases, facilitating a move to a different school to give a fresh start and reduce negative peer influence.

<u>PROCEDURES & POLICIES</u>

Tight policy where little things are addressed so the whole school doesn't resort to major disruption to get the attention they want.

More support assistants and a proper behaviour policy, maybe authority wide.

Clear guidance on where to send pupils if they are being violent or disruptive in lessons. One time, I rang the HT and she hung up the second after answering.

Behaviour policy and individual policy for children who need support.

A behaviour policy that goes beyond what happens in the classroom and consequences for ALL poor behaviour

consistent behaviour management policy with clear procedures and consequences. - Pupils sent home if involved in a violent incident.

Robust behaviour policies that offer staged consequences culminating in inconveniencing the parents. Pupils being placed in the CORRECT setting for their needs. Not presumption of mainstream. Better paid SfLa with permanent contracts. Temp contracts with rubbish wages do not attract the best candidates

statutory guidance at either governmental or local authority level on rules and responsibility for behaviour policies.

HT recognition of ineffective policies

Clear guidelines for all pupils and staff that are implemented by all

staff and SLT. An appropriate national set of

standards/exemplars/consequences.

There needs to be appropriate and timely action - and consequences or we are not teaching students how to be good, respectful citizens

Consistent approaches throughout primary to set clear expectations of all.

A strictly administered policy, including swift and meaningful reaction to behaviour that exceeds reasonable classroom requirements; an always staffed 'emergency room' for example.....with trust
gained in the management to support staff properly

Prompt on call removal, proper suspension and real parental involvement Slt should

be on patrol Explain to the pupils that there are unbreakable and non-negotiable

ways of behaving.

More direct action to suspend repeat offenders, internally and externally

More guidance on incident reporting to the local authority more spaces to decompress and have conversations

Clear communication of pupil information / policies / procedures to supply teachers.

PSA’s, support from SLT and better communication about what has been done when issues are

reported.

More transparency and involving teachers who are at the receiving end of pupils' behaviours.

TRAINING

ASN teachers need to be getting more training to help them deal with challenging behaviour on a daily basis. Teachers need to be supported and guided in their way how to prevent situations where they could get hurt.

More training more support from management

More training of all staff, support from SMT to meet the needs of individuals. Class sizes in specialist provision not going above maximum number Ban on phones Consequences to behaviour

More training. Better support from outside agencies. More specialist provision.

SANCTIONS/CONSEQUENCES

Reintroduction of sanctions.

Effective sanctions for behaviour Effective rewards - more than hot

chocolate Friday. Clear sanctions. A behaviour base. Earlier parental

involvement

Pupils feeling there is a consequence to their actions and not seeing poor behaviour of others rewarded.

Punishment that inconveniences the child.

Some form of effective punishment. For example having to remain on school premises

at lunchtime. Being able to impose proper consequences for pupils and parents if

necessary.

Consequences for pupil actions. Interrupting the parents day to come and collect them from school. Stop sanctioning pupils truanting within the school building

Actual consequences for children who are repetitively violent and not appeasement in the form of a snack or something the children enjoys.

Consequences for all behaviours, good and bad.

Clearer strategies and consequences to combat for internal truancy

Meaningful consequences. This does not mean corporal punishment or draconian measures. It just means something that has the effect of changing behaviour in one

way or the other. Deterrence isn't a bad word nor is consequences.

Real repercussions.

The threat of permanent exclusion for physical abuse of teachers

Having other consequences which would be transparent to staff, pupils

and parents. Schools empowered to remove disruptive pupils from

classes

A return to suspension and exclusion Re-sitting school years if attendance or behaviour results in insufficient progress

Extraction of disruptive learners and consequences rather than excuses for their behaviour.

Pupils presenting with behavioural issues are rarely excluded because the council are so determined
to include everyone and don't seem to care about the staff members on the "frontline" who are fearful going into work and don't feel safe at work anymore. Inclusion for all seems to be more
important than staff safety.

Being able to contact SLT when they're needed. Less reluctance to suspend the

worst offenders. Start excluding pupils who misbehave

<u>PARENT/CARER</u>

Parent being responsible for their child's behaviour

Parents should be made to take parenting/behaviour classes to support kids behaviour at home/school. Get them to watch the various tv programmes highlighting badly behaved kids, and showing how autistic children need boundaries and routines. Parents made accountable. Parents should be made to come and sit with child in classes until behaviour improves.

Parenting - getting parents prepared to bring up children who will not be allowed to physically and verbally abuse others. This might enforce parenting skills that are needed to break generational trauma and bad parenting. This is a pre-birth and post birth requirement.

Parents being held accountable for the actions of their children. Parenting starts in the home

Parents are held more accountable for their child's behaviour.

Contacting home at DHT and Pastoral Care level when pupils have been referred as a matter of course (with exceptions if the safety of the pupil is at risk) would help to

reduce the amount of behaviour issues involving those whose behaviour is less extreme. Some parents have been shocked to discover that their child has sworn at a teacher during a parents' evening, for example.

Having more severe consequences, and parental involvement that if they are not adhering to school expectations then the consequences should also come from home as well as school such as a week without phone, computer console, no social times etc.

More awareness of sensory regulation, emotional regulation and a big push pre birth to engage and educate parents on attachment.

School exclusions for parents to take the behaviour seriously. Supporting parents with behaviour ie relationships and parent workshop from nursery school

Use of class charts to notify home of behaviour in

real times. SENIOR MANAGEMENT

SMT being present in the corridors between periods SMT popping into classes to be a presence.

Focus on whole school involvement - not just the classroom teacher. SLT should be help accountable for updated risk assessments and should be providing hands on support. Many children are overwhelmed by the mainstream environment, especially with little support and would benefit from nurture rooms or alternative provisions and experiences that best meet their needs. Teachers are now expected to accept violence from children with an identified need as part of teaching. What other profession would accept this?

We don't need training. We need backed up when behaviour is unacceptable.

SMT being present around the school to see what behaviours are going on both inside and outside of the classroom. Presently they feel there isn't an issue with behaviour yet we are all saying that there is and nothing is being done about it.

Mgmt culture needs to change before improvements in behaviour can be realised in my school... staff have no back-up.

support from the SMT and LA

More promoted teacher visibility in corridors. Not just in our canteen

area. Strong and visible leadership

Quick effect response by senior management team. Taking the pupils out of circulation immediately and ensuing sanctions are applied.

SLT fully supporting PTs instead of siding with young people and parents that can not manage behaviour

More robust response from SLT. Also, availability of SLT. Oftentimes there is no response from any DHTs when calling for support. Meaning that staff are left, trapped in a class where no teaching and learning is taking place, a pupil or pupils who will not stop disruption, feeling very isolated, unsupported and sometimes, fearful

Supportive SMT, clear rules and boundaries and consequences

More corridor presence from SLT and intervention from PTs - department behaviour cards and conversations with parents/carers.

More presence in corridors. Consequences for poor

behaviour.

ASN SUPPORT

Clear consequences for intentional acts of violence, regardless of whether or not they are in an ASN school. The majority of our students know right from wrong and are in control of their own emotions and reactions.

Better provisions for ASN and behaviour support.

More ASNs. Alternative curricular provision for pupils who are

struggling. More support for ASN pupils

More support for ASN children who are struggling to cope in mainstream setting. Teachers don't necessarily need more training but we need more skilled bodies to support so that we can teach.

More support would allow children to access the curriculum and feel more regulated. Smaller class sizes.

Support given/ allocated to children with significant behavioural difficulties without using the PSA time which had been allocated for children with other ASN needs.

Behaviour units in schools with specialist teachers.

More support in class essential. Reduced class sizes. More adequate consequences. Inclusion is not working.

CLASS SIZES

Class sizes. Supported inclusion with willingness to support when a child is better suited out-with the mainstream classroom. Resourcing. Staffing.

Class size reduction. N4 external exam as opposed to

internally marked. Smaller class sizes and a ban of mobile

phones.

Smaller class sizes, more support agencies involved, support from SLT, removal of pupils in classes who are consistently disrupting others in the class.

Support from management within classes. Sticking to the number of children that should be in an additional needs class.

Class sizes reduced, staffing availability particularly support staff, a behaviour policy that makes sense and is used consistently, parents being supportive - many back the child regardless of incident type.

Class sizes, ASN so vast they are now

unmanageable Class sizes must be reduced.

Smaller class sizes, additional support for young people with ASN

Smaller class sizes for better relationships, other adults in the room,

filming lessons, Two teacher classes, assistants, smaller class sizes

CONSISTENCY

Zero tolerance to abuse of any kind to any staff member. Straight home at parental inconvenience (except where child may be risk of harm). Consistency - pupils can verbally abuse a class teacher a s nothing or a token conversation is the consequence. But if a pupil speaks to a depute in the same way it is not tolerated and pupil excluded internally or externally. Consistency from management in enforcing rules. They can pick on some pupils for wearing a jumper with a logo on it but will happily ignore gangs of pupils in corridors with hoods up because they are afraid of them or afraid of complaints from their parents.

Consistent behavioural policy in school (every teacher/Fac Head/department has different approaches)

Realistic behaviour management . Consistent response to low level

disruption

EXTERNAL PROVISION

Dysfunctional pupils given other provision.

We need specialist provision as schools are not set up to cope with such large numbers of extremely disruptive and dysregulated young people. This should be in the form of alternative schooling for some, and the presumption of mainstream for young people who are incapable of safely integrating into classes must be reconsidered.

Children not coping in mainstream removed to an environment they can see success . We should not be physically removing children from classrooms is this what teaching has become . Last year my main aim was to protect the kids in my class not teach!! We have children with complex needs in class which we have no training on how to support and I support in class .

Pupils who cannot behave need an alternative that suits them that is staged separately. This would be in addition to more staff in every class to support those struggling so the teacher can keep teaching the rest (in my school some classes would need another room with a teacher available to deal with those)

Pupils who physically hurt their teachers should not be in mainstream education. Pupils who bully teachers and other pupils on a regular basis should not be in mainstream education. Pupils who worship Hitler and guns should not be in mainstream education. We are not safe in our place of work.

Places for students with needs to go that cannot be met in mainstream. If it is continually affecting other's learning, not fair that one pupil and the right to negatively impact another 29 pupils on a daily basis.

My class said, when asked to complete a Council survey, that we need more special schools. I have taught since 2002. There are not just a few children in the school with clear needs but a handful in wash class. Specialist schools need to make a comeback. There are too many teachers on their knees.

There is a distinct lack of alternative provisions within our

local area. More specialist provisions ..Mainstream cannot

cope

Much more off campus provision needed. Out council has a policy that only LAC kids can go off campus and, even then, it is almost impossible to get a place.

STAFFING/CLASSROOM ASSISTANTS

Creating permanent posts for teachers would help behavioural issues. Constant changes of teachers due to temp contracts and job cuts break/fracture relationships with pupils. This makes the behaviour issues even more difficult to manage.

More classroom assistants to help keep unruly children on task and help them with their work so as when they get stuck they don't then distract others and snowball unfavourable behaviour.

Consistent consequences. Regular group detentions on Friday afternoons. Return of behaviour coordinators.

Teaching assistants being available more regularly

More help from experienced PSA staff. A lot of issues stem from pupils struggling and becoming frustrated. This would help particularly for pupils who also have emotional and behavioural needs, or complex needs. One person trying to help such pupils with 19+ others in the room is very challenging and stressful for all involved.

More enthusiastic, willing support staff members

More staff to allow input to try to stop pupils becoming dysregulated- the main factor in these violent outbursts.

More trained classroom assistants put into all schools.

Sometimes pupils need additional support while working through the restorative process and keeping them in their environment can be damaging. Classroom teachers do not have the time to run these processes effectively. Schools need an increase in behaviour support staffing.

More support/teaching assistants to address the increase in numbers of young people with additional support needs being placed in mainstream education with no support provided. Better access to professional bodies for young people. Increased teacher numbers to lower class sizes.

More staff and quiet calm spaces to remove pupils to when disruption is at a high level. More staff to enable a more personalised timetable to be put in place and actioned to meet the needs of pupils who clearly are not coping with mainstream full time school.

Staff! Time to spend with dysregulated children. Additional

provisions for asn. More teaching assistants, more SMT

support. Phone ban. Exclusions.

More support staff to help children

engage More staff. More radios.

More support for pupils and staff. More teachers, more PSAs, more Behaviour and Learning Support Teachers, more Guidance teachers.

SPACE/SCHOOL BUILDING

A supervised room for the immediate removal of pupils involved in poor behaviour situations with a teacher and another supportive adult to witness any possible incidents

More breakout spaces More access to specialists such as art / music therapists

A staffed ‘circuit breaker’ room for young people to be housed if they have kicked off. All classrooms
to have a phone. SLT presence in the corridors more consistently.

Places for kids to go when removed from classrooms rather than being placed back in 5 mins after they kick off.

Appropriate safe spaces to allow those who need to regulate their behaviour can do so without upsetting others.

An extra adult in every class at all times. A 'nurture' room with an appropriate curriculum to match in each school.

More space in our building. Old school with very little room for staff to work, let alone have space to meet with families or nurture space for children.

A classroom where they are sent to sit & do work. Not fun 1-1 games or hot-chocolate or ice poles. Parents informed of disruptive behaviour & asked to collect them. Children should not be allowed to represent the school at sorts events, since they are NOT sorority role models.

More staff. More support from SMT and in particular more support from parents. Dedicated area in school where pupils who consistently disrupt are taught until they agree to follow behaviour code.

Extraction of these pupils to a learning unit in school but with different break times so it really is a deterrent

EXTERNAL AGENCY/LOCAL AUTHORITY SUPPORT

In schools in my Council area, teachers should be supported when they ask for the removal of disruptive pupils. Those pupils may well need psychological help from a trained psychologist or psychiatrist.

More access to alternative provision eg Duke of Edinburgh, outdoor learning, CAMHS, other mental health resources etc

I believe that a LOT of the behavioural difficulties stem from lack of CAMHS resources to diagnose neurodiversity. This is a much bigger situation than we can imagine and staff are not trained on the depth of these conditions and the signs to look out for - especially in undiagnosed young people

Local authorities should not be refusing to support pupils by saying there is nothing available to help these children. The teachers should not be expected to realistically adapt every interaction they have for every pupil as it is simply not possible. The CIRCLE framework is referred to all too often as a cure all but for the high tariff behaviour issues we need a local authority intervention to support pupils which parents need to be part of. We need more experienced staff who can see it from the teachers viewpoint and not just make us feel we have to adapt everything. We cannot accept that this is now 'how children are'. That is unfair to all pupils.

More counsellors and welfare workers. Social care don't seem to be getting involved they seem most overstretched

Support from psychologist on specific pupils, come onto classroom and give practical support. They
have said no when we've asked.

Police officers on site more often.

Additional social work support for families where parental engagement or boundaries are poor.

Strong leadership in schools, backed up by adequate support/funding from local authorities and
central government that actually listens to teachers' concerns and advice rather than just paying lip- service.

Consequences for violent behaviour. More adults available in schools to support children who find the environment tricky. We need CAMHS referrals to not take 3 years!

CURRICULUM

More support in class. Not forcing pupils through certificated courses they are incapable of e.g. making pupils sit N5 courses with hope they may get a 7 when they are not capable of sitting that level

better supports, more appropriate curriculum offering for students who struggle with subjects where they misbehave to avoid the challenges & expectations put on them

More physical/fun activities timetabled into the week to keep pupils motivated and enjoying school. More rewards needed for good and excellent academic pupils not just those who win sports events.

More opportunities for pupils to engage in mindful tasks as a form of redirection/resettling after an incident. E.g gardening or alternative sensory experiences that allow them to get out the excess of nervous/angry energy.

Time out shouldn’t mean a pupil sits on a chair staring at a timer.

INSPECTION

I do not know how you deal with increasing levels of poor and disruptive behaviour when it is completely and categorically dismissed by SMT. Inspections are not designed to really identify core problems and name and shame. There needs to be a separate process that identifies schools with failing behavioural policies and directly identifies where the issues lie. This would then force local authorities to deal with the real issues. We recently had an inspection. It was not good, but while it did point out there were weaknesses in leadership, in spite of a lot of feedback on the failure to deal with poor behaviour, the final report failed to highlight this as one of the major factors in the lack of achievement and the poor learning and teaching outcomes. This is the one major factor that staff in the school reference as a hindrance to good learning and teaching. The inspection has failed our school because the SMT have interpreted the results as a failure of the teaching staff to, provide good quality teaching and learning. It is impossible even for the very best teachers to provide high quality learning and teaching if the general standard of behaviour is poor and when low level disruptive behaviour is allowed to flourish. In our school the pupils rule.

INVESTMENT IN EDUCATION

Less cuts to support
Bigger budget and less workload

Huge change needs to happen but this has to come from above school level. I feel that a lot of teachers and support staff are at breaking point.

more time, more money, more resources, more accountability

on parents. More money for support in the classrooms and

1on1s.

More resources in terms of staffing, classroom availability

and size Whole school wellbeing / pupils and all staff

needs to be invested in

More time out spaces. More support assistants. Funds for different activities - eg outdoor education Forest Schools

Local councils have the responsibility to educate all pupils - not the individual schools. The closing of specialist behaviour, special education, mental health and other facilities - and the massive lack of funding for SFL, SEN and EAL - means the system is no longer fit for purpose. Schools effectively have their hands tied

because of inadequate and incompetence from QIOs and QIMs who only have interest in exam data and perceptions of achievement

NATIONAL STRATEGIC DIRECTION

More support staff and strategies to deal with the problems which can escalate very quickly to violence; putting everyone at risk, resulting in class evacuations.

What would turn it around would be school being able to say, ‘Teachers won’t tolerate abusive language or behaviour of any form.’ And to parents, ‘If your child won’t show respect to staff, they have the right to refuse to teach them.’

Remove mobile phones from

schools. Removal of extreme

cases.

Remove the pupils from the class

immediately. RISK ASSESSMENTS

Ensuring staff and pupil safety. Make staff aware that they are likely to experience violence at work because that’s the truth. Give teachers a choice and the right to decide on whether they work with violent pupils or not. Right now they’re being conned into doing so Increase provision for children who are violent - some children do not benefit from mainstream environments.

NASUWT ADVICE ON RESTORATIVE BEHAVIOUR:

https://www.nasuwt.org.uk/advice/in-the-classroom/behaviour-management-for-teachers-in- the-classroom/restorative-behaviour.html

Enclosure 3: Association of Headteachers and Deputes in Scotland (AHDS) Conference, November 2024

Association of Heads and Deputes Scotland Conference November 2023

Flipchart Notes

What consequences are you currently using?

- Speak to SMT for restorative conversations
- Contact with parents for serious issues
- Alternative breaks
- Time in
- Individualised rewards
- Reflection time
- Missing class connection time to speak to the teacher for a restorative conversation
- Consequences which are immediate and appropriate/ aimed at the behaviour not the child
- Consequences which are related (e.g. giving/losing points, clearing up mess made)
- Highlight that consequences are positives as well as negatives
- Community payback e.g. litter picking
- Related consequences e.g. make a mess – tidy it up. Fight in playground – supervised breaktime inside/ outside.
- Consequences:
  - Restorative conversations
  - not being a part of house reward
  - talking to SLT at break or lunch
  - naturally occurring that day
- It's helpful that we are even able to use this term
- Logical consequences for individual child
- Natural consequences e.g. unsafe behaviour in an area/activity – remove access to that for a period of time
- Teaching children how to disagree respectfully/ Whole school ethos, values, culture – works well.
- Time in/ Whole school approach

What works well?

- Relationships/ Play based or developmentally appropriate pedagogy
- Parental workshops – but shouldn't be school responsibility
- Supportive colleagues/ Inclusion teacher as additionality
- Relationships with teachers

- Fun of everyday/ If a child needs a restorative conversation or help to complete tasks then it can be done in their time – naturally occurs and finished by end of day. (UNSURE OF FIRST LINE)
- Linking with families/ agencies
- Flowchart of behaviour/ consequences to set out process – ideas to try before it leads to a specific consequence.
- House system
- Values, rules, house points all related – helps towards consequences
- High quality learning and teaching
- Consequences are defined explicitly within policy and shared with all stakeholders (including support for youngest children to regulate)
- Restorative conversations
- Individual adaptations
- Break out spaces/ environments

What would help?

School:

- More support staff/ Smaller class sizes
- Appropriate investment and staffing
- High staff ratios
- ASN advisors in schools – not centrally located
- Smaller class sizes
- Early intervention, PEF linked to ASN needs
- Partnership working with professionals who come to our building
- ASN support/ appropriate services to support
- Challenge – having enough people to support COULD BE FOR CHALLENGES SECTION?
- Challenges – no access to specialist services (CAMHS, Ed psych, trauma teams, OT)/ SW/ WHS Teams struggling for resources/ streamlining COULD BE FOR CHALLENGES SECTION?
- Parenting skills
- - Increased support/resources
  - Flexible learning spaces
  - Time to embed training

Local:

- Support councils financially
- Access to partner/specialist teams when they are streamlining services – schools being asked to fill gaps
- Focus on children from the earliest stages – nursery
- Families need to provide boundaries

National:

- National action around parenting – support and challenge (parents don't know what to do)
- Poor parenting/ lack of parental engagement

- Too easy for benefits – laziness to be accountable for parental actions
- CAMHS – wait time is shocking
- What interventions, support and resources are in place for ELC?
- Less guidance, more support and resources
- Co-regulation and de-escalation – aspirational but not possible – not enough staff/resources. Gaps.
- Societal issues – improve standards and expectations of parents (e.g. child readiness for school, attendance)
- Local and national messages that aggression/ violence toward staff are not acceptable
- More staff
- Scaffold/ guidance to support the stages of behaviour at lowest levels too
- Nationally and locally more support for inclusion – because for some, no matter how much support and training etc., mainstream is just too distressing
- Clear guidance that doesn't allow conflicting messages (e.g. exclusions, inclusion)
- Training for support staff but equally for teachers to understand behaviour is communication.

Challenges/Gaps?

- Everything comes back to school – lack of other services
- Lack of trained staff
- Lack of break out areas/ nurture rooms
- Presumption of mainstream without resources to support pupils with ASN
- Unhelpful documents – if you are being kicked, punched etc. you used to react with what… (MORE ON THE BACK OF POST IT)
- Parents
- Persistent non-attendance – we can't do anything (and families know it)
- Parents not, for example(?), wanting to toilet train because they think it will help them get a label for their child
- Parents looking for labels for their children (for example Autism) so they can access more financial support
- Local level support for ASN in schools
- Removal of targeted nurture provision
- High level messages and support around parenting
- Lack of support staff
- Education expected to solve everything – little or no accountability of others
- Transient teaching population due to illness/ maternity etc.
- Children keep being dysregulated
- Narrative that consequences can't co-exist with nurture, positive relationships, etc. This is not true
- Consequences are naturally occurring in life – pupils need this as life skills.
- Inclusion agenda
- Lack of funding
- Lack of support for ASN
- Depletion of council services which are then left with the schools
- Readiness to learn

- - Resources
  - parental expectation
  - environment
  - lack of space
  - open plan