

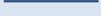
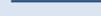
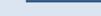
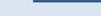
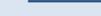
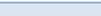
# Annex A: Changes in individual behaviours between 2012 and 2016

Table A1: Changes in individual behaviours between 2012 and 2016

Key:

-  no statistically significant change
-  an increase in a positive behaviour or a decrease in a negative behaviour of less than 10 percentage points
-  an increase in a positive behaviour or a decrease in a negative behaviour of 10 percentage points or more
-  a decrease in a positive behaviour or an increase in a negative behaviour of less than 10 percentage points
-  a decrease in a positive behaviour or an increase in a negative behaviour of 10 percentage points or more

where the question was not asked (head teachers not asked about low level disruptive behaviour in the classroom and support staff not asked about behaviour around the school), the cell is left blank

	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
Positive behaviour in the classroom	Pupils following instructions				 		
	Pupils settling down quickly						
	Pupils contributing to class discussions						
	Pupils listening to other's view respectfully						
	Pupils listening to staff respectfully						
	Pupils keenly engaging with their tasks						

	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
	Pupils seeking support from staff or peers when needed	▬	▬	▬	▬	▬	↓ ↓
	Attentive, interested pupils	▬	↓	▬	▬	▬	▬
	Pupils arriving promptly for classes	▬	▬	▬	▬	↓	▬
	Pupils interacting supportively with each other	▬	▬	▬	▬	▬	▬
	Pupils enthusiastically participating in classroom activities	▬	▬	▬	▬	↓	▬
Low-level disruptive behaviour in the classroom	Talking out of turn	↓	↓ ↓		▬	▬	
	Making unnecessary (non-verbal) noise	↓ ↓	↓ ↓		▬	↓ ↓	
	Hindering other pupils	↓ ↓	↓ ↓		▬	↓ ↓	
	Getting out of their seat without permission	↓ ↓	↓		▬	↓	

	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
	Not being punctual	↓	↓		▬	↓ ↓	
	Persistently infringing class rules	▬	↓		▬	↓	
	Work avoidance	↓ ↓	↓ ↓		▬	↓	
	Cheeky or impertinent remarks or responses	↓ ↓	↓ ↓		▬	↓	
	General rowdiness, horseplay, mucking about	↓ ↓	↓ ↓		▬	↓	
Disengagement	Pupils withdrawing from interaction with others/you	↓ ↓	↓ ↓		▬	↓	
	Pupils missing lessons	▬	▬		▬	▬	
	Physical destructiveness	↓	▬	▬	▬	▬	▬
	Racist abuse towards other pupils	▬	▬	▬	▬	▬	▬

Serious disruptive behaviour in the classroom	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
	Sexist abuse or harassment of other pupils	■	■	■	■	■	■
	Homophobic, biphobic or transphobic abuse towards other pupils	■	■	■	■	■	■
	General verbal abuse towards other pupils	■	■	■	■	■	■
	Physical aggression towards other pupils	■	■	■	■	■	■
	Physical violence towards other pupils	■	■	■	■	■	■
	Racist abuse towards you (Heads – towards staff)	■	■	■	■	■	■
	Sexist abuse or harassment towards you (Heads – towards staff)	■	■	■	■	■	■
	Homophobic abuse towards you (Heads – towards staff)	■	■	■	■	■	■
General verbal abuse towards you (Heads – towards staff)	■	■	■	■	■	■	
Physical aggression towards you (Heads – towards staff)	■	■	■	■	■	■	

	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
	Physical violence towards you (Heads – towards staff)	▬	▬	▬	▬	▬	▬
	Pupils under the influence of drugs/alcohol	▬	▬	▬	▬	▬	▬
	Using digital technology abusively	▬	▬	▬	▬	↓	▬
Positive behaviour around the school	Pupils actively helping their peers		▬	▬		▬	▬
	Pupils taking turns		▬	▬		▬	▬
	Pupils making positive use of facilities		▬	▬		▬	↑ ↑
	Pupils engaged in playing games and sports together		▬	▬		▬	▬
	Pupils queuing in an orderly manner		▬	▬		▬	▬
	Pupils respecting toilet/break/cloakroom areas		▬	▬		↓	▬
	Pupils using litter bins		↓	▬		▬	▬

	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
	Pupils greeting staff pleasantly						
	Pupils challenging other's negative behaviour						 
	Pupils interacting supportively with each other						
Low-level disruptive behaviour around the school	Running in the corridor						
	Unruliness while waiting						
	Showing a lack of concern for others						
	Persistently infringing school rules						
	Cheeky or impertinent remarks or responses		 				
	Loitering in 'prohibited' areas						

	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
Disengagement	Leaving school premises without permission		▬	▬		▬	▬
	General rowdiness, horseplay or mucking about		↓	▬		↓	▬
	Pupils deliberately socially excluding others		▬	▬		▬	▬
	Pupils withdrawing from interaction with peers		↓	▬		▬	▬
	Pupils truanting		▬	▬		▬	▬
Serious disruptive behaviour around the school	Physical destructiveness		▬	▬		▬	▬
	Racist abuse towards other pupils		▬	▬		▬	▬
	Sexist abuse or harassment of other pupils		▬	▬		▬	▬
	Homophobic, biphobic or transphobic abuse towards other pupils		▬	▬		▬	▬
	General verbal abuse towards other pupils		▬	▬		▬	▬
	Physical aggression towards other pupils		▬	▬		▬	▬

Types of Behaviour	Primary			Secondary		
	Support	Teacher	Headteacher	Support	Teacher	Headteacher
Physical violence towards other pupils						
Racist abuse towards you (Heads – towards you or your staff)						
Sexist abuse towards you (Heads – towards you or your staff)						
Homophobic, biphobic or transphobic abuse towards you (Heads – towards you or your staff)						
General verbal abuse towards you (Heads – towards you or your staff)						
Physical aggression towards you (Heads – towards you or your staff)						
Physical violence towards you (Heads – towards you or your staff)						
Pupils under the influence of drugs/alcohol						
Using digital technology abusively						 

	Types of Behaviour	Primary			Secondary		
		Support	Teacher	Headteacher	Support	Teacher	Headteacher
Serious disruptive behaviour /violence against staff in the past 12 months	Number of incidents of racist abuse towards you	██████	██████	██████	██████	██████	██████
	Number of incidents of sexist abuse or harassment towards you	██████	██████	██████	██████	██████	██████
	Number of incidents of homophobic, biphobic or transphobic abuse towards you	██████	██████	██████	██████	██████	██████
	Number of incidents of general verbal abuse towards you	↓ ↓	██████	██████	↓	██████	██████
	Number of incidents of physical aggression towards you	↓ ↓	↓	██████	██████	██████	██████
	Number of incidents of physical violence towards you	↓ ↓	██████	██████	██████	██████	██████

## Notes to Table A1:

Bases: primary support staff n=474; primary teachers n=706; primary head teachers n=294; secondary support staff n=587, secondary teachers n=1789; secondary head teachers n=192

*Positive behaviour in the classroom:* based on the proportion of support staff and teachers reporting that they experienced the behaviour in 'all' or 'most' lessons in the last full teaching week and the proportion of head teachers reporting that from their perspective, the behaviour was exhibited in 'all' or 'most' lessons in the last full teaching week

*Low-level disruptive behaviour/disengagement in the classroom:* based on the proportion of support staff and teachers reporting that they had to deal with the behaviour twice a day or more in the last full teaching week

*Serious disruptive behaviour in the classroom:* based on the proportion of support staff and teachers reporting that they had to deal with the behaviour twice a day or more in the last full teaching week and the proportion of head teachers reporting that the behaviour was referred on to them from a classroom setting twice a day or more in the last full teaching week

*Positive behaviour around the school:* based on the proportion of teachers and head teachers reporting that they encountered the behaviour 'always' or 'on most occasions' during the course of their activities around the school in the last full teaching week

*Low-level disruptive behaviour/disengagement/serious disruptive behaviour around the school:* based on the proportion of teachers reporting that they encountered the behaviour, and the proportion of head teachers reported that the behaviour was referred on to them, or encountered directly by them, twice a day or more in the last full teaching week.

*Serious disruptive behaviour/violence against staff:* based on the proportion of staff who reported that they had personally experienced at least once incidence of the behaviour in the past 12 months

See questionnaire at Annex C for full details of the questions and descriptions of the behaviours.

# Annex B – Factors which predict experiences of behaviour and perceptions of ethos

## Factors which predict experiences of behaviour

### *Creating the behaviour groupings*

The survey covered staff experiences of a great number of specific disruptive behaviours. We simplified this data using a method called factor analysis. In this instance, factor analysis grouped together the specific behaviours that staff had experienced into seven distinct factors. This means that the specific behaviours grouped within a factor were highly correlated i.e. they tended to occur together and if a staff member had encountered one, they were more likely to have experienced the others.

Although the factor analysis highlights which behaviours are highly correlated, it does not in itself provide an explanation of what broad type of behaviour each grouping actually represents. However, it was clear that there were meaningful themes linking the behaviours in each grouping that emerged. The table below highlights how we interpreted each factor (in the first column) and the specific behaviours that they contained (in the second column).<sup>1</sup>

**Table B1: Behavioural groupings**

<b>Factor one - low-level disruptive behaviour in the classroom</b>	Talking out of turn, making unnecessary noise, hindering other pupils, getting out of seat without permission, persistently infringing class rules, work avoidance, cheeky or impertinent remarks (in the classroom), general rowdiness (in the classroom)
<b>Factor two - low-level disruptive behaviour around the school</b>	Running in the corridor, unruliness while waiting, showing lack of concern for others, persistently infringing school rules, cheeky or impertinent remarks (around the school), loitering in prohibited areas, general rowdiness (around the school)
<b>Factor three - disengagement</b>	Not being punctual, using/looking at mobile phones/tablets etc. when they shouldn't, going on sites they shouldn't (e.g. to play games, use social media) when digital technologies use in teaching and learning, missing lessons, leaving school premises without permission, use of digital technology against school policies, truanting
<b>Factor four - aggression and violence towards other pupils</b>	General verbal abuse towards other pupils (in the classroom and around the school), physical aggression towards other pupils (in the classroom and around the school), physical violence towards other pupils (in the classroom and around the school)
<b>Factor five - discriminatory verbal abuse towards other pupils</b>	Racist abuse towards other pupils (in the classroom and around the school), sexist abuse or harassment of other pupils (in the classroom and around the school), homophobic, transphobic or biphobic abuse towards other pupils (in the classroom and around the school), religious abuse towards other pupils (in the classroom and around the school),

<sup>1</sup> Due to differences in the questionnaire, factor one only applies to teachers and support staff and factor two only applies to teachers and head teachers.

	abuse towards pupils who have a disability (in the classroom and around the school), abuse towards pupils who have additional support needs (in the classroom and around the school)
<b>Factor six - aggression and violence towards staff</b>	Physical aggression towards you (in the classroom and around the school), physical violence towards you (in the classroom and around the school), physical destructiveness (in the classroom and around the school), general verbal abuse towards you (in the classroom and around the school)
<b>Factor seven – discriminatory verbal abuse toward staff</b>	Racist abuse towards staff (in the classroom and around the school), sexist abuse or harassment of staff (in the classroom and around the school), homophobic transphobic or biphobic abuse towards staff (in the classroom and around the school) religious abuse towards staff (in the classroom and around the school), abuse towards staff who have a disability (in the classroom and around the school), abuse towards staff who have additional support needs (in the classroom and around the school)

A new variable was created for each behavioural grouping measuring the number of behaviours of that type staff members had encountered on a regular basis (dependent on how common each behaviour was). For example, for factor one – low-level behaviour in the classroom – the new variable measures how many behaviours within that group a staff member encountered on a daily basis, whereas for factor seven – discriminatory verbal abuse towards teachers – the new variable measures how many behaviours within that group a staff member encountered on a weekly basis.

The independent variables which were included in the analysis (i.e. to identify which best predicted the behaviours factors shown above) and the sources of the data are shown in Table B2 below.

**Table B2: Independent variables included in the regression analysis to identify which predict experiences of behaviour**

<b>Variables included in the analysis</b>	<b>Source of data</b>
Perceptions of school ethos	Based on response to Q36a (see questionnaire at Annex C)
School size	Based on Scottish Government data on school rolls
School capacity	Based on Scottish Government school estate data
School building condition	Based on Scottish Government school estate data
Proportion of pupils living in the 20% most deprived areas in Scotland	Based on Scottish Government data
Proportion of pupils with additional support needs (ASN)	Based on Scottish Government data
Ratio of support staff to school roll	Based on Scottish Government data

Ratio of support staff to pupils with ASN	Based on Scottish Government data
Length of service of teaching staff	Based on response to Q5 (see questionnaire at Annex C)
The proportion of pupils that have additional support needs	Based on Scottish Government data
Stage taught (primary teachers only)	Based on response to Q8 (see questionnaire at Annex C)
Whether school in top 25% of schools for attainment (secondary only).	Based on Scottish Government data

**Table B3: Variables which predict whether primary teachers encountered different types of behaviour on a frequent basis**

	Poorer school ethos	Higher % of pupils from most deprived areas	Stage of primary taught	School over capacity	Not being in smallest sized schools	School in <u>better</u> condition
Low-level disruptive behaviour in the classroom	✓				✓	✓
Low-level disruptive behaviour around the school	✓		✓ P1-P2			
Disengagement	✓	✓				
Aggression and violence towards other pupils	✓				✓	✓
Discriminatory verbal abuse towards other pupils	✓		✓ P5-P7			✓
Aggression and violence towards staff	✓			✓		
Discriminatory verbal abuse towards staff			<i>None of the factors tested were statistically significant</i>			

**Table B4: Variables which predict whether secondary teachers encountered different types of behaviour on a frequent basis**

	Poorer school ethos	Higher % of pupils from most deprived areas	Being a newer teacher	Not in top 25% for attainment	Not being in smallest sized schools	% pupils with ASN
Low-level disruptive behaviour in the classroom	✓	✓	✓ (0-5 years)	✓	✓	✓
Low-level disruptive behaviour around the school	✓	✓				
Disengagement	✓	✓	✓ (2-5 years)		✓	✓
Aggression and violence towards other pupils	✓	✓		✓		
Discriminatory verbal abuse towards other pupils	✓					
Aggression and violence towards staff	✓	✓				
Discriminatory verbal abuse towards staff	✓		✓ (0-1 year)			

**Table B5: Variables which predict whether primary support staff encountered different types of behaviour on a frequent basis**

	Poorer school ethos	Higher % of pupils from most deprived areas	School over capacity	Being in larger sized school	Length of service
Low-level disruptive behaviour in the classroom				✓	
Disengagement	✓				✓ less than 5 years
Aggression and violence towards other pupils	<i>None of the factors tested were statistically significant</i>				
Discriminatory verbal abuse towards other pupils	✓	✓			
Aggression and violence towards staff	✓	✓	✓		
Discriminatory verbal abuse towards staff	✓				

**Table B6: Variables which predict whether secondary support staff encountered different types of behaviour on a frequent basis**

	Poorer school ethos	Not in top 25% for attainment	School over capacity	Being in largest sized school	Higher ratio of support staff to pupils with ASN
Low-level disruptive behaviour in the classroom	✓				
Disengagement	✓				✓
Aggression and violence towards other pupils	✓				
Discriminatory verbal abuse towards other pupils	✓				
Aggression and violence towards staff	✓		✓		
Discriminatory verbal abuse towards staff	✓	✓		✓	

## Factors which predict perceptions of ethos

**Table B7: Independent variables included in the regression analysis to identify which predict perceptions of ethos**

Variables included in the analysis	Source of data
School size	Based on Scottish Government data on school rolls
School capacity	Based on Scottish Government school estate data
School building condition	Based on Scottish Government school estate data
Proportion of pupils living in the 20% most deprived areas in Scotland	Based on Scottish Government data
Length of service of teaching staff	Based on response to Q5 (see questionnaire at Annex C)
Levels of agreement with statements	Response to Q30 (see questionnaire at Annex C)
Ratings of how well staff work together and how well the school promotes policies on positive relationships and behaviour	Response to Q36(see questionnaire at Annex C)

Note: all the variables which emerged as predictors are discussed in Chapter 11 of the report – we have therefore not produced tables comparable to Tables B3 to B6 above for the analysis of perceptions of ethos.

# Annex C – Online questionnaire

## INTRODUCTORY SCREEN

This survey is part of a national study of relationships and behaviour in schools in Scotland. The research has been commissioned by the Scottish Government with the support and backing of COSLA, Association of Directors of Education (ADES), GTCS, and unions representing teachers and support staff (AHDS, EIS, NASUWT, SLS, SSTA, VOICE) advised by Education Scotland. Ipsos MORI Scotland is carrying out the research.

The development of positive relationships and support for behaviour is an important issue. It is reflected in much of the policy guidance and legislation which places relationships at the heart of behaviour (as outlined in documents such as *'Better Relationships, Better Learning, Better Behaviour'*).

**The survey is central to understanding the reality of pupil relationships and behaviour in Scottish schools and will play an important role in developing policy and practice at both national and local levels.**

The Behaviour in Scottish Schools Research has been on-going for a number of years and is the main source of trend data in this area. This is reflected in some the language, which may seem a little out-dated.

The survey is seeking the opinions of headteachers, teachers and support staff across Scotland (the views of pupils and parents will be also be sought). It is very important that the survey should cover a representative sample of staff in order to build up a valid and reliable picture of what is actually happening in schools. **As you have been selected as part of this sample, the quality of the survey depends on you completing it. No matter what type of pupil relationships and behaviour you experience in your work, your experiences are very important to us.**

Please read carefully the timescales and definitions specified in the questions. The accuracy of your response depends on you answering the questions in terms of these timescales and definitions. **The survey should take between TEACHER AND HEAD SUB [20 and 30] SS SUB [10 and 20] minutes to complete.**

You can leave the survey then return to complete it later if you need to. There is no save button, simply close your browser window down then return to the survey link when you're ready and type in your unique log-in again. You will continue from the point where you left off. Please wait at least 10 minutes between closing your browser window and returning to the survey so that the link has time to refresh.

**All responses are confidential. Schools and individuals will remain anonymous in all reports.**

If you have any queries about the survey, or about how to complete the questionnaire, please contact xxxx.

Please complete this survey by **FRIDAY 4 March 2016**.  
**Thank you for your participation.**

## HEADING: YOUR BACKGROUND AND EXPERIENCE

**If you work in more than one school, please answer these questions in respect of the school through which you were invited to take part.**

Q1

SA<sup>2</sup>

Are you...?

Male

Female

Prefer not to say

Q2

MA<sup>3</sup>

Is your current appointment...?

Permanent

Fixed term

TEACHER ONLY: Probationer

HEAD ONLY: Acting up

Supply

Prefer not to say

Q3

SA

Do you work...?

Full time

Part time

Job share

Prefer not to say

Q4

SA

Do you work in a....?

Primary school

Secondary school

Junior high or combined primary/secondary school

Prefer not to say

Q5

**Please state the approximate length of time you have spent working as a TEACHER SUB [teacher in schools] HEAD SUB [headteacher] SS SUB [member of school support staff]. Please estimate to the nearest whole number HEAD SUB [and include any previous headships].**

...years

Prefer not to say

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<sup>2</sup> SA means only one response is allowed at that question.

<sup>3</sup> MA means more than one response is allowed at that question.

Q6a

ASK TEACHERS ONLY

MA

**Do you currently hold any of the following posts (permanently or acting) in school?**

- Principal teacher
- Pastoral care/personal support
- Behaviour/learning support
- Other promoted post
- Registration/house tutor
- Depute headteacher
- Within-school support base
- Faculty head
- Curriculum leader

Prefer not to say

Q6b

ASK SS ONLY

SA

**Where do you mainly provide support during the school year?**

- In a classroom with a teacher
- In a classroom or learning area within your school mainly *without* a teacher
- In a support base
- Other (please specify)

Q6c

ASK SS ONLY

SA

**Who do you mainly provide support to during the school year?**

- One individual pupil
- A few pupils
- One particular class
- A few classes
- Any class as required
- Any pupil as required
- Other (please specify)

Q7

ASK TEACHERS AND HEADS ONLY

SA

**On average, how many hours of HEADS [planned] contact time do you have with TEACHER [your class/es] HEAD [classes within your school] per week? Please include time spent during a registration class.**

- Under 5 hours
- Between 6 and 10 hours
- Between 11 and 18 hours
- Between 19 and 20
- Between 21 and 22.5
- More than 22.5

Prefer not to say

Q8

ASK ALL TEACHERS WHO CHOSE 1 AT Q4

MA

**Which stages did you teach during the LAST FULL TEACHING WEEK?**

- Nursery
- P1
- P2

P3  
P4  
P5  
P6  
P7  
Composite class(es)

Prefer not to say

Q9

ASK ALL TEACHERS WHO CHOSE 2 AT Q4

MA

**Which subject have you taught most frequently this school year?**

Learning Support  
ASN  
Numeracy and Mathematics  
Literacy and English  
Literacy and Gaidhlig  
Modern Languages  
Community Languages  
English as Additional Language  
Religious and Moral Education  
Biology  
Chemistry  
General Science  
Physics  
Economics  
Geography  
History  
Modern Studies  
Media Studies  
Business Studies  
Computing Studies  
Home Economics  
Technical Education  
PSE/Guidance  
Art  
Music  
Physical Education  
Speech and Drama  
Other (please specify)  
Not applicable

Prefer not to say

Q10a

ASK ALL

SA

**TEACHER AND HEAD SUB: How often did you use digital technology to support learning and teaching in the classroom IN THE LAST FULL TEACHING WEEK?**

**SS SUB: During the LAST FULL TEACHING WEEK, how often was digital technology used (by the class teacher or yourself) to support learning and teaching?**

Digital technology could include interactive devices (e.g. computers, tablets, smartphones; interactive whiteboards); online environments (e.g. Glow); and services such as search engines, blogs, social media and video/audio content (this list is not exhaustive).

Several times a day

Twice a day

Once a day

3 or 4 times last week

Twice last week

Once last week

Not at all

HEAD ONLY: Not applicable: I did not have any planned time in the classroom

Prefer not to say

### Q10b

ASK HEADS ONLY

SA

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

Yes

No

Prefer not to say

### Q10b2

ASK IF CHOSE 1 AT Q10b

MA

**Who was the training provider?**

Local authority

In-house

Third sector provider

Private sector provider

Education Scotland

Other (Please specify)

### Q10c

ASK HEADS ONLY

MA Per Row

MA Per Column

No support and prefer not to say exclusive per column

**In the last three years, have you received any of the following types of support or assistance to try new initiatives for promoting positive relationships and behaviour from....**

### DOWN SIDE OF GRID

Additional funding

Additional staffing

Advice and consultancy

Training/professional learning

Facilitating opportunities to work with other schools

Strategic or policy support

Other support (please specify)

No support to try new initiatives

Prefer not to say

### ACROSS TOP OF GRID

Your local authority

Another local authority

Education Scotland/Scottish Government

### Q10d

ASK HEADS ONLY

SA

**Does your school have access to on-site or off-site provision for pupils identified with Social Emotional Behavioural Needs?**

Yes  
No  
Prefer not to say

Q10e

ASK IF CHOSE 1 AT Q10d

MA

Is this provision...?

On-site and in-house  
On-site and specialist  
Off-site and specialist  
Prefer not to say

Q10f

ASK HEADS ONLY

SA

How do you rate the parents/carers of pupils at your school in terms of their general supportiveness?

HORIZONTAL SCALE

Not supportive at all 1

2

3

4

5 Very supportive

Prefer not to say

Q10g

ASK HEADS ONLY

SA

How do you rate the parents/carers of pupils at your school in terms of their supportiveness in tackling behaviour and discipline issues?

HORIZONTAL SCALE

Not supportive at all 1

2

3

4

5 Very supportive

Prefer not to say

## HEADING BEFORE Q11: POSITIVE BEHAVIOUR IN THE CLASSROOM

Q11

SA

**TEACHER AND SS ONLY:** In how many of the lessons that you TEACHER SUB [teach] SS SUB [assist] on a regular basis do you find pupils generally well behaved?

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

All/almost all

Most

Some

Few

None/almost none

Prefer not to say

Q12

SA Per Row

**We have listed below some examples of different types of positive pupil behaviour which TEACHER AND HEAD SUB [teachers] SS SUB [staff] experience during the course of their CLASSROOM TEACHING.**

**Over the LAST FULL TEACHING WEEK, please indicate TEACHER AND SS SUB [how frequently you experienced each type of pupil behaviour] HEAD SUB [,from your perspective, how often each type of behaviour was exhibited].**

### DOWN SIDE OF GRID

Pupils following instructions

Pupils settling down quickly

Pupils contributing to class discussions

Pupils listening to others' views respectfully

Pupils listening to staff respectfully

Pupils keenly engaging with their tasks

Pupils seeking support from staff or peers when needed

Attentive, interested pupils

Pupils arriving promptly for classes

Pupils interacting supportively with each other

Pupils enthusiastically participating in classroom activities

Pupils listening to others and contributing actively during group work

Pupils working independently without adult support when appropriate

### ACROSS TOP OF GRID

All Lessons

Most Lessons

Some Lessons

Few Lessons

No Lessons

Prefer not to say

Q13

ASK TEACHERS AND HEADS ONLY

ASK HALF THE SAMPLE ONLY – RANDOMLY SELECTED

ALLOW UP TO THREE ANSWERS

CODES 14, 15 AND 16 EXCLUSIVE

**Select up to three positive behaviours, if any, that are MORE likely to occur when digital technology is used in the classroom.** Digital technology could include interactive devices (e.g. computers, tablets, smartphones; interactive whiteboards); online environments (e.g. Glow); and services such as search engines, blogs, social media and video/audio content (this list is not exhaustive).

Pupils following instructions

Pupils settling down quickly

Pupils contributing to class discussions  
Pupils listening to others' views respectfully  
Pupils listening to staff respectfully  
Pupils keenly engaging with their tasks  
Pupils seeking support from staff or peers when needed  
Attentive, interested pupils  
Pupils arriving promptly for classes  
Pupils interacting supportively with each other  
Pupils enthusiastically participating in classroom activities  
Pupils listening to others and contributing actively during group work  
Pupils working independently without adult support when appropriate

None of these behaviours are more likely to occur when digital technology is used in the classroom  
Can't say – I have never/almost never used digital technologies in the classroom

Prefer not to say

## Q14

**ASK SAME HALF OF THE SAMPLE SELECTED FOR Q13 UNLESS  
SELECTED CODE 15 AT Q13  
ALLOW UP TO THREE ANSWERS  
CODES 14 AND 15 EXCLUSIVE**

**Now select up to three positive behaviours, if any, that are LESS likely to occur when digital technology is used in the classroom.**

### **REMOVE RESPONSES GIVEN AT Q13**

Pupils following instructions  
Pupils settling down quickly  
Pupils contributing to class discussions  
Pupils listening to others' views respectfully  
Pupils listening to staff respectfully  
Pupils keenly engaging with their tasks  
Pupils seeking support from staff or peers when needed  
Attentive, interested pupils  
Pupils arriving promptly for classes  
Pupils interacting supportively with each other  
Pupils enthusiastically participating in classroom activities  
Pupils listening to others and contributing actively during group work  
Pupils working independently without adult support when appropriate

None of these behaviours are less likely to occur when digital technology is used in the classroom

Prefer not to say

## **HEADING BEFORE Q15: NEGATIVE BEHAVIOUR IN THE CLASSROOM**

**INTRO to Q15a:** The next two questions ask about low level disruptive behaviour. Based on examples of different types of pupil behaviour that teachers have told us they have to manage during the course of their CLASSROOM teaching, low level disruption is defined as behaviour which encompasses talking out of turn, being late for lessons, cheeky or impertinent remarks, using mobile phones when they shouldn't and other forms of low level disruption.

### Q15a

**ASK HEADS ONLY**

**SA**

**Over the course of the LAST FULL TEACHING WEEK, how often do you think teachers within your school would have to deal with low level disruptive behaviour within the course of their CLASSROOM TEACHING?**

Several times a day  
Twice a day  
Once a day  
3 or 4 times last week  
Twice last week  
Once last week

Not at all  
Prefer not to say

## Q15b

### ASK HEADS ONLY

#### SA

**On how many occasions were pupils referred to you for low level disruptive behaviour issues during the LAST FULL TEACHING WEEK?**

Several times a day  
Twice a day  
Once a day  
3 or 4 times last week  
Twice last week  
Once last week  
Not at all  
Prefer not to say

## Q15c

### ASK ALL

#### SA Per Row

**TEACHERS AND SS:** We have listed below some examples of different types of pupil behaviour which TEACHER SUB [teachers have told us they have to manage during the course of their CLASSROOM TEACHING (you will be asked about pupil behaviour around the school in a separate question)] SS SUB [staff encounter]. Please read the types of pupil behaviour and definitions carefully.

Taking ALL the lessons you have TEACHER SUB [taught] SS SUB[assisted in] during the LAST FULL TEACHING WEEK, please indicate how frequently you had to deal with each type of pupil behaviour. A later question will ask about your own experience of serious disruptive behaviour/violence over the last 12 months so in this question you should only answer for the LAST FULL TEACHING WEEK.

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

### DOWN SIDE OF GRID

#### TEACHERS AND SS ONLY

##### LOW LEVEL DISRUPTIVE BEHAVIOUR

Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)  
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)  
Hindering other pupils (e.g. by distracting them from work, interfering with materials)  
Getting out of their seat without permission  
Not being punctual (e.g. being late to lessons)  
Persistently infringing class rules (e.g. pupil behaviour, safety)  
Work avoidance (e.g. delaying start to work set)  
Cheeky or impertinent remarks or responses  
General rowdiness, horseplay or mucking about  
Using/looking at mobile phones/tablets etc. when they shouldn't (e.g. messaging, playing games, listening to music)  
Going on sites they shouldn't (e.g. to play games, use social media) when digital technologies used in teaching and learning

### ON NEXT SCREEN

#### DOWN SIDE OF GRID

#### TEACHERS AND SS ONLY

##### DISENGAGEMENT

Pupils withdrawing from interaction with others/you  
Pupils deliberately socially excluding others  
Pupils leaving the classroom without permission  
Pupils missing lessons (e.g. truancy)

ON NEXT SCREEN  
DOWN SIDE OF GRID  
ASK ALL

**SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE**

Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)  
Racist abuse towards other pupils  
Sexist abuse or harassment of other pupils  
Abuse towards other pupils who have a disability  
Abuse towards other pupils who have additional support needs  
Religious abuse towards other pupils  
Homophobic, biphobic or transphobic abuse towards other pupils  
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards other pupils (e.g. by pushing, squaring up)  
Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)

ON NEXT SCREEN  
DOWN SIDE OF GRID  
ASK ALL

**SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE**

Racist abuse towards TEACHER AND SS SUB [you] HEAD SUB [staff]  
Sexist abuse or harassment towards TEACHER AND SS SUB [you] HEAD SUB [staff]  
Abuse towards TEACHER AND SS SUB [you because you have] HEAD SUB [a member of staff because of] a disability  
Abuse towards TEACHER AND SS SUB [you because you have] HEAD SUB [a member of staff because of] an additional support need  
Religious abuse towards TEACHER AND SS SUB [you] HEAD SUB [staff]  
Homophobic, biphobic or transphobic abuse towards TEACHER AND SS SUB [you] HEAD SUB [staff]  
General verbal abuse towards TEACHER AND SS SUB [you] HEAD SUB [staff] (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards TEACHER AND SS SUB [you] HEAD SUB [staff] (e.g. by pushing, squaring up)  
Physical violence towards TEACHER AND SS SUB [you] HEAD SUB [staff] (e.g. punching, kicking, head butting, use of a weapon)  
Pupils under the influence of drugs/alcohol  
Using digital technology (e.g. computers, tablets, mobile phones) abusively (e.g. malicious posting of comments, photos, videos)

**IF RESPONSE TO ITEM 10 UNDER SERIOUS DISRUPTIVE BEHAVIOUR**

(Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon) **IS 1-6,**

**ASK:**

**You said you had to deal with physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon) [insert response without a capital letter at start e.g. 'twice a day']. How often did you have to deal with *use of a weapon* specifically? (Same response options)**

**IF RESPONSE TO ITEM 19 UNDER SERIOUS DISRUPTIVE BEHAVIOUR**

(Physical violence towards you/staff (e.g. punching, kicking, head butting, use of a weapon) **IS 1-6, ASK:**

**You said you had to deal with physical violence towards TEACHER AND SS SUB [you] HEAD SUB [staff] (e.g. punching, kicking, head butting, use of a weapon) [insert response without a capital letter at start e.g. 'twice a day']. How often did you have to deal with *use of a weapon* specifically? (Same response options)**

**ACROSS TOP OF GRID**

Several times a day  
Twice a day  
Once a day  
3 or 4 times last week  
Twice last week  
Once last week  
Not at all  
Prefer not to say

Q16

ASK ALL TEACHERS AND SS EXCEPT THOSE WHO CHOSE 1-6 AT FEWER THAN FOUR ITEMS AT Q15C  
ALLOW UP TO THREE ANSWERS

Please select up to three types of behaviour that have had the greatest negative impact on your TEACHER SUB [teaching experience] SS SUB [experience as a support staff member] during the LAST FULL TEACHING WEEK.

LIST ALL ITEMS FROM Q15 WHERE RESPONSE WAS 1-6

Prefer not to say

Q17

ASK ALL  
SA

How much does serious disruptive behaviour (both in class and around the school) affect the overall ethos/atmosphere of your school? HORIZONTAL SCALE ACROSS SCREEN

- 1 Not at all
- 2
- 3
- 4
- 5 A great deal
- Don't know

Prefer not to say

Q18

SA

And how much does *disengagement* by pupils (both in class and around the school) affect the overall ethos/atmosphere of your school?

HORIZONTAL SCALE ACROSS SCREEN

- 1 Not at all
- 2
- 3
- 4
- 5 A great deal
- Don't know

Prefer not to say

Q19

SA

And how much does *low level disruptive behaviour* by pupils (both in class and around the school) affect the overall ethos/atmosphere of your school?

HORIZONTAL SCALE ACROSS SCREEN

- 1 Not at all
- 2
- 3
- 4
- 5 A great deal
- Don't know

Prefer not to say

Q20

ASK TEACHERS AND HEADS ONLY

**ASK ALL NOT RANDOMLY SELECTED TO ANSWER Q13 (I.E. THE OTHER HALF OF THE SAMPLE)  
ALLOW UP TO THREE ANSWERS  
LAST THREE CODES EXCLUSIVE**

**Select up to three negative behaviours, if any, that are MORE likely to occur when digital technology is used in the classroom.** Digital technology could include interactive devices (e.g. computers, tablets, smartphones; interactive whiteboards); online environments (e.g. Glow); and services such as search engines, blogs, social media and video/audio content (this list is not exhaustive).

**LOW LEVEL DISRUPTIVE BEHAVIOUR**

Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)  
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)  
Hindering other pupils (e.g. by distracting them from work, interfering with materials)  
Getting out of their seat without permission  
Not being punctual (e.g. being late to lessons)  
Persistently infringing class rules (e.g. pupil behaviour, safety)  
Work avoidance (e.g. delaying start to work set)  
Cheeky or impertinent remarks or responses  
General rowdiness, horseplay or mucking about  
Using/looking at mobile phones/tablets etc. when they shouldn't (e.g. messaging, playing games, listening to music)

**DISENGAGEMENT**

Pupils withdrawing from interaction with others/you  
Pupils deliberately socially excluding others  
Pupils leaving the classroom without permission  
Pupils missing lessons (e.g. truancy)

**SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE**

Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)  
Racist abuse towards other pupils  
Sexist abuse or harassment of other pupils  
Abuse towards other pupils who have a disability  
Abuse towards other pupils who have additional support need  
Religious abuse towards other pupils  
Homophobic, biphobic or transphobic abuse towards other pupils  
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards other pupils (e.g. by pushing, squaring up)  
Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)  
Racist abuse towards TEACHER SUB [you] HEAD SUB [staff]  
Sexist abuse or harassment towards TEACHER SUB [you] HEAD SUB [staff]  
Abuse towards TEACHER SUB [you because you have] HEAD SUB [a member of staff because of] a disability  
Abuse towards TEACHER SUB [you because you have] HEAD SUB [a member of staff because of] an additional support need  
Religious abuse towards TEACHER SUB [you] HEAD SUB [staff]  
Homophobic, biphobic or transphobic abuse towards TEACHER SUB [you] HEAD SUB [staff]  
General verbal abuse towards TEACHER SUB [you] HEAD SUB [staff] (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards TEACHER SUB [you] HEAD SUB [staff] (e.g. by pushing, squaring up)  
Physical violence towards TEACHER SUB [you] HEAD SUB [staff] (e.g. punching, kicking, head butting, use of a weapon)  
Pupils under the influence of drugs/alcohol  
Using digital technology (e.g. computers, tablets, mobile phones) abusively (e.g. malicious posting of comments, photos, videos)

None of these behaviours are more likely to occur when digital technology is used in the classroom  
Can't say – I have never/almost never used digital technologies in the classroom  
Prefer not to say

**Q21  
ASK TEACHERS AND HEADS ONLY**

**ASK ALL NOT RANDOMLY SELECTED TO ANSWER Q13 (I.E. THE OTHER HALF OF THE SAMPLE) UNLESS CHOSE 'CAN'T SAY...' AT Q20  
ALLOW UP TO THREE ANSWERS  
LAST TWO CODES EXCLUSIVE**

**Now select up to three negative behaviours, if any, that are LESS likely to occur when digital technology is used in the classroom.**

**REMOVE RESPONSES GIVEN AT Q20**

**LOW LEVEL DISRUPTIVE BEHAVIOUR**

Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)  
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)  
Hindering other pupils (e.g. by distracting them from work, interfering with materials)  
Getting out of their seat without permission  
Not being punctual (e.g. being late to lessons)  
Persistently infringing class rules (e.g. pupil behaviour, safety)  
Work avoidance (e.g. delaying start to work set)  
Cheeky or impertinent remarks or responses  
General rowdiness, horseplay or mucking about  
Using/looking at mobile phones/tablets etc. when they shouldn't (e.g. messaging, playing games, listening to music)

**DISENGAGEMENT**

Pupils withdrawing from interaction with others/you  
Pupils deliberately socially excluding others  
Pupils leaving the classroom without permission  
Pupils missing lessons (e.g. truancy)

**SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE**

Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)  
Racist abuse towards other pupils  
Sexist abuse or harassment of other pupils  
Abuse towards other pupils who have a disability  
Abuse towards other pupils who have additional support need  
Religious abuse towards other pupils  
Homophobic, biphobic or transphobic abuse towards other pupils  
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards other pupils (e.g. by pushing, squaring up)  
Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)  
Racist abuse towards TEACHER SUB [you] HEAD SUB [staff]  
Sexist abuse or harassment towards TEACHER SUB [you] HEAD SUB [staff]  
Abuse towards TEACHER SUB [you because you have] HEAD SUB [a member of staff because of] a disability  
Abuse towards TEACHER SUB [you because you have] HEAD SUB [a member of staff because of] an additional support need  
Religious abuse towards TEACHER SUB [you] HEAD SUB [staff]  
Homophobic, biphobic or transphobic abuse towards TEACHER SUB [you] HEAD SUB [staff]  
General verbal abuse towards TEACHER SUB [you] HEAD SUB [staff] (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards TEACHER SUB [you] HEAD SUB [staff] (e.g. by pushing, squaring up)  
Physical violence towards TEACHER SUB [you] HEAD SUB [staff] (e.g. punching, kicking, head butting, use of a weapon)  
Pupils under the influence of drugs/alcohol  
Using digital technology (e.g. computers, tablets, mobile phones) abusively (e.g. malicious posting of comments, photos, videos)

None of these behaviours are less likely to occur when digital technology is used in the classroom  
Prefer not to say

**HEADING ABOVE Q22: POSITIVE BEHAVIOUR AROUND THE SCHOOL**

**Q22  
ASK ALL**

## SA

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

- All / almost all
- Most
- Some
- Few
- None / almost none
- Prefer not to say

## Q23

### ASK TEACHERS AND HEADS ONLY

#### SA Per Row

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

#### DOWN SIDE OF GRID

- Pupils actively helping their peers
- Pupils taking turns
- Pupils making positive use of school facilities during breaks (e.g. the library, sports facilities)
- Pupils engaged in playing games and sports together
- Pupils queuing in an orderly manner
- Pupils respecting toilet/break/cloakroom areas
- Pupils using litter bins
- Pupils greeting staff pleasantly
- Pupils challenging others' negative behaviour
- Pupils interacting supportively with each other

#### ACROSS TOP OF GRID

- Always
- On most occasions
- Sometimes
- Seldom
- Never
- Prefer not to say

### HEADING ABOVE Q24: NEGATIVE BEHAVIOUR AROUND THE SCHOOL

## Q24

### ASK TEACHERS AND HEADS ONLY

#### SA Per Row

We have listed below some examples of different types of pupil behaviour which teachers have told us they have encountered during the course of their duties AROUND THE SCHOOL. Taking your experience during the LAST FULL TEACHING WEEK, please indicate how frequently TEACHER SUB [you have encountered each type of pupil behaviour] HEAD SUB [each type of behaviour has either been referred on to you, or been encountered directly by you].

#### DOWN SIDE OF GRID

##### LOW LEVEL DISRUPTIVE BEHAVIOUR

- Running in the corridor
- Unruliness while waiting (e.g. to enter classrooms, for lunch)
- Showing lack of concern for others

Persistently infringing school rules  
Cheeky or impertinent remarks or responses  
Loitering in 'prohibited' areas  
Leaving school premises without permission  
General rowdiness, horseplay or mucking about  
Using digital technology (e.g. computers, tablets, mobile phones) against school policy

## ON NEXT SCREEN DOWN SIDE OF GRID

### DISENGAGEMENT

Pupils deliberately socially excluding others  
Pupils withdrawing from interaction with peers  
Pupils truanting

## ON NEXT SCREEN DOWN SIDE OF GRID

### SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE

Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)  
Racist abuse towards other pupils  
Sexist abuse or harassment of other pupils  
Abuse towards other pupils who have a disability  
Abuse towards other pupils who have additional support need  
Religious abuse towards other pupils  
Homophobic, biphobic or transphobic abuse towards other pupils  
General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards other pupils (e.g. by pushing, squaring up)  
Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)

## ON NEXT SCREEN DOWN SIDE OF GRID

### SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE

Racist abuse towards you HEAD SUB [or your staff]  
Sexist abuse or harassment towards you HEAD SUB [or your staff]  
Abuse towards you HEAD SUB [or your staff] because TEACHER SUB [you have] HEAD SUB [of] a disability  
Abuse towards you HEAD SUB [or your staff] because TEACHER SUB [you have] HEAD SUB [of] an additional support need  
Religious abuse towards you HEAD SUB [or your staff]  
Homophobic, biphobic or transphobic abuse towards you HEAD SUB [or your staff]  
General verbal abuse towards you HEAD SUB [or your staff] (e.g. offensive, insulting or threatening remarks)  
Physical aggression towards you HEAD SUB [or your staff] (e.g. by pushing, squaring up)  
Physical violence towards you HEAD SUB [or your staff] (e.g. punching, kicking, head butting, use of a weapon)  
Pupils under the influence of drugs/alcohol  
Using digital technology (e.g. computers, tablets, mobile phones) abusively (e.g. malicious posting of comments, photos, videos)

## IF RESPONSE TO ITEM 10 UNDER SERIOUS DISRUPTIVE BEHAVIOUR

(Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon) **IS 1-6,**

### ASK:

**You said you had to deal with physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon) [insert response without a capital letter at start e.g. 'twice a day']. How often did you have to deal with *use of a weapon* specifically? (Same response options)**

## IF RESPONSE TO ITEM 19 UNDER SERIOUS DISRUPTIVE BEHAVIOUR

(Physical violence towards you/staff (e.g. punching, kicking, head butting, use of a weapon) **IS 1-6, ASK:**

**You said you had to deal with physical violence towards you HEAD SUB [or your staff] (e.g. punching, kicking, head butting, use of a weapon) [insert response without a capital letter at start e.g. 'twice a day']. How often did you have to deal with *use of a weapon* specifically? (Same response options)**

## ACROSS TOP OF GRID

Several times a day  
Twice a day

Once a day  
3 or 4 times last week  
Twice last week  
Once last week  
Not at all  
Prefer not to say

## Q25

### ASK TEACHERS AND HEADS ONLY

### ASK ALL EXCEPT THOSE WHO CHOSE 'PREFER NOT TO SAY' AT Q22

You said that you find [insert response from Q22- amend 'none/almost none' to 'no/almost no'] pupils generally well behaved around the school. More specifically, how many pupils do you find generally well behaved, in each of the following locations?

### DOWN SIDE OF GRID

Corridors  
Toilets  
Dining hall  
Playground/social areas  
Other areas of school grounds  
On school trips

### ACROSS TOP OF GRID

All/Almost all  
Most  
Some  
Few  
Almost none/none  
Not applicable  
Prefer not to say

## HEADING ABOVE Q26: SERIOUS DISRUPTIVE BEHAVIOUR AND VIOLENCE TOWARDS SCHOOL STAFF

### Q26

### ASK ALL

### ALLOW 4 DIGIT WRITE IN NUMBERS BETWEEN 0 AND 9999

### CODE 10 EXCLUSIVE

**IN THE LAST TWELVE MONTHS, how many times have you personally experienced each of the following types of serious disruptive behaviour/violence against you in TEACHER SUB [your role as a teacher?] HEAD SUB [YOUR role as a headteacher? Do not count incidents against your staff as these are captured by the teacher and support staff surveys.] SS SUB [your role as a member of support staff? Do not include incidents against teachers and headteachers as these are captured in the teacher and headteacher surveys.]** *(Please insert the number of instances in each box: we will assume that a blank means zero.)*

Racist abuse towards you  
Sexist abuse or harassment towards you  
Abuse towards you due to disability  
Abuse towards you due to an additional support need  
Religious abuse toward you  
Homophobic, biphobic or transphobic abuse towards you  
General verbal abuse towards you (i.e. threatening remarks)  
Physical aggression towards you (e.g. by pushing, squaring up)  
Physical violence towards you (e.g. punching, kicking, head butting, use of a weapon)  
No serious incidents

Prefer not to say

ASK IF SAID 1+ AT Q26 'PHYSICAL VIOLENCE...'

**Q26. [IF SAID 2+] You said you had experienced [insert number from Q26] instances of physical violence towards you (e.g. punching, kicking, head butting, use of a weapon) in the LAST TWELVE MONTHS. How many of these instances involved *use of a weapon* specifically?**

[IF SAID 1]. **You said you had experienced an instance of physical violence towards you (e.g. punching, kicking, head butting, use of a weapon) in the LAST TWELVE MONTHS. Did this incident involve *use of a weapon* specifically?**

Yes

No

Prefer not to say.

## Q27

**ASK IF MORE THAN ONE TYPE OF INCIDENT RECORDED AT Q26 (CHOSE 1+ AT MORE THAN ONE ITEM)**

**SA**

**Thinking of the MOST RECENT incident, which type of incident was it?**

List all items from Q26 with 1 or more instance recorded

Prefer not to say

## Q28

**ASK IF ANSWERED 1+ AT ANY ITEM AT Q26**

**MA**

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

**IF MORE THAN ON INCIDENT RECORDED AT Q26, INSERT 'Thinking of the MOST RECENT incident,' AHEAD OF 'Who was notified' and change 'Who' to 'who'.**

**SS only:** The teacher

**SS AND TEACHER ONLY:** The headteacher

The Local Authority

Health and Safety Executive

**SS AND TEACHER ONLY:** A senior colleague

The police

Parents

Other (*Please specify*)

Prefer not to say

## Q29

**ASK IF ANSWERED 1+ AT ANY ITEM AT Q26**

**MA**

**How was the incident followed up?**

A violence incident form completed

Feedback on how incident/pupils have been dealt with

Restorative meeting/discussion with pupil(s) involved and yourself

Informal meeting/contact with colleagues

Formal meeting within school

Protected time to recover/speak immediately/debrief

Meeting offered with local authority personnel (e.g. Head of Service, QIO, educational psychologist)

Counselling support/confidential helpline

In another way (not mentioned above)

Not at all

Prefer not to say

## Q29b

**ASK HEADS ONLY**

## SA

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

- Frequently
- Sometimes
- Rarely
- Never
- Prefer not to say

## Q29c

**ASK ALL WHO CHOSE 1-2 AT Q29b**

### MA

**What has been the nature of these complaints?**

- Cheeky or impertinent remarks to members of the public
- Verbal abuse towards any individual (e.g. other pupils, teachers, members of the public)
- Physical aggression towards any individual (e.g. other pupils, teachers, members of the public)
- Physical destructiveness (e.g. breaking objects, damaging property)
- General rowdiness, horseplay, mucking about
- Anti-social behaviour (e.g. swearing, shouting)
- Litter dropping
- Smoking
- Alcohol use
- Drug use
- Other (Please specify)
- Prefer not to say

## HEADING BEFORE Q30: MANAGING BEHAVIOUR

### Q30

**ASK ALL**

**SA Per Row**

**Below is a list of statements relating to the overall level of support offered to TEACHER SUB [teachers] HEADS SUB [staff] SS SUB[support staff] in your school. Please indicate the extent to which you agree with each statement.**

## DOWN SIDE OF GRID

*SS ONLY:* I can talk to other support staff openly about any behaviour-related challenges I experience.

*SS ONLY:* I can talk to teachers openly about any behaviour-related challenges I experience.

*TEACHERS And HEADS ONLY:* TEACHER SUB [I can talk to colleagues] HEAD SUB [My colleagues can talk] openly about any behaviour-related challenges TEACHER SUB [I] HEAD SUB [they] experience.

*ALL:* TEACHER AND SS SUB [I am] HEADS SUB [My colleagues are] confident that senior staff will help TEACHER AND SS SUB [me if I] HEAD SUB [them if they] experience behaviour management difficulties.

*ALL:* TEACHER AND SS SUB [I] HEAD SUB [My colleagues] know there is confidential support and counselling for staff if TEACHER AND SS SUB [I] HEAD SUB [they] need it

*ALL:* TEACHER AND SS SUB [I am] HEADS SUB [My colleagues are] regularly involved in discussions about improving relationships and behaviour in the whole school.

*ALL:* TEACHER AND SS SUB [I] HEAD SUB [My colleagues] feel supported in dealing with relationship and behaviour difficulties.

*TEACHERS And HEADS ONLY:* TEACHERS SUB [I] HEAD SUB [My colleagues] contribute ideas and provide support to TEACHER SUB [my colleagues] HEAD SUB [each other] regarding pupil relationships and behaviour

*TEACHERS AND HEADS ONLY:* My school has a clear and comprehensive whole school approach to promoting positive relationships and behaviour.

*HEADS ONLY:* My colleagues have the skills to promote positive relationships and behaviour.

*ALL:* TEACHER SUB [I have undertaken sufficient professional learning] HEAD SUB [My colleagues have received adequate training] SS SUB [I have received adequate training] on how to deal with relationship and behaviour difficulties.

*ALL:* Our school has a culture of developing positive relationships and behaviour for the health and wellbeing of all.

*SS ONLY:* I have time within my contracted hours to enable discussions around classroom planning to take place

*SS ONLY:* I have time within my contracted hours to enable feedback discussions with colleagues/SMT/class teacher to take place.

***SS ONLY:* Support staff in my school play an important role in promoting positive relationships and behaviour**

## ACROSS TOP OF GRID

Strongly Agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Prefer not to say

## Q30b

### ASK HEADS ONLY

#### SA Per Row

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

I feel supported in dealing with relationship and behaviour difficulties

I can talk openly with colleagues about any behaviour-related challenges

I know there is confidential support and counselling if I need it

I have received adequate training on how to promote positive relationships and behaviour throughout my school

## Q31

### ASK ALL TEACHERS AND HEADS

#### SA Per Row

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

#### DOWN SIDE OF GRID

Anti-bullying policy & programme  
Behaviour/pupil support team/co-ordinator  
Break-time supervision  
Broad curriculum options: vocational opportunities; personal and social development programmes (ASDAN awards, XL, Duke of Edinburgh); HE/FE college placements  
Buddying/peer mentoring  
Campus based police officers or community police partnerships  
Circle time  
Class exclusion  
Curriculum programmes in social and emotional skills and wellbeing  
Detention  
Home-school link officers/work with families  
Internal exclusion  
Local authority off site provision (SEBN)  
Motivational approaches  
Nurture approaches  
Permanent exclusion from school  
Promotion of positive behaviour through whole school ethos and values  
Punishment exercises  
Pupil/behaviour support base in school/campus  
Pupils actively involved in developing ideas and activities in the school (e.g. pupil council)  
Referral to SMT/HT  
Restorative approaches  
Reward systems for pupils  
Sharing appropriate strategies and approaches within school/staff  
Solution oriented approaches  
Staged assessment and intervention model (e.g. school and multi-agency joint assessment and planning teams)  
Targeted small group work e.g. anger management  
Temporary exclusion from school  
Time out (outwith the classroom)  
Time with a key adult  
Time with support staff  
Transition partnerships and activities

#### ACROSS TOP OF GRID

Frequently  
Sometimes  
Rarely  
Never  
Don't know/Not applicable  
Prefer not to say

## Q32

### ASK TEACHERS AND HEADS ONLY

#### ASK HALF THE SAMPLE ONLY – RANDOMLY SELECTED

#### ASK IF MORE THAN THREE ITEMS CODED 1-3 AT Q31

#### ALLOW UP TO THREE ANSWERS

#### LAST CODE EXCLUSIVE

**Please select up to three types of approaches that your school frequently uses to deal with serious disruptive behaviour**

List everything from Q31 where chose 1-3

Prefer not to say

### Q33a

ASK TEACHERS AND HEADS ONLY

ASK THE HALF OF THE SAMPLE NOT ASKED Q32

ASK IF MORE THAN THREE ITEMS CODED 1-3 AT Q31

ALLOW UP TO THREE ANSWERS

LAST CODE EXCLUSIVE

**Please select up to three types of approaches that your school frequently uses to deal with low level disruptive behaviour**

List everything from Q31 where chose 1-3

Prefer not to say

### Q33b

ASK HEADS ONLY

MA

**Thinking back over the LAST TWELVE MONTHS, which members of the school community have been actively involved in discussing and developing strategies related to disruptive behaviour and the promotion of positive relationships and behaviour in your school?**

Campus police or community officers

Educational psychologists

Home-school link staff

Learning assistants/Support staff

Lunchtime/playground assistants

Parents

Pupils

School caretakers/janitors

School meal staff (cooks/serving staff)

Social workers

Teachers

Youth workers

Other (Please specify)

Prefer not to say

## HEADING BEFORE Q34: CONFIDENCE

### Q34

ASK TEACHERS ONLY

SA Per Row

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

**DOWN SIDE OF GRID**

...promote positive relationships and behaviour in your classroom

...respond to indiscipline in your classroom

**ACROSS TOP OF GRID**

1 Not confident at all

2

3

4

5 Very confident

Prefer not to say

## HEADING BEFORE Q35: TIME SPENT

### Q35

## ASK TEACHERS AND HEADS ONLY

### ALLOW 2 DIGITS FOR 'HOUR' AND 2 DIGITS FOR 'MINUTES'

Please estimate how much time you personally spent in the LAST FULL TEACHING WEEK on...

#### DOWN SIDE OF GRID

Specific activities in your school to promote positive school ethos and behaviour (e.g. reward schemes, citizenship activities)

Dealing with disruptive behaviour referrals from staff

Referring/liasing with Guidance/senior management/other staff about particular pupils

Working with other partners or members of the school community (e.g. home-school link staff, youth workers, social workers or voluntary agencies) in planning, developing or delivering activities in school

Giving or receiving informal support to/from colleagues in relation to disruptive behaviour and positive relationships and behaviour

Planning or providing behaviour support to individual pupils

Talking to parents about behaviour (exclude parents' evenings)

Dealing with the same pupils who present challenging behaviour

#### ACROSS TOP OF GRID

Please just give a rough estimate

.... hours..... minutes

No time spent

Prefer not to say

## HEADING BEFORE Q36: OVERALL ASSESSMENT OF SCHOOL AND RELATIONSHIPS AND BEHAVIOUR

### Q36

#### SA Per Row

Using a scale of 1 to 5, please describe.....

#### DOWN SIDE OF GRID

the overall ethos of your school

how all staff work together in your school (e.g. the level of collegiality)

TEACHERS AND SS ONLY: how your school promotes policies on positive relationships and behaviour

HEADS ONLY: how the education authority works in partnership with your school to promote positive relationships and behaviour

#### ACROSS TOP OF GRID

Poor 1

2

3

4

5 Very good

Prefer not to say

### Q37

#### OE

Do you have any other comments on the topics covered in this survey?

No

Yes – please type in the box below.

## RECONTACT QUESTION

The research team at Ipsos MORI would like to contact some people who have participated in this survey to invite them to take part in follow up research. This will be carried out in the next 12 months.

This might involve taking part in an interview or a focus group with a researcher to further discuss your experiences.

Your details will be stored securely and only the research team at Ipsos MORI will have access to them, they will not be shared with other parties, and they will only be used for the purposes of research.

**Would you be willing to be contacted again for this follow up research? Even if you say yes today, you will be free to say no when we contact you.**

Yes – enter contact details (first name, surname, email address, telephone number(s))

No

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

# **Annex D: Support staff questionnaire – paper version**

# National Survey On Behaviour In Schools

## Questionnaire For Support Staff

You have been randomly selected to take part in the national survey on Behaviour in Scottish Schools. It's easier and quicker to complete the survey online, so if you have access to a computer or tablet (either at work or home), please use the following link:

Survey link (type this into your browser): [www.ipsos-mori.com/bissr](http://www.ipsos-mori.com/bissr)

Your unique log-in (type this in when prompted and don't share it with anyone else): **XXXXXX**

If you don't have easy access to a computer or tablet, please complete and return this paper questionnaire. Complete the survey only once (either online or on paper).

- This survey is part of a national study of relationships and behaviour in schools in Scotland. The research has been commissioned by the Scottish Government with the support and backing of COSLA, Association of Directors of Education (ADES), GTCS, and unions representing teachers and support staff. Ipsos MORI Scotland is carrying out the research.
- **The survey is central to understanding the reality of pupil relationships and behaviour in Scottish schools and will play an important role in developing policy and practice at both national and local levels.**
- The Behaviour in Scottish Schools Research has been on-going for a number of years and is the main source of trend data in this area. This is reflected in some of the language, which may seem a little out-dated.
- The survey is seeking the opinions of headteachers, teachers and support staff across Scotland (the views of pupils and parents will be also be sought). It is very important that the survey should cover a representative sample of staff in order to build up a valid and reliable picture of what is actually happening in schools. **As you have been selected as part of this sample, the quality of the survey depends on you completing it. No matter what type of pupil relationships and behaviour you experience in your work, your experiences are very important to us.**
- Please read carefully the timescales and definitions specified in the questions. The accuracy of your response depends on you answering the questions in terms of these timescales and definitions. **The survey should take between 10 and 20 minutes to complete.**
- **All responses are confidential. Schools and individuals will remain anonymous in all reports.**
- If you have any queries about the survey, or about how to complete the questionnaire, please contact Sanah Zubairi, Ipsos MORI Scotland, on 0131 240 3262 or at [BISSR@ipsos.com](mailto:BISSR@ipsos.com) or James Niven, Researcher Officer within the Scottish Government, on 0131 244 0055 or at [james.niven@gov.scot](mailto:james.niven@gov.scot).

**Thank you for your participation.**

**Please return the questionnaire to Ipsos MORI in the reply paid envelope provided. If you have lost the envelope, please send it to the following address (you don't need a stamp):**  
**Freepost Plus RTSA-ZYGL-KSBX, Behaviour in Scottish Schools Research,**  
**Ipsos MORI, Kings House, Kimberley Road, Harrow HA1 1PT.**

**Please return the questionnaire as soon as possible and no later than Friday 4th March 2016.**

# BEHAVIOUR IN SCOTTISH SCHOOLS RESEARCH 2016

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

### YOUR BACKGROUND AND EXPERIENCE

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

If you work in more than one school, please answer these questions in respect of the school through which you were invited to take part.

1. **Are you...?**

- Male  
 Female

2. **Is your current appointment...?**

*(Please cross all that apply)*

- Permanent  
 Fixed term  
 Supply

3. **Do you work...?**

- Full time (30 hours+ per week)  
 Part time (less than 30 hours per week)  
 Job share (less than 30 hours per week)

4. **Do you work in a....?**

- Primary school  
 Secondary school  
 Junior high or combined primary/  
secondary school

5. **Please state the approximate length of time you have spent working as a member of school support staff.**

*(Please estimate to the nearest whole number)*   years

6. **Where do you mainly provide support during the school year?**

*(Please cross one box only)*

- In a classroom with a teacher  
 In a classroom or learning area within your school mainly *without* a teacher  
 In a support base  
 Other *(Please cross and write in the box below)*

7. **Who do you mainly provide support to during the school year?** *(Please cross one box only)*

- One individual pupil  
 A few pupils  
 One particular class  
 A few classes  
 Any class as required  
 Any pupil as required  
 Other *(Please cross and write in the box below)*

8. During the **LAST FULL TEACHING WEEK**, how often was digital technology used (by the class teacher or yourself) to support learning and teaching? Digital technology could include interactive devices (e.g. computers, tablets, smartphones, interactive whiteboards); online environments (e.g. Glow); and services such as search engines, blogs, social media and video/audio content (this list is not exhaustive).

- Several times a day
- Twice a day
- Once a day
- 3 or 4 times last week
- Once last week
- Not at all

**POSITIVE BEHAVIOUR IN THE CLASSROOM**

9. In how many of the lessons that you assist on a regular basis do you find pupils generally well behaved?

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

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

	All Lessons	Most Lessons	Some Lessons	Few Lessons	No Lessons
A Pupils following instructions	<input type="checkbox"/>				
B Pupils settling down quickly	<input type="checkbox"/>				
C Pupils contributing to class discussions	<input type="checkbox"/>				
D Pupils listening to others' views respectfully	<input type="checkbox"/>				
E Pupils listening to staff respectfully	<input type="checkbox"/>				
F Pupils keenly engaging with their tasks	<input type="checkbox"/>				
G Pupils seeking support from staff or peers when needed	<input type="checkbox"/>				
H Attentive, interested pupils	<input type="checkbox"/>				
I Pupils arriving promptly for classes	<input type="checkbox"/>				
J Pupils interacting supportively with each other	<input type="checkbox"/>				
K Pupils enthusiastically participating in classroom activities	<input type="checkbox"/>				
L Pupils listening to others and contributing actively during group work	<input type="checkbox"/>				
M Pupils working independently without adult support when appropriate	<input type="checkbox"/>				

## NEGATIVE BEHAVIOUR IN THE CLASSROOM

11. We have listed below some examples of different types of pupil behaviour which staff encounter. Please read the types of pupil behaviour and definitions carefully.

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

		Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all
<b>LOW LEVEL DISRUPTIVE BEHAVIOUR</b>								
A	Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Hindering other pupils (e.g. by distracting them from work, interfering with materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Getting out of their seat without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Not being punctual (e.g. being late to lessons)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Persistently infringing class rules (e.g. pupil behaviour, safety)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Work avoidance (e.g. delaying start to work set)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Cheeky or impertinent remarks or responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	General rowdiness, horseplay or mucking about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Using/looking at mobile phones/tablets etc. when they shouldn't (e.g. messaging, playing games, listening to music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Going on sites they shouldn't (e.g. to play games, use social media) when digital technologies used in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DISENGAGEMENT</b>								
L	Pupils withdrawing from interaction with others/you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Pupils deliberately socially excluding others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Pupils leaving the classroom without permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Pupils missing lessons (e.g. truancy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE</b>								
P	Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q	Racist abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Sexist abuse or harassment of other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	Abuse towards other pupils who have a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	Abuse towards other pupils who have additional support needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U	Religious abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V	Homophobic, biphobic or transphobic abuse towards other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W	General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	Physical aggression towards other pupils (e.g. by pushing, squaring up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z	Racist abuse towards you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all
AA	Sexist abuse or harassment towards you	<input type="checkbox"/>						
BB	Abuse towards you because you have a disability	<input type="checkbox"/>						
CC	Abuse towards you because you have an additional support need	<input type="checkbox"/>						
DD	Religious abuse towards you	<input type="checkbox"/>						
EE	Homophobic, biphobic or transphobic abuse towards you	<input type="checkbox"/>						
FF	General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	<input type="checkbox"/>						
GG	Physical aggression towards you (e.g. by pushing, squaring up)	<input type="checkbox"/>						
HH	Physical violence towards you (e.g. punching, kicking, head butting, use of a weapon)	<input type="checkbox"/>						
II	Pupils under the influence of drugs/alcohol	<input type="checkbox"/>						
JJ	Using digital technology (e.g. computers, tablets, mobile phones) abusively (e.g. malicious posting of comments, photos, videos)	<input type="checkbox"/>						

12. If you had to deal with physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon) once last week or more often (see Y at Q11), please answer Q12. Otherwise go to Q13. **In the LAST FULL TEACHING WEEK, how often did you have to deal with the use of a weapon specifically? (Just answer about pupils using a weapon against other pupils. The next question is about use of a weapon towards you.)**

- Several times a day                       Twice last week  
 Twice a day                                 Once last week  
 Once a day                                     Not at all  
 3 or 4 times last week

13. If you had to deal with physical violence towards you (e.g. punching, kicking, head butting, use of a weapon) once last week or more often (see HH at Q11), please answer. Otherwise go to Q14. **In the LAST FULL TEACHING WEEK, how often did you have to deal with the use of a weapon against you?**

- Several times a day                       Twice last week  
 Twice a day                                 Once last week  
 Once a day                                     Not at all  
 3 or 4 times last week

14. **From the list in Q11, please give the letter(s) of up to three types of behaviour that have had the greatest negative impact on your experience as a support staff member during the LAST FULL TEACHING WEEK.**

(Write letter)        (Write letter)        (Write letter)

15. **How much does serious disruptive behaviour (both in class and around the school) affect the overall ethos/atmosphere of your school?**

- Not at all                      1     2     3     4     5     A great deal  
Don't know

16. And how much does *disengagement* by pupils (both in class and around the school) affect the overall ethos/atmosphere of your school?

Not at all      1     2     3     4     5     A great deal  
 Don't know     

17. And how much does *low level disruptive behaviour* by pupils (both in class and around the school) affect the overall ethos/atmosphere of your school?

Not at all      1     2     3     4     5     A great deal  
 Don't know     

**POSITIVE BEHAVIOUR AROUND THE SCHOOL**

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

All/almost all     Most     Some     Few     None/almost none

**SERIOUS DISRUPTIVE BEHAVIOUR AND VIOLENCE TOWARDS SCHOOL STAFF**

19. IN THE LAST TWELVE MONTHS, how many times have you personally experienced each of the following types of serious disruptive behaviour/violence against YOU in your role as a member of support staff? (Do not include incidents against teachers and headteachers as these are captured in the teacher and headteacher surveys. Please insert the number of instances in each box: we will assume that a blank means zero. If there were **no** serious incidents, please go to Question 23).

<p><b>T</b>    <b>Racist</b> abuse towards you</p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>	<p><b>Y</b>    <b>Homophobic, biphobic or transphobic</b> abuse towards you</p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>
<p><b>U</b>    <b>Sexist</b> abuse or harassment towards you</p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>	<p><b>Z</b>    <b>General verbal</b> abuse towards you (i.e. threatening remarks)</p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>
<p><b>V</b>    Abuse toward you due to a <b>disability</b></p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>	<p><b>BB</b>    <b>Physical aggression</b> towards you (e.g. by pushing, squaring up)</p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>
<p><b>W</b>    Abuse toward you due to an <b>additional support need</b></p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>	<p><b>CC</b>    <b>Physical violence</b> towards you (e.g. punching, kicking, head butting, use of a weapon)</p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>
<p><b>X</b>    <b>Religious</b> abuse toward you</p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>	<p><b>DD</b>    If there were any incidents of physical violence (CC above), how many of these involved <b>use of a weapon.</b></p>	<input style="width: 30px; height: 30px;" type="text"/> <input style="width: 30px; height: 30px;" type="text"/>

20. Thinking of the MOST RECENT incident, which type of incident was it (using the letters in question 19 above)?

(Please write letter)

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

(Please cross all that apply)

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

22. How was the incident followed up? (Please cross all that apply)

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

**MANAGING BEHAVIOUR**

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

(Please cross one box in each row)

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A	I can talk to other support staff openly about any behaviour-related challenges I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I can talk to teachers openly about any behaviour-related challenges I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I am confident that senior staff will help me if I experience behaviour management difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I know there is confidential support and counselling if I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
E	I am regularly involved in discussions about improving relationships and behaviour in the whole school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I feel supported in dealing with relationship and behaviour difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	I have received adequate training on how to deal with relationship and behaviour difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Our school has a culture of developing positive relationships and behaviour for the health and wellbeing of all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	I have time within my contracted hours to enable discussions around classroom planning to take place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	I have time within my contracted hours to enable feedback discussions with colleagues/SMT/class teacher to take place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Support staff in my school play an important role in promoting positive relationships and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**OVERALL ASSESSMENT OF SCHOOL AND RELATIONSHIPS AND BEHAVIOUR**

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

	Poor				Very good
	1	2	3	4	5
The overall ethos of your school	<input type="checkbox"/>				
How all staff work together in your school (e.g. the level of collegiality)	<input type="checkbox"/>				
How your school promotes policies on positive relationships and behaviour	<input type="checkbox"/>				

If you have any other comments about the topics covered in this survey, please write them in the box below.

**THANK YOU VERY MUCH FOR YOUR TIME AND FEEDBACK.  
 NOW PLEASE RETURN THIS QUESTIONNAIRE IN THE REPLY PAID ENVELOPE PROVIDED.  
 IF YOU HAVE LOST THE ENVELOPE, USE THE ADDRESS SHOWN ON PAGE 1.**

# Annex E – Discussion guides for qualitative research with staff, pupils and parents

## Interviews with headteachers

### INTRODUCTION (5 mins)

- Thanks for taking part
- Introduce self, Ipsos MORI, the research (on behalf of Scottish Government, commissioned to undertake 4<sup>th</sup> wave of BISSR survey which has now been completed and analysed, SG are interested in exploring some of the findings in more detail, to do this we are conducting a programme of qualitative research with teachers, headteachers and support staff in primary and secondary schools across Scotland as well as pupils and parents). I'll be giving you some of the findings from the survey and asking for your views on them.
- Duration of interview/group – it won't take any longer than one hour
- Confidentiality – won't use any names or school names in reports if quote professionals directly
- Recording – will be transcribed for research team's use only, securely stored and deleted after project. Check consent to record?
- Any questions?

To begin with, please could you just tell me a little about yourself? How long been a headteacher?  
How long been at this school?

### LOW LEVEL DISRUPTION AND VIOLENCE (10 mins)

Overall, the majority of school staff reported that they encounter positive behaviours from pupils all or most of the time.

Low level disruptive behaviours (e.g. talking out of turn, hindering other pupils, work avoidance, mobile phone use (secondary) and making unnecessary noise) had the greatest negative impact on the experiences of teachers and support staff.

PRIMARY SCHOOL HEADTEACHERS ONLY: some types of behaviour were reported to have got worse since 2012. The biggest negative change between the 2012 and 2016 waves of the survey was an increase in low level disruptive behaviour in the primary classroom reported by both teachers and support staff. There was also a reported increase in the number of primary pupils being physically aggressive towards teachers and support staff and being physically aggressive and generally verbally abusive towards support staff. Would you say these types of behaviours have increased over the last few years in your school?

IF YES: Why do you think this is? Are there any particular negative behaviours which are happening more often? Is it that a greater number of pupils are behaving in these ways or is it that it is more frequent among those who do?

IF NO: can you think of any reasons why this might have happened in other schools but not in yours? What might be different about your school?

IF NOT ALREADY MENTIONED:

ALL:

It's been suggested that staff shortages, and difficulties finding supply staff, might have had an impact on behaviour in some schools – because if there are lots of different staff covering a class it's difficult to build relationships. Has that been an issue for you?

In your experience, are there particular types of low level disruptive behaviours or types of pupils that are more challenging to manage?

- What strategies do you think are most effective for managing these types of behaviours?
- Have the strategies that are used in your school changed over recent years?
- What type of support do your teaching staff want from you in terms of managing these types of behaviours?

Thinking specifically now about more serious types of negative behaviour, how are incidences of violence managed in the school?

- How are violent incidents recorded?
- What support do teachers receive following a violent incident? Is there any further support they request?
- What is working well in terms of managing violent incidences? And what could be improved?
- Is prevention of violence promoted within the school? How could this be enhanced?

## **DISENGAGEMENT (10 mins)**

An area in which the survey has shown a long term negative change is disengagement. which was defined as 'pupils withdrawing from interaction with others/you'. Reported levels have increased since 2006. Would you say this is something that has happened in your school?

IF YES: Why do you think this is?

IF NO: can you think of any reasons why this might have happened in other schools but not in yours? What might be different about your school?

What makes it difficult to manage disengagement?

- What strategies do you find most effective?
- Have the strategies you have used changed over recent years?
- What type of support do your teaching staff want from you in terms of managing disengagement?

### **TEACHING AND LEARNING (10 minutes)**

Thinking now about the different types of teaching and learning methods are used in the school, are there certain types of behaviours that are more likely if using a particular method?

- What do you think it is about these types of methods that affects behaviour?

Since the implementation of Curriculum for Excellence, how have the types of teaching and learning methods used in the school changed?

- And do you think there are any links between these changes and changes in behaviour, either positive or negative? And in relation to low level disruption specifically?

### **PROFESSIONAL LEARNING (5 minutes)**

Thinking now about career long professional learning, what could be improved in terms of professional learning on promoting positive relationships and behaviour?

What are your views on using academic research to improve your practice concerning the promotion of positive relationships and behaviour?

How is good practice in relation to positive relations and behaviours shared? Both within the school and more widely? How could this be improved?

### **PROBATIONERS AND LOCAL AUTHORITIES (5 minutes)**

What has your experience been of probationers' skills in promoting positive relationships and behaviour?

- What support do they require?
- How could their initial teacher education better prepare them?

How would you describe the partnership between your school and the local authority in relation to promoting positive relationships and behaviour?

- How could it be improved?
- How, if at all, has it changed in recent years?

### **ETHOS (10 minutes)**

Finally, I'd like to ask you about 'ethos' and what that means as we know that there is a positive link between school ethos and behaviour. I know that, often, factors such as collaboration, integrity, sharing of best practice and so on are talked about as being important in creating a positive ethos. However, I'd like to hear in your own terms what a positive ethos really means.

So, what would a school that had a strong, positive ethos actually be like? What kind of things would happen in it? PROBE FULLY FOR LOTS OF EXAMPLES OF 'ON THE GROUND' THINGS

And what about a school that did not have a good ethos? What would it be like? PROBE FULLY

**THANK AND CLOSE**

## Focus groups with teachers

### INTRODUCTION (10 mins)

- Thanks for taking part
- Introduce self, Ipsos MORI, the research (on behalf of Scottish Government, commissioned to undertake 4<sup>th</sup> wave of BISSR survey which has now been completed and analysed, SG are interested in exploring some of the findings in more detail, to do this we are conducting a programme of qualitative research with teachers, headteachers and support staff in primary and secondary schools across Scotland as well as pupils and parents). I'll be giving you some of the findings from the survey and asking for your views on them.
- Duration of interview/group – it won't take any longer than one hour
- Confidentiality – won't use any names or school names in reports if quote professionals directly
- Recording – will be transcribed for research team's use only, securely stored and deleted after project. Check consent to record?
- Ground rules – one at a time for recorder; moderator role – ensure cover everything and everyone gets chance to have a say.
- Any questions?

To begin with, please could you just tell me a little about yourselves? Name, what subject/class you teach, how many years been teaching?

### LOW LEVEL DISRUPTION AND VIOLENCE (15 mins) - ALL

Overall, the majority of school staff reported that they encounter positive behaviours from pupils all or most of the time.

Low level disruptive behaviours (e.g. talking out of turn, hindering other pupils, work avoidance, mobile phone use (secondary) and making unnecessary noise) had the greatest negative impact on the experiences of teachers and support staff.

PRIMARY SCHOOL TEACHERS ONLY: some types of behaviour were reported to have got worse since 2012. The biggest negative change between the 2012 and 2016 waves of the survey was an increase in low level disruptive behaviour in the primary classroom reported by both teachers and support staff. There was also a reported increase in the number of primary pupils being physically aggressive towards teachers and support staff and being physically aggressive and generally verbally abusive towards support staff [COULD PUT THIS INFORMATION UP ON A FLIP CHART]. Would you say these types of behaviours have increased over the last few years in your classroom? Or in the school more widely?

IF YES: Why do you think this is? Are there any particular negative behaviours which are happening more often? Is it that a greater number of pupils are behaving in these ways or is it that it is more frequent among those who do?

IF NO: can you think of any reasons why this might have happened in other schools but not in yours? What might be different about your school?

ALL

In your experience, are there particular types of low level disruptive behaviours or types of pupils that are more challenging to manage?

- What strategies do you find most effective for managing these types of behaviours?
- Have the strategies you have used changed over recent years?
- Do you feel supported by senior management in terms of the strategies you use?
- What, if any, further support would be helpful in managing low level disruptive behaviours?

Thinking specifically now about more serious types of negative behaviour, how are incidences of violence managed in the school?

- How are violent incidents recorded?
- What support do teachers receive following a violent incident?
- What is working well in terms of managing violent incidences? And what could be improved?
- Is prevention of violence promoted within the school? How could this be enhanced?

### **DISENGAGEMENT (10 mins) – ROUTE B**

An area in which the survey has shown a long term negative change is disengagement. which was defined as ‘pupils withdrawing from interaction with others/you’. Reported levels have increased since 2006. Would you say this is something that you have noticed in your class? or in the school more widely?

IF YES: Why do you think this is?

IF NO: can you think of any reasons why this might have happened in other schools but not in yours? What might be different about your school?

What makes it difficult to manage disengagement?

- What strategies do you find most effective?
- Have the strategies you have used changed over recent years?
- Do you feel supported by senior management in terms of the strategies you use?
- What, if any, further support would be helpful in managing disengagement?

### **TEACHING AND LEARNING (10 minutes) – ROUTE A**

Thinking now about the different types of teaching and learning methods that you use, are there certain types of behaviours that are more likely if you are using a particular method?

- What do you think it is about these types of methods that affects behaviour?

Since the implementation of Curriculum for Excellence, how have the types of teaching and learning methods you use changed?

- And do you think there are any links between these changes and changes in behaviour, either positive or negative? And in relation to low level disruption specifically?

## **DIGITAL TECHNOLOGIES (5 minutes) – ROUTE A**

Do you find that using digital technologies in the classroom has any impact on behaviour or engagement?

PROBE on different types of learners: ASN pupils, more or less able pupils, pupils from different socio-economic backgrounds

Do you ever use digital technologies *because* of the impact on behaviour/ engagement?

Do you ever use them to encourage positive behaviour? To manage negative behaviour?

## **PROFESSIONAL LEARNING (5 minutes) – ROUTE B**

EARLY CAREER TEACHERS ONLY: How could your initial teacher education have been better in relation to promoting positive relationships and behaviour?

- And what about your probation year?

ALL: Thinking now about career long professional learning, what could be improved in terms of professional learning on promoting positive relationships and behaviour?

What are your views on using academic research to improve your practice concerning the promotion of positive relationships and behaviour?

How is good practice in relation to positive relations and behaviours shared? Both within the school and more widely? How could this be improved?

## **ETHOS (10 minutes) - ALL**

Finally, I'd like to ask you about 'ethos' and what that means as we know that there is a positive link between school ethos and behaviour. I know that, often, factors such as collaboration, integrity, sharing of best practice and so on are talked about as being important in creating a positive ethos. However, I'd like to hear in your own terms what a positive ethos really means.

So, what would a school that had a strong, positive ethos actually be like? What kind of things would happen in it? PROBE FULLY FOR LOTS OF EXAMPLES OF 'ON THE GROUND' THINGS

And what about a school that did not have a good ethos? What would it be like? PROBE FULLY

**THANK AND CLOSE**

## Focus groups with Support Staff

### INTRODUCTION (10 mins)

- Thanks for taking part
- Introduce self, Ipsos MORI, the research (on behalf of Scottish Government, commissioned to undertake 4<sup>th</sup> wave of BISSR survey which has now been completed and analysed, SG are interested in exploring some of the findings in more detail, to do this we are conducting a programme of qualitative research with teachers, headteachers and support staff in primary and secondary schools across Scotland as well as pupils and parents). I'll be giving you some of the findings from the survey and asking for your views on them.
- Duration of interview/group – it won't take any longer than one hour
- Confidentiality – won't use any names or school names in reports if quote professionals directly
- Recording – will be transcribed for research team's use only, securely stored and deleted after project. Check consent to record?
- Ground rules – one at a time for recorder; moderator role – ensure cover everything and everyone gets chance to have a say.
- Any questions?

To begin with, please could you just tell me a little about yourselves? Name, what your role involves?

### LOW LEVEL DISRUPTION AND VIOLENCE (15 mins) - ALL

Overall, the majority of school staff reported that they encounter positive behaviours from pupils all or most of the time.

Low level disruptive behaviours (e.g. talking out of turn, hindering other pupils, work avoidance, mobile phone use (secondary) and making unnecessary noise) had the greatest negative impact on the experiences of teachers and support staff.

PRIMARY SCHOOL SUPPORT STAFF ONLY: some types of behaviour were reported to have got worse since 2012. The biggest negative change between the 2012 and 2016 waves of the survey was an increase in low level disruptive behaviour in the primary classroom reported by both teachers and support staff. There was also a reported increase in the number of primary pupils being physically aggressive towards teachers and support staff and being physically aggressive and generally verbally abusive towards support staff [COULD PUT THIS INFORMATION UP ON A FLIP CHART]. Would you say these types of behaviours have increased over the last few years in your classroom? Or in the school more widely?

IF YES: Why do you think this is? Are there any particular negative behaviours which are happening more often? Is it that a greater number of pupils are behaving in these ways or is it that it is more frequent among those who do?

IF NO: can you think of any reasons why this might have happened in other schools but not in yours?  
What might be different about your school?

ALL:

In your experience, are there particular types of low level disruptive behaviours or types of pupils that are more challenging to manage?

- What strategies do you think are most effective for managing these types of behaviours?
- Have the strategies you have used or that you've seen teachers use changed over recent years?
- Do you feel supported by teaching and management staff in terms of the strategies you use?
- What, if any, further support would be helpful in managing low level disruptive behaviours?

Thinking specifically now about more serious types of negative behaviour, how are incidences of violence managed in the school?

- How are violent incidents recorded?
- What support do staff receive following a violent incident?
- What is working well in terms of managing violent incidences? And what could be improved?
- Is prevention of violence promoted within the school? How could this be enhanced?

### **DISENGAGEMENT (10 mins) – ROUTE B**

An area in which the survey has shown a long term negative change is disengagement. which was defined as 'pupils withdrawing from interaction with others/you'. Reported levels have increased since 2006. Would you say this is something that you have noticed in the school?

IF YES: Why do you think this is?

IF NO: can you think of any reasons why this might have happened in other schools but not in yours?  
What might be different about your school?

What makes it difficult to manage disengagement?

- What strategies do you think are most effective?
- Have the strategies you have used changed over recent years?
- Do you feel supported by teaching and management staff in terms of the strategies you use?
- What, if any, further support would be helpful in managing disengagement?

### **TEACHING AND LEARNING (10 minutes) – ROUTE A**

Thinking now about the different types of teaching and learning methods that are used in the school, are there certain types of behaviours that are more likely if using a particular method?

- What do you think it is about these types of methods that affects behaviour?

Since the implementation of Curriculum for Excellence, how have the types of teaching and learning methods that are used changed?

- And do you think there are any links between these changes and changes in behaviour, either positive or negative? And in relation to low level disruption specifically?

**SUPPORT FROM TEACHERS AND SENIOR STAFF AND INVOLVEMENT IN DISCUSSIONS ABOUT BEHAVIOUR (10 minutes) – ROUTE A**

*Ask if not already covered as part of above discussions*

How do teachers and senior staff support you in managing negative behaviours and promoting positive relationships and behaviour?

- Are you happy with the support you receive?
- What have you learned from how other staff deal with incidences where you have requested their support?

How are you involved in discussions and decisions made at your school in relation to the promotion of positive relationships and behaviour?

- Would you like to be more involved? In what way?

**TRAINING AND DEVELOPMENT (5 minutes) – ROUTE B**

What could be improved in terms of training and development for support staff on promoting positive relationships and behaviour?

How is good practice in relation to positive relations and behaviours shared? Both within the school and more widely? How could this be improved?

**ETHOS (10 minutes) - ALL**

Finally, I'd like to ask you about 'ethos' and what that means as we know that there is a positive link between school ethos and behaviour. I know that, often, factors such as collaboration, integrity, sharing of best practice and so on are talked about as being important in creating a positive ethos. However, I'd like to hear in your own terms what a positive ethos really means.

So, what would a school that had a strong, positive ethos actually be like? What kind of things would happen in it? PROBE FULLY FOR LOTS OF EXAMPLES OF 'ON THE GROUND' THINGS

And what about a school that did not have a good ethos? What would it be like? PROBE FULLY

**THANK AND CLOSE**

## Focus groups with Pupils

### Introduction/ warm up (10 mins)

*Note: pupils and their parents will already have received information/opt out consent forms*

My name is \_\_\_\_\_ and I am here to do some research. I work for an organisation called Ipsos MORI, not for the school/I'm an Educational Psychologist and some of you might have seen me around the school before – but today I'm doing something different to my normal job and I won't be telling any of your teachers, or anyone else in the school about what you say.

The research I am doing is for the Scottish Government. We're doing research in schools all across Scotland about what school is like for pupils, and how things could be improved.

The discussion will take around X minutes.

This is not a test – there are no right or wrong answers – I just want to hear what you really think. If you don't understand anything I ask, or don't feel like answering the questions, that's fine, just say so.

I want to hear from all of you, so please try to speak one at a time and listen to what each other has to say. It's fine if you don't always agree with each other.

If you agree, I'm going to record our chat, but that's just for the research team. Nobody in the school or anyone else will know what you said. Is this OK? (*Note: this will also be covered in the consent materials*)

Explain that information would only be passed on to someone outside of the research team when it is necessary to protect someone from harm.

Do any of you have any questions before we start?

### WARM UP EXERCISE:

Each pupil is given a card (face down) which either says 'lesson I enjoyed in the last week', 'lesson I didn't enjoy in the last week' or 'lesson in the last week that I thought was ok'. The pupils look at their card without anyone else seeing it. They take it in turns to introduce themselves, briefly describe a lesson and say what happened it, and the others have to guess which card they had.

### FEELING ENGAGED/SUPPORTED

#### *Engaged (15 mins)*

**Sometimes people talk about pupils being 'engaged' in a lesson? What do you think they mean by that?**

**IF NECESSARY (PROBABLY WILL BE FOR P5s): It sort of means being interested and involved in a lesson.**

**Can we come up with a list of things that would show that a pupil is engaged (interested and involved)? What would they be feeling or doing? (Write on flip chart or on cards/post-it notes)**

**PROMPT IF NECESSARY:** interested, curious, paying attention, enthusiastic... anything else?

**And what if someone is NOT engaged? What would they be feeling/doing?**

**PROMPT IF NECESSARY:** bored, tired, not caring, wanting it to end, looking out the window, not saying anything in a discussion... anything else?

**So, thinking about the last time that you felt engaged in class – what was it about the lesson that made you feel that?**

**PROBE:** What did the teacher do?

What else happened?

Was there anything else about it that helped you feel engaged?

**What should teachers do MORE of to help pupils feel engaged?**

**What should they do LESS of?**

**What else would help?**

*Supported (15 mins)*

**I want to ask you about how teachers and schools can be better at *supporting* you in your learning and in school more generally. So it would be helpful first of all to agree what we mean by being 'supported'.**

**What words or phrases would help describe being 'supported'? (WRITE ON CARDS/STICKIES OR FLIPCHART)**

**PROMPT IF NECESSARY:** encouraged, cared about, treated like an individual, praised... anything else?

**And what about NOT being supported? What would that be like?**

**PROMPT IF NECESSARY:** ignored, left struggling, criticised... anything else?

**Do you generally feel supported in school or not? Why/why not?**

**Are there times when you HAVE felt supported in school?**

**PROBE:** what happened?

who supported you?

what did they do?

**Are there times when you have NOT felt supported in school?**

**PROBE:** What happened?

What support would you have liked?

**What should teachers and schools do MORE of to help pupils feel supported?**

**What should they do LESS of?**

**What else would help?**

**S4s only, if not already covered: Thinking about exam time in particular – what sorts of things might pupils need support with during exam time? (5 mins – if time – less of a priority)**

**PROMPT IF NESS:** support around particular aspects of a course/subject; advice about how to study; dealing with stress/looking after your general wellbeing

**What sort of support did you get in the run up to exams and during exams?**

**What was most useful?**

**What else would have helped?**

**Is there anything else schools could do to make exam time easier for everyone?**

**(LOW LEVEL) DISRUPTIVE BEHAVIOUR (15 mins)**

The next thing I want to ask you about is disruptive behaviour in the classroom. So that's things like pupils talking when they shouldn't, making a noise, (secondary only) looking at their phones when they shouldn't, annoying other pupils, (primary only) getting out of their seat when they shouldn't – that sort of thing.

**Is that sort of thing a big problem in your class (primary)/school (secondary)?**

**What sort of things are the most common?**

**Are there particular types of lessons/classes where it happens more? Less? Why do you think that is?**

**How much of an impact does it have on you? How do you feel when other pupils are being disruptive?**

**What kinds of things have the biggest effect on you?**

**Does it have an effect on your teachers?**

**How do teachers deal with these kinds of things?**

**Do you think they could deal with it better? What should they do?**

**Do teachers sometimes deal with it better than other times? What do they do differently?**

**What would help stop pupils from being disruptive in the first place?**

**S1s ONLY: TRANSITION FROM PRIMARY SCHOOL (15 mins)**

**Now I want to ask you about something completely different. You all started secondary school in August. What's the best thing about being in secondary school compared to primary school?**

**And what's the hardest thing about it?**

**What were you most worried about, or unsure about, before you started secondary?**

**Did the school do anything to make the move from primary to secondary a bit easier for you?**

**PROMPT IF NECESSARY:** did you get to visit the school before you started in August? Did you get to meet any of the teachers? Other pupils? Do you have buddy system? Anything else?

**For each thing mentioned: did it help?**

**What helped the most?**

**What else could be done? Refer back to the things they said were hardest/they were most worried about – what would have helped with that?**

**If you could talk pupils who are Primary 7 now, who'll be coming to secondary next year, what would you tell them about it? What advice would you give them?**

**PRIMARY 5s (CAN COVER WITH S4 IF TIME): DIGITAL TECHNOLOGY (15 mins)**

**Now I want to ask you about digital technology in the classroom: so that's things like using computers, tablets, smartphones; whiteboards; doing stuff on online.**

**Do you like lessons more or less if digital technology is used?**

**With the half that discussed engagement: do you think you are more engaged in lessons if you're using digital technology? Or are you less engaged?**

**Do you think you learn things better or not?**

**And we were talking about disruptive behaviour earlier – do you think there's more of that or less of that when digital technologies are being used?**

**What sorts of things is there more of? Why do you think that is?**

**What sorts of things is there less of? Why do you think that is?**

**CLOSING (5 mins)**

Thank pupils for their time and for contributing.

I know sometimes in these kinds of discussions, you don't always get a chance to say everything you might want to, and there might be things that you don't want to say in front of everyone else. So I'll give you all a bit of paper, and if you want to, you can write down anything else you want to say, don't put your name on it, then you can fold it up and give it to me and I'll look at it later.

While you do that... Is there anything else anyone wants to say out loud?

## Focus Groups with Parents

### Introduction/ warm up (10 mins)

My name is \_\_\_\_\_. I work for an organisation called Ipsos MORI, not for the school/I'm an Educational Psychologist and some of you might have seen me around the school before – but today my role is as a researcher.

We've been commissioned by the Scottish Government to undertake research with pupils and parents across Scotland about their views on school ethos, about how behaviour and relationships are handled by the school, and ways in which schools could better support pupils and parents.

No right or wrong answers – we want to hear your views and experiences

We might use quotes to show different people's views, but we won't use any names or anything that could identify you in the report. Explain that information would only be passed on to someone outside of the research team when it is necessary to protect someone from harm.

The discussion will take around 90 minutes.

If you agree, I'm going to record our chat, but that's just for the research team. Nobody in the school, the Scottish Government or anyone else will know what you said. Is this OK? (*Note: also covered in consent materials*).

Do any of you have any questions before we start?

### Warm up:

Ask parents to go into pairs, and find out from each other their name, what year their child/children are in, and – thinking back to their own school days – what's the biggest difference between this school and the school they went to (or the school now compared to then, if they went to same school). Then ask them to introduce each other.

### PERCEPTIONS OF SCHOOL ETHOS (15 mins)

People sometimes talk about the 'ethos' or the culture of a school, and schools often like to say they have a 'positive ethos' or a 'strong ethos'. But what does that actually mean? What do you think of when you hear the word 'ethos'? (FLIP CHART RESPONSES)

What would happen in a school with a 'positive' ethos?

And what do you think of the ethos of this school?

PROBE: How would you describe it?

What do you think is good about it?

What's not so good about it?

How good are the relationships between pupils? Between pupils and teachers?

Does anyone have recent experience of another school? How does the ethos of this school compare?

Do you think the ethos of this school has changed over the years? What's got better? What's got worse?

How could it be improved?

### **BEHAVIOUR AND RELATIONSHIPS (15 mins – main priority)**

[As you've said....] One of the main aspects affecting a school ethos is pupil behaviour and the relationships between pupils and between pupils and teachers, I like to ask you a bit more about that.

How much do you know about your child's behaviour at school?

Do you get feedback? How/where from?

What sorts of things do you get feedback about?

When do you get feedback?

And what about your child's relationships – how well they get on with other pupils and with teachers - how much do you know about that?

Do you get feedback? How/where from?

Would you like to know more about your child's behaviour and relationships at school?

What would you like to know?

How would you like to find out about it?

How do you feel about the way the school currently engages with parents about these things?

What does it do well?

What could be done better?

What else could be done?

### **ACCESSIBILITY IF CONCERNS (10 mins)**

What if you were worried about your child – let's say they had become much more withdrawn and you were worried that they might be being bullied or abused. How easy would you find it to talk to someone in the school about it?

Would you approach the school?

Who would you talk to? Why them?

Does the school make it easy for parents to talk about things like that?

Is there anything that would put you off approaching the school?

What could the school do to make it easier – to encourage parents to come and talk about something like that?

And what if there was something going on at home, or outside school, that might affect your child's behaviour. How easy would you find it to talk to someone in the school about it?

Would you approach the school?

Who would you talk to? Why them?

Does the school make it easy for parents to talk about things like that?

Is there anything that would put you off approaching the school?

Is there anything the school do to make it easier – to encourage parents to come and talk about something like that?

**PARENTS OF S1 PUPILS ONLY: TRANSITION FROM PRIMARY (15 mins)**

I'd now like to ask you about the moving from primary to secondary school – your children have recently done that. How have they coped with it?

How have you found it?

What's the hardest thing about it for them?

What were they most worried about, or unsure about, before they started secondary?

What were you most worried about, or unsure about? What, if anything, did the school do to make the move from primary to secondary a bit easier?

PROMPT IF NECESSARY: did they get to visit the school before they started in August? Did they get to meet any of the teachers? Other pupils? Is there a have buddy system? Anything else?

For each thing mentioned: did it help?

What helped the most?

What else could be done? Refer back to the things they said were hardest/they were most worried about – what would have helped with that?

PROBE: for pupils?

for parents?

**PARENTS OF S4 PUPILS ONLY: SUPPORT DURING EXAMS (10-15 mins)**

How many of you have children who sat exams before the summer? We know that can sometimes be quite a stressful time for pupils and their parents, so I want to ask about the support provided by the school.

What sorts of things might pupils need support with during exam time?

PROMPT IF NESS: support around particular aspects of a course/subject; advice about how to study; dealing with stress/looking after their general wellbeing

What sort of support did your child get in the run up to exams and during exams?

What was most useful?

What else would have helped?

Did the school give *you* any information or advice about how you could help support your child?

Is there anything else schools could do to make exam time easier for everyone?

**CLOSE AND THANK**

# Annex F: Instructions for school liaison points

## BEHAVIOUR IN SCOTTISH SCHOOLS 2016

### INSTRUCTIONS FOR KEY SCHOOL CONTACTS

The Scottish Government has commissioned Ipsos MORI to undertake the 2016 wave of the Behaviour in Scottish Schools survey. The research was previously undertaken in 2006, 2009 and 2012, and provides the main source of data on relationships, behaviour and current policy and practice in this area. This important research is supported by the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) which includes the Scottish Government, COSLA, Education Scotland and all of the teaching unions.

The research is crucial to informing Scottish Government policy development as it will provide a representative picture of behaviour in Scottish schools and any changes since 2012. It will investigate the range of different approaches to promoting positive relationships and behaviour; perceptions of the effectiveness of those approaches; and confidence of school staff to manage behaviour. The results of the most recent survey (2012) can be found here:

<http://www.gov.scot/Publications/2012/10/5408/downloads>

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

**Included in this pack you will find everything you need for your school to take part in Behaviour in Schools 2016:**

- **this document which explains the steps you need to take**
- **one invitation letter to the online survey for your headteacher**
- **[number] invitation letters to the online survey for teachers**
- **[number] survey packs (in white envelopes) for classroom support staff.**

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

#### **Instructions for distribution**

The online survey link should be live by **Tuesday 9 February 2016**. We will email you to confirm that it has gone live. **Please DO NOT DISTRIBUTE the invitations before the survey goes live.** This is to help ensure a good response rate: if staff receive their invitations before the survey is live, there is a risk that they put them aside and forget about them, or they try to access the survey, find it doesn't work yet, and give up on it.

#### ***Headteacher invitation***

There is one invitation letter enclosed in your pack for the headteacher. Once the survey is live, please give this to your headteacher (or acting headteacher) and ask them to complete the survey by **Friday 4 March 2016**.

#### ***Teacher invitations***

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

Distribute the invitations to those teachers whose surnames come immediately after the headteacher's in alphabetical order. If you reach the end of the alphabet and you still have questionnaires to distribute, return to A and continue. Include promoted as well as unpromoted posts, part time and full time. Include temporary posts and supply posts if the teacher is in post for the whole period between Monday 1 February (because the survey asks about experiences in the last full teaching week prior to completion) and Friday 4 March (the deadline).

If you are aware of any member of staff who is not going to be present in school before the survey deadline, either because of secondment, long term sick leave or another type of extended leave, please miss them out of your selection and choose the next staff member alphabetically.

### ***Classroom support staff survey packs***

We are aware that classroom support staff in your school will not necessarily have easy access to a computer to enable them to complete the survey online, within their normal working hours, and in privacy. We have therefore enclosed a pack (in a plain white envelope – you can write their name on this) for each member of support staff selected. This pack includes a paper questionnaire and a reply-paid return envelope. However, support staff CAN complete the survey online if they wish and their questionnaire contains a survey link and unique log-in which they can use if they choose to complete the survey online.

There are <number> survey packs for classroom support staff. Those eligible to take part in the survey are those who assist teachers in their work with pupils in classrooms and support bases. Staff who provide only administrative assistance (like photocopying) to teaching staff should not be included. The packs should be distributed using the same method as the teacher survey above (i.e. distribute to classroom support staff whose surnames come immediately after the headteacher's).

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

To ensure that the results are as accurate as possible and from a truly representative sample of staff, we need as many of those selected to take part as possible. We would be grateful for your assistance in helping us achieve a high response rate. Please make a note of the staff to whom you have distributed the invitations, and remind them a day or two before the **Friday 4 March** deadline to complete the survey, if they have not already done so.

We know that many areas have in-service days in mid-February, so you may also want to remind selected staff that this would be a good time to complete their survey, if they have not already done so.

### **Problems accessing the survey**

If staff have any problems accessing the link or logging-in, please ask them to wait 10 minutes and try again, and to double check they have used the correct link [www.ipsos-mori.com/bissr](http://www.ipsos-mori.com/bissr) and the unique log-in from their invitation letter. If the log-in still does not work, please give them one of the spare, unique log-ins below (do not give the same log-in to more than one person):

**SPARE1**

**SPARE 2**

**SPARE 3**

**SPARE4**

**SPARE5**

**Lost return envelopes**

If a member of support staff loses their return envelope, they can post their questionnaires to the following address (they don't need a stamp):

XXXXX.

***Thank you very much again for your help. If you have any problems or questions, please contact XXXX.***

## **Annex G: Example invitation letter**

February 2016

Dear Teacher

## BEHAVIOUR IN SCOTTISH SCHOOLS RESEARCH

Behaviour in Scottish Schools Research (BiSSR) is a national study of relationships and behaviour in schools in Scotland that has previously taken place in 2006, 2009 and 2012. Ipsos MORI Scotland has been commissioned to conduct the 2016 wave. This important research is supported by the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) which includes the Scottish Government, COSLA, Education Scotland and all of the teaching unions.

The survey seeks the opinions of teachers, head teachers, and support staff to develop a national picture of relationships and behaviour in schools. The research will investigate the range of positive and negative pupil behaviours in the classroom and around the school; different approaches to promoting positive relationships and behaviour; and support received by school staff in this area. **The survey is the key source of data on pupil relationships and behaviour and is crucial for developing policy and practice at both national and local levels.**

**Your school has been randomly selected to take part in the 2016 survey and your Head Teacher has agreed the school's participation. The overall quality of the survey depends on a high response rate from those invited to participate.**

Please respond to the survey from your perspective and your experiences of relationships and behaviour in schools. All responses are confidential. Schools and individuals will remain anonymous in all reports.

The survey should take between 20 and 30 minutes to complete and is administered online, please find details below. You can access the survey on a computer or tablet at work or at home. (We do not recommend accessing it on a smartphone because it will take longer to complete).

Survey link (type this into your browser): **[www.ipsos-mori.com/bissr](http://www.ipsos-mori.com/bissr)**

Your unique log-in (type this in when prompted and don't share it with anyone else):  
**XXXXXX**

If you have any queries about the survey, or in the event of any problems, please contact XXXX, Ipsos MORI Scotland, on XXXX, or at XXXX or XXXX within the Scottish Government, on XXXX or at XXXX.

**Please complete the survey by Friday March 4th 2016.**

Thank you very much for your help with this important research.

Yours faithfully

XXXX



4 Wemyss Place  
Edinburgh  
EH3 6DH  
0131 220 5699

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