

Dundee City Council Education Department



# MANAGING DISRUPTIVE BEHAVIOUR

## Guidelines

March 2006

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NOTE: All references to 'parent' in these Guidelines are intended to be read as 'parent or carer'.

Date of publication: March 2006

Review date: March 2008

Officer responsible for review: Head of Support for Learning

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## Section 1 INTRODUCTION

- 1.1 The Scottish Executive report *'Better Behaviour – Better Learning'* recognised that disruptive and unacceptable behaviour is one of the most significant and pressing issues facing schools in Scotland at this time. It is equally true that HMIE reports, parent and pupil surveys and self-evaluation audits provide positive evidence of good quality ethos and relationships in our schools in Dundee. Research evidence confirms that the significant majority of pupils engage well with their work and present little or no significant disruption to the learning in the class. However, evidence from schools confirms that a significant number of pupils cause low level disruption while a much smaller group is presenting in a more disruptive and unacceptable way.
- 1.2 Dundee City Council Education Department is committed to tackling those pupils who cause low level disruption, and also those who present more serious disruptive behaviour, by providing a wide range of support for staff, pupils and, where appropriate, parents. Already some very good practice exists in our schools and good support is currently available from a range of agencies and services. This will continue to form the basis on which a core programme of support is made available to and shared among schools.
- 1.3 The Education Department Plan 2005-08, *'Learning Together in Dundee'*, seeks to address the spectrum of disruptive and unacceptable behaviour through two main projects. The first of these, *'Supporting and Developing Learning and Teaching'*, seeks to develop more positive and effective classroom relationships between pupils and teachers. The second, *'Supporting Children and Young People'*, seeks to address the more specific learning needs of individual pupils.

### Action Point:

**1. All schools will be expected to incorporate the projects *'Supporting and Developing Learning and Teaching'* and *'Supporting Children and Young People'* into their next School Development Plan.**

- 1.4 The Department's first guidelines in this area, approved by the Education Committee in 2001, concentrated on supporting pupils with social, emotional and behavioural difficulties (SEBD). Following a full evaluation of that document in 2003, and then the activities of a short-life working group on the development of strategies to deal with low level disruption, these revised guidelines have now been produced. The key elements are:

Section 1	Introduction
Section 2	Supporting and Developing Learning and Teaching
Section 3	Supporting Children and Young People
Section 4	Staff Development
Section 5	Roles and Responsibilities
Section 6	Monitoring and Evaluation
Section 7	Summary of Action Points
Appendix 1	Staff Development Menu for all Staff
Appendix 2	The Stages of Assessment and Intervention
Appendix 3	Guidelines on the use of Exclusion
Appendix 4	offsite Provision and the Options Group
Appendix 5	Bibliography

## Core Principles

1.5 Underpinning the whole of this document are seven core principles:

### 1.5.1 Individual Needs

Dundee City Council Education Department is committed to providing for all pupils, within the context of the Standards in Scotland's Schools Etc. Act 2000, a progressive education appropriate to their needs, which is provided in a setting where they are valued and safe.

### 1.5.2 Equal Opportunity

All pupils have an equal opportunity to achieve their full potential, to have the highest expectations set for them and to have their achievements valued in the environment which suits them best.

### 1.5.3 Inclusion

Almost all pupils will be educated within a supported setting in the mainstream environment. For pupils who present very difficult behaviour, and who might have SEBD, schools will devise appropriate onsite behaviour support programmes, both within mainstream classes and as part of alternative curricular provision.

### 1.5.4 Partnership

Quality provision for meeting the needs of pupils is best achieved within the context of a positive partnership between pupils, parents, schools, the Education Authority, support services and other agencies working with young people. It is recognised that meeting all needs will require a range of provision, from mainstream school to residential setting.

### 1.5.5 Staff Training and Development

The Education Department is committed to a continuing and responsive staff training and development programme (Appendix 1) to enable staff to support all pupils whose behaviour is disruptive.

### 1.5.6 Staged Intervention

The Education Department's Stages of Assessment and Intervention (Appendix 2) is the framework that describes the nature and degree of difficulty of a young person's additional support needs, in all areas including behavioural difficulties.

### 1.5.7 Planning and Review

All provision for pupils whose behavioural difficulties are assessed at stage 3 or above of the Stages of Assessment and Intervention will be set out in an Individualised Educational Programme (IEP) shared and agreed with parents and the young person and incorporating review and evaluation procedures to gauge progress and inform future planning. Some pupils with complex, multi-agency interventions supporting their education will also have a Co-ordinated Support Plan (CSP).

#### **Action Point:**

**2. All staff responsible for supporting young people with behavioural difficulties will be made aware of, and will apply, the seven core principles.**

## Section 2 SUPPORTING AND DEVELOPING LEARNING AND TEACHING

- 2.1 Irritating, low level, constant disruption is both frustrating and stamina-sapping. Most young people are prone at some time to displays of inappropriate behaviour; some children demonstrate it regularly and frequently.
- 2.2 Such disruption does not come solely from children with SEBD. It describes the demanding behavioural tendencies teachers still say they meet most often - minor cheek, general unruliness, not being prepared for work, distraction of others, etc.
- 2.3 Effective classroom management techniques offer the best chance of tackling this problem. The Education Department has undertaken significant work in recent years in the area of positive behaviour management, encouraging the development of an appropriate, motivating curriculum, allied with positive praise and reward systems.
- 2.4 '*Supporting and Developing Learning and Teaching*' is the first of three broad objectives in the Department Development Plan: 2005-08. It promotes practical strategies that emphasise the links between consistent positive approaches to managing disruptive behaviour and key principles of effective learning which will in themselves reduce that behaviour. Where learning and teaching approaches are flexible and are geared to meet a range of pupil needs, there is conclusive research evidence that pupils engage better with their work, classroom relationships are stronger and disruptive behaviour is significantly reduced. These strategies are seen to be particularly effective in addressing low-level disruption.
- 2.5 It is recognised that there are very strong links between the aims and principles contained in the original '*Learning Together in Dundee*' (LTiD) programme and managing behaviour. LTiD offers a strategy for developing better learning and teaching and building better relationships between teachers and pupils. This enables both teacher and pupil to be partners in the learning process creating a climate of positive behaviour.
- 2.6 LTiD has also developed a strategy to provide staff development opportunities for taking forward the elements of the LTiD programmes.

### **Action Points:**

- 3. The LTiD programme is now Dundee City Council policy and will be extended to include all staff in all schools over the next three years.**
- 4. A range of publicity materials should be created aimed at pupils, staff and parents emphasising the links between learning and behaviour.**
- 5. Pupil peer support approaches should be further developed in all schools.**

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## Section 3 SUPPORTING CHILDREN AND YOUNG PEOPLE

- 3.1 'Supporting Children and Young People' is the second broad objective in the Department Development Plan. It recognises that some pupils have more deeply rooted, at times severe and often highly specific SEBD that give rise to regularly disruptive behaviour, which has an unacceptable impact on the progress of pupils' learning and on the morale of staff and pupils.
- 3.2 Children with SEBD are individuals with individual needs. The term 'SEBD' is open to subjective application and it lacks precision. It also does not *explain* behaviour. Nevertheless, it has some use: it tells us that a young person is displaying behaviours which are concerning to a number of adults, and that these are sustained. The term indicates that a person has difficulty forming relationships, with other young persons and/or adults, and can only respond to social situations in a very limited way. This can create a barrier to learning.
- 3.3 Children and young people with SEBD are, therefore, in general, those:
- whose behaviour challenges the school's authority system and for whom the measures of pupil management ordinarily available over an extended period prove insufficient to bring about patterns of behaviour acceptable to the school; and
  - whose emotional welfare gives rise to concern, and for whom the measures of support and pastoral care ordinarily available over an extended period prove insufficient to reduce that concern to manageable levels.
- 3.4 Children and young people require different kinds and degrees of support. Such support most appropriately comes first from the school, where the teaching staff know both the history and current nature of the child, and can access the expertise and specialist knowledge of the Support for Learning team.
- 3.5 The authority must be able to rely on each individual school to utilise its resources to devise an alternative programme. This may involve a combination of individual or small-group work, or permanent withdrawal from certain subjects, input from specialist teachers or other support staff. In rare cases, a time-limited part-time programme might be beneficial.
- 3.6 In order to respond confidently and effectively to such behaviour the school needs to ensure that staff can deploy a range of practical de-escalation strategies, have clear advice to follow and accessible support at hand.

### **Action Point:**

**6. Staff development will be available on aspects such as de-escalation and anger management strategies in order to address unacceptable behaviour arising from pupils' severe behavioural needs.**

- 3.7 A number of schools have introduced very successful support bases for pupils who are unable to cope with the mainstream classroom situation and who need to be removed from the classroom for the benefit of themselves and other pupils. This allows them to work with skilled staff to consider their behaviour and plan their return to the mainstream class. The characteristics of an effective support base are outlined below.
- 3.8 While exclusion (Appendix 3) is an appropriate sanction in response to some incidents, it must not be seen as an easy answer for this group of pupils whose behaviour is a consequence sometimes of very complex and interwoven factors - domestic upheaval, inappropriate parenting, diagnosed mental disorders, etc. These factors explain rather than excuse their behaviour.
- 3.9 Increasingly, and very much in line with Scottish Executive thinking spelt out in a whole series of policy statements and Acts of Parliament - '*For Scotland's Children*', '*It's Everyone's Job To Make Sure I'm Alright*', '*Count Us In*', the '*Education (Additional Support for Learning) (Scotland) Act 2004*' - we require to adopt a multi-agency approach to our work with these young people at the sharpest

end of the spectrum. Through Joint Action Teams in the secondary sector, this work has commenced well and will continue to develop.

- 3.10 Only in the most extreme cases, and usually when all other options have been tried and have proven ineffective, should alternative provision be considered. This is very much in line with section 15 of the *'Standards in Scotland's Schools Etc. Act 2000'*, which makes it clear that Education Authorities and schools are expected to provide mainstream education for all youngsters unless there are exceptional circumstances which prohibit it.
- 3.11 The Education Department has limited offsite facilities for pupils of all ages and stages (Appendix 4). It also has agreed arrangements with independent organisations to make alternative provision for young people approaching the end of their compulsory school career. Access to alternative arrangements is via the department-led, multi-agency Options Group.

### **Planning to support pupils with behavioural difficulties**

- 3.12 The most common integrated planning mechanism used to support children and young people with significant additional support needs is the IEP, including those with SEBD. The Education Department will continue to develop the IT framework which will facilitate the development and implementation of IEPs.
- 3.13 A small number of children and young people will have enduring additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from Education Authorities and other agencies.
- 3.14 In accordance with the *'Education (Additional Support for Learning) (Scotland) Act 2004'*, the CSP is the high-level statutory planning instrument for such pupils.
- 3.15 The CSP, together with the pupil's IEP, details the proposed methods and intensity of support and the intended educational outcomes of that support. Parents and pupils are invited to make their views known and these are noted and taken account of in taking forward the planned programme of support.
- 3.16 When issued the CSP becomes a legal document which is subject to a formal annual review. The CSP may be subject to appeal to the national Additional Support Needs Tribunal.
- 3.17 For more details on the application of IEPs and CSPs in the context of the *'Education (Additional Support for Learning) (Scotland) Act 2004'*, staff are referred to the national Code of Practice published in August 2005. Every educational centre has a printed copy and it is also available online at [www.scotland.gov.uk/Resource/Doc/57346/0016754.pdf](http://www.scotland.gov.uk/Resource/Doc/57346/0016754.pdf)
- 3.18 It will be possible for a pupil to be at stage 5 and not have a CSP. The formal planning document for such a pupil will remain the IEP.
- 3.19 The IEP/CSP will involve consultation with parents and formalised input from various agencies. It will contain details of a planned programme of personal and social development and behaviour management with supported interaction with other children and adults. The school and supporting agencies will decide to what extent this can occur in mainstream classes, or how much individual and group work is necessary to meet the child's needs. In exceptional cases, the child may be recommended for offsite or residential provision.
- 3.20 The IEP/CSP is likely to specify at least some of the following provisions to an appropriate degree:
- Physical environment
    - mainstream integration for as much of the timetable as behaviour allows, otherwise small group and individual work in an appropriate setting; or
    - a setting where individual and small group teaching is the norm; or
    - a highly specialised small group teaching environment on a full-time basis; or
    - a residential environment for the child with consistent management by all adults involved with the child's care and education

- Curriculum
  - mainstream curriculum based on national guidelines, substantially differentiated; and/or
  - regular opportunities to experience small group work in areas such as managing conflict, making and keeping friends, self-esteem, and awareness of own feelings and those of others; and/or
  - intensive teaching of the skills of social interaction, using modeling, role-play and video feedback methods
  
- Level of support
  - an enhanced level of support for appropriate parts of the school day; and
  - care and education arrangements as complementary parts of a total planned programme
  
- Level of specialised support agencies
  - input from teaching staff skilled in managing the curriculum required; and
  - input from teaching staff skilled in managing behavioural difficulties; and
  - an enhanced role for relevant staff working closely with parents in relation to support and intervention

**Action Point:**

**7. Practical training activities will be made available to all staff to help them implement the Stages of Assessment and Intervention and use an IEP.**

**Onsite Behaviour Support**

- 3.21 The number of children in nursery schools who require intensive support because of disruptive behaviour may be lower than in primary and secondary schools, but their needs are at least as great as any older pupil. A key focus in nursery is on supporting young children’s emotional, personal and social development and on providing effective early intervention for children whose behaviour requires additional support. Of key importance is working effectively with parents to develop consistent and shared approaches to managing disruptive behaviour at home and in the nursery. Current examples of onsite support for young children’s behaviour are:
- the three Sure Start Early intervention Programmes at Ardler, Woodlea and Kirkton Nurseries
  - the specialist outreach service available from Frances Wright Pre-School Centre (FWPSC)
  - the support provided for the home to nursery transition by the Pre-School Home Visiting Service (PSHVS)
  - the ‘Communicating with Children’ programme developed and delivered by the Dundee Educational Psychology Service (DEPS) to promote effective communication between staff, young children and their parents
  - the individualised nursery programmes being developed to provide appropriate support to children with behavioural difficulties
- 3.22 There is a clear expectation that all primary and secondary schools will have arrangements in place to offer alternative curricular provision onsite to pupils who require it in order to be able to sustain their place in mainstream education.
- 3.23 The need for onsite support and its specific nature might differ from sector to sector, school to school and pupil to pupil. The degree of curriculum flexibility required and the duration of any support will depend on the requirements of each individual pupil, set out in an IEP and, if necessary, a CSP, following consultation with parents and the pupil. Where onsite support includes the provision of a support base, there are, however, clear characteristics of good provision.
- Schools will have clearly stated aims, objectives and referral criteria and procedures to alternative onsite provision, linked to the Stages of Assessment and Intervention.

- Specialist staff will be deployed from the school's resources to staff a support base. There should not be fewer than two members of staff, which should include at least one teacher. Classroom Assistants, Pupil Support Workers, etc. as appropriate can be deployed.
- There must be meaningful learning and teaching experiences for those referred, including aspects of personal and social development.
- The aim will be to provide short-term support and return to mainstream as soon as is feasible.
- There will be supported transition arrangements back to mainstream.
- The progress of pupils re-integrating into mainstream will be carefully monitored.
- An onsite support facility should not generally be used as a 'time out' or 'sin bin' resource.
- It is allowable to build alternative curricular arrangements around a part-time education experience, but this must only be for a very limited period of time and as part of a move towards re-integration into full-time mainstream

3.24 There is currently clear variation of practice across the sectors, and there are examples of effective models and strategies which staff are encouraged to visit and observe. The following is only a selection:

- the Purple Room at Sidlaw View Primary School
- the Rainbow Room at St Columba's RC Primary School
- in Craigie High School, a discrete base integrated into the SfL Department in practice and location: and used to withdraw pupils from mainstream classes or assist in the short-term management of serious discipline issues
- in Menzieshill High School, a Re-integration Group for up to eight pupils with a wide range of additional support needs, including behavioural needs: and based on nurture group principles
- alternative curricular programmes and certification schemes such as ASDAN
- Prince's Trust XL clubs to support and encourage pupils
- the use of individual timetables, not necessarily in line with the mainstream school day, thus lessening opportunities for widespread contact with mainstream peers and reinforcing the concept of the supported group
- specific staff with the ability to relate to SEBD pupils and the skills to work positively and productively with them

**Action Point:**

**8. All schools will develop and record onsite support arrangements which, at least in secondary schools, will include a support base.**

**Managing Unacceptable Behaviour**

- 3.25 As reported to the Education Committee in November 2005 (Report no. 703-2005 refers) , there is a small minority of young people whose behaviour is constantly unacceptable or who commit extremely serious offences, sometimes involving violence towards peers or staff.
- 3.26 The Council retains a duty and a responsibility to educate and support them, and the Education, Social Work and Leisure and Communities Departments, supported by colleagues in Health and the Police, will work together, along with the parent, to deliver the commitment to education.
- 3.27 Professionals alone have little or no chance of changing an entrenched negative behaviour pattern. The most important and influential attachment for all young persons should be to the adult figure(s) with whom they spend most of their life. Parents have to be obliged to deliver their responsibilities to their children, and should be expected to co-operate fully in controlling and supervising them. Where it can be shown that there has been failure to co-operate, the Council should be prepared to make use of Anti-Social Behaviour and/or Parenting Order legislation. It is accepted, however, that most parents want to co-operate closely with schools but some have difficulty in exercising control or influence over their children. There is, therefore, a need to develop support programmes in behaviour management for parents.
- 3.28 There are wholly unacceptable incidents involving violence which must always result in immediate exclusion and consideration of the need to report to Police. There will also be young people who are the subject of multiple exclusions and who continue to demonstrate complete unwillingness to co-operate with school staff.

- 3.29 These pupils must remain excluded until the Head Teacher has brought the case to the attention of the Head of Education (Primary, Secondary or Support for Learning) for discussion of possible disposals.
- 3.30 Schools should refer to Appendix 3 for full clarification of the misdemeanours that fall into this category of wholly unacceptable behaviour, and the range of possible disposals.

**Action Points:**

**9. The Education Authority will ensure that all school staff are aware of the guidelines for managing unacceptable behaviour and of the Council's serious intentions in this area.**

**10. Schools will incorporate these guidelines into their own revised guidelines for the management of disruptive behaviour.**

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## Section 4 STAFF DEVELOPMENT AND SUPPORT

- 4.1 All staff can reasonably expect to have access to a comprehensive Staff Development Menu (Appendix 1) to support them in responding to disruptive and unacceptable behaviour. All staff will be expected to develop their competency in this area over a period of at least 3 years. Within the menu is a range of staff development activities which aim to help staff develop key knowledge, skills and competencies.
- 4.2 The exact choice of staff development will be a matter for consideration by individuals, departments and at times the whole school. Staff development will be undertaken individually and with colleagues. It is expected that the choice of staff development will be identified through teacher requests for support, individual Staff Review and Development meetings, as well as departmental and school review processes. The views of pupils and parents should also be taken into account, particularly when identifying whole school staff development activities.
- 4.3 The Staff Development Menu is aimed at three different audiences. These are:
- cluster
  - school
  - individual
- 4.4 Although there is merit in staff working individually, it is widely recognised that working together within schools or clusters ensures that best practice is shared. Collaboration and support at a local level are important complementary elements to centrally provided staff development activities.

### Action Points:

- 11. A menu of staff development activities will be offered to all staff, specifically related to managing disruptive and unacceptable behaviour. The Staff Development Menu should be regularly updated, reviewed and evaluated.**
- 12. All staff should participate in the staff development programme over a 3-year period.**
- 13. Further Behaviour Management conferences led by Bill Rogers will be organised, with follow up staff development for clusters of schools.**

### Sharing Best Practice

- 4.5 It is imperative that staff are afforded regular opportunities in school to discuss and monitor the effectiveness of arrangements for tackling disruptive behaviour, and that the Authority takes steps to share good practice among schools.
- 4.6 The establishment and support of networks is an important element in ensuring good practice develops and that successes are shared and taken on by colleagues.
- 4.7 The Education Department will continue to monitor closely the progress made by other Local Authorities in developing their own initiatives and in responding to national initiatives.
- 4.8 Since there is increasing emphasis on the need for multi-agency intervention to support disruptive youngsters, it follows that staff from the different departments and organisations need opportunities to work together and to access joint training activities.

### Action Points:

- 14. As part of the work of 'Supporting and Developing Learning and Teaching', the Education Authority will appoint learning tutors in each cluster to develop, lead and co-ordinate training to promote effective learning. They should also be trained to work with staff to address low level disruptive behaviour.**
- 15. Schools will identify key staff to lead and monitor developments, and help share best practice in learning and behaviour management.**

**Action Points continued:**

- 16. The peer guider scheme, '*Supporting Staged Intervention*', will be extended to all schools. This will complement other mentoring approaches which schools are introducing.**
- 17. Schools will work closely to ensure that the specialist skills of key support workers and agencies such as Dundee Educational Psychology Service are deployed to best effect.**

**Support for Staff**

- 4.9 Teachers facing continuing levels of disruptive and unacceptable behaviour can experience feelings of frustration, anxiety and stress. The Education Department recognises this and is committed to providing a range of support, advice and, where appropriate, counselling for staff. This will be available to staff on a voluntary and confidential basis.

**Action Point:**

- 18. The Education Department should establish access to a range of personal support for staff including confidential advice, stress management, assertiveness training and counselling.**

## Section 5 ROLES AND RESPONSIBILITIES

### 5.1 The Education Department

The Education Department is responsible for:

- developing and monitoring with staff Authority guidelines on the management of disruptive behaviour
- providing resources and training to enable schools to support all pupils
- providing advice and guidance to Head Teachers in exceptional cases, including those pupils whose behaviour is wholly unacceptable
- maintaining an overview of the extent of behavioural difficulties in Dundee schools, and planning accordingly

### 5.2 The Head Teacher

The Head Teacher, assisted by the staff of the school, is responsible for implementing the Education Authority policy 'Exclusion from School':

- promoting a positive ethos in the school which encourages firm and fair support of pupils with difficulties
- supporting teachers faced with unacceptable and possibly violent conduct from young persons
- developing the school's own internal policy for supporting pupils with behavioural difficulties
- supporting the work of the Joint Action Team in co-ordinating provision for pupils and ensuring a multi-agency approach to the resolution of difficulties
- identifying pupils who have SEBD and monitoring their progress
- delegating responsibility for the maintenance of IEPs/CSPs for all pupils who require these
- deploying Support for Learning staff appropriately to support individuals and groups of pupils with behavioural difficulties
- in partnership with parents, devising appropriate strategies for pupils, in line with the Authority's Stages of Assessment and Intervention
- ensuring the provision of onsite behaviour support for pupils who will require small group or individual work
- keeping well-maintained records on pupils with SEBD
- implementing the Education Authority's policy 'Exclusion from School'
- providing information as requested by the Education Department on the incidence of pupils with behavioural difficulties
- working with local authority and other partners, considering appropriate provision for those pupils displaying wholly unacceptable behaviour

### 5.3 Support for Learning Department

All Support for Learning staff, together with Guidance Teachers, Pupil Support Workers and other school-based support staff, form a coherent support team for all pupils. Within that team, the members have various responsibilities including:

- working together and with all staff in the school to identify and support those children with additional support needs of whatever nature, origin or cause, by supporting their learning as appropriate, in mainstream class or in group, paired or individual situations
- liaising with parents to plan and review joint home-school interventions
- liaising with appropriate representatives of other agencies to plan and review additional supportive interventions
- assisting staff to devise appropriate materials for use with pupils exhibiting or experiencing significant barriers to learning
- accessing appropriate staff training in order to maintain expertise and knowledge of additional support needs

5.4 All Staff

All staff are responsible for:

- devising and maintaining good classroom management strategies that play a part in delivering effective education to all pupils
- putting into operation the Authority's and the school's guidelines on working with disruptive pupils
- building positive relationships with all pupils and encouraging a positive work ethos in the classroom
- making appropriate, planned use of rewards and sanctions in accordance with the school's behaviour management guidelines and procedures, for the effective management of all pupils
- keeping records and providing information as requested by the school

**Action Point:**

**19. The Education Authority will ensure all staff are aware of their own and others' roles and responsibilities in the management of disruptive behaviour.**

## Section 6 MONITORING AND EVALUATION

- 6.1 Schools will review regularly their arrangements for managing disruptive behaviour and, in particular, will encourage staff to share strategies and good practice.
- 6.2 A Standing Group will be established and meet on a regular basis to monitor progress and evaluate the work being done in schools. The work of this group should complement ongoing reviews of developments in other areas such as offsite provision.
- 6.3 Schools will also make arrangements to track the progress of children who are at one of the five Stages of Assessment and Intervention. It is important that the Head of Support for Learning, on behalf of the Director of Education, also notes the progress of individual children, in order to manage effectively the authority's continuum of support for children with behavioural difficulties. Schools will therefore be required to submit three times a year (September, December and March) the names and numbers of children identified at each of the stages 1 to 5. A moderation exercise will be undertaken periodically to assess the degree of consistency with which the Stages are being applied.
- 6.4 Such is the importance for schools, teachers and children and their families of having clear, unambiguous and supportive guidelines on the management of disruptive behaviour, within the context of the Education Authority's whole Support for Learning strategy, that there will be a periodic audit of provision. These guidelines are, therefore, subject to regular revision.

### **Action Points:**

- 20. Schools will set time aside on at least one in-service day each year to monitor progress in each area and encourage the sharing of good practice.**
- 21. The Education Authority will establish a Standing Group to monitor and evaluate the impact of all areas of provision that are concerned with responding to disruptive and unacceptable behaviour.**
- 22. The Education Authority will arrange for all schools to record their pupils in relation to the Stages of Assessment and Intervention, and report the information three times a year.**
- 23. The Education Authority will review its guidelines for the management of disruptive behaviour in the timescale approved by the Education Committee.**

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## **Section 7 SUMMARY OF ACTION POINTS**

### **Section 1 INTRODUCTION**

1. All schools will be expected to incorporate the projects 'Supporting and Developing Learning and Teaching' and 'Supporting Children and Young People' into their next School Development Plan.

#### **Core Principles**

2. All staff responsible for supporting young people with behavioural difficulties will be made aware of, and will apply, the seven core principles.

### **Section 2 SUPPORTING AND DEVELOPING LEARNING AND TEACHING**

3. The LTID programme is now Dundee City Council policy and will be extended to include all staff in all schools over the next three years.
4. A range of publicity materials should be created aimed at pupils, staff and parents emphasising the links between learning and behaviour.
5. Pupil peer support approaches should be further developed in all schools.

### **Section 3 SUPPORTING CHILDREN AND YOUNG PEOPLE**

6. Staff development will be available on aspects such as de-escalation and anger management strategies in order to address unacceptable behaviour arising from pupils' severe behavioural needs.

#### **Planning to Support Pupils with Behavioural Difficulties**

7. Practical training activities will be made available to all staff to help them implement the Stages of Assessment and Intervention and use an IEP.

#### **Onsite Behaviour Support**

8. All schools will develop and record onsite support arrangements, which, at least in secondary schools, will include a support base.

#### **Managing Unacceptable Behaviour**

9. The Education Authority will ensure that all school staff are aware of the guidelines for managing unacceptable behaviour and of the Council's serious intentions in this area.
10. Schools will incorporate these guidelines into their own revised guidelines for the management of disruptive behaviour.

### **Section 4 STAFF DEVELOPMENT AND SUPPORT**

11. A menu of staff development activities will be offered to all staff, specifically related to managing disruptive and unacceptable behaviour. The Staff Development Menu should be regularly updated, reviewed and evaluated.
12. All staff should participate in the staff development programme over a 3-year period.
13. Further Behaviour Management conferences led by Bill Rogers will be organised, with follow up staff development for clusters of schools.

### **Sharing Best Practice**

14. As part of the work of '*Supporting and Developing Learning and Teaching*', the Education Authority will appoint learning tutors in each cluster to develop, lead and co-ordinate training to promote effective learning. They should also be trained to work with staff to address low level disruptive behaviour.
15. Schools will identify key staff to lead and monitor developments, and help share best practice in learning and behaviour management.
16. The peer guider scheme, '*Supporting Staged Intervention*', will be extended to all schools. This will complement other mentoring approaches which schools are introducing.
17. Schools will work closely to ensure that the specialist skills of key support workers and agencies such as Dundee Educational Psychology Service are deployed to best effect.

### **Support for Staff**

18. The Education Department should establish access to a range of personal support for staff including confidential advice, stress management, assertiveness training and counselling.

## **Section 5 ROLES AND RESPONSIBILITIES**

19. The Education Authority will ensure all staff are aware of their own and others' roles and responsibilities in the management of disruptive behaviour.

## **Section 6 MONITORING AND EVALUATION**

20. Schools will set time aside on at least one in-service day each year to monitor progress in each area and encourage the sharing of good practice.
21. The Education Authority will establish a Standing Group to monitor and evaluate the impact of all areas of provision that are concerned with responding to disruptive and unacceptable behaviour.
22. The Education Authority will arrange for all schools to record their pupils in relation to the Stages of Assessment and Intervention, and report the information three times a year.
23. The Education Authority will review its guidelines for the management of disruptive behaviour in the timescale approved by the Education Committee.

## Staff Development Menu for all Staff

### Responding to Disruptive and Unacceptable Behaviour

CORE CPD ACTIVITIES Individual/Departmental/School/Cluster-based CPD	Provider	Availability
Responding to social and emotional needs including anger management; de-escalation strategies	DEPS	Available now
'Supporting and Developing Learning and Teaching': positive teaching and learning strategies	Learning Tutor team	Available now
CALM de-escalation strategies: <ul style="list-style-type: none"> <li>maintain full CALM training programme</li> <li>develop a one-day programme of support based on CALM key principles and approaches</li> </ul>	CALM trainers	To be adapted
Tackling low level disruption	Learning Tutor team	To be designed
Support for staff: <ul style="list-style-type: none"> <li>widen access and uptake for counselling and assertiveness training</li> </ul>	Specialist support staff	Available now on request
Support for extended use of Bill Rogers materials	Materials developed via LSG (training team to be identified)	Available now
'Supporting Staged Intervention'	Peer Guiders in schools	From session 05/06
Conferences/Seminars: <ul style="list-style-type: none"> <li>school/cluster (for instance Bill Rogers)</li> <li>national</li> </ul>	Arranged in consultation with EDS	On planned basis
Positive Assertive Management	EDS/DEPS	From session 05/06
Understanding the behaviour of pupils with ADHD and Autism	DEPS/EDS	Available now
'Supporting Children and Young People': behaviour management strategies	EDS/DEPS	To be designed
Working with agencies and support services	DEPS	From session 2005/06
Stages of Assessment and Intervention	DEPS/Staff Tutor	Available now
The use of Individualised Educational Programmes	DEPS/Staff Tutor	Available now
The use of physical intervention	EDS	Available 06/07

Self Study Units	Provider	Availability
<p>Various themes</p> <p>Features of self-study units might include:</p> <ul style="list-style-type: none"> <li>self-evaluation checklist</li> <li>readings (2-3); articles</li> <li>www references</li> <li>questions for discussion with colleague/ personal reflection</li> <li>plan for practice/action research</li> <li>reflective journal</li> <li>evaluation</li> <li>sharing practice; learning with/from colleagues</li> </ul>	LSG	To be developed by January 2006

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## The Stages of Assessment and Intervention

### STAGES OF ASSESSMENT AND INTERVENTION STAGE 0

#### Abilities and Behaviours

Pupils displaying ordinary range of behaviours, e.g. occasionally talking out of turn, hindering other children: no additional support is necessary

<b>Intervention</b>	<b>Intervention Being Made</b>
<p><b>Individual learning and teaching styles acknowledged, valued and catered for appropriately</b></p> <ul style="list-style-type: none"> <li>• general observation by class/register teachers</li> <li>• individual observation of pupils in different situations</li> <li>• formative assessment strategies in place</li> </ul>	
<p><b>General liaison with parents and other school staff</b></p> <ul style="list-style-type: none"> <li>• standard home-school communication</li> <li>• general liaison with parents</li> <li>• parents' group activities and programmes planned and supported by school</li> <li>• analysis of parent and staff surveys undertaken to inform developments of school systems</li> </ul>	
<p><b>Good teaching and classroom management</b></p> <ul style="list-style-type: none"> <li>• inclusive ethos promoted and demonstrated in school policies</li> <li>• positive management and discipline systems</li> <li>• pupil involvement in evaluation of learning</li> </ul>	
<p><b>Access to general advice on whole class/school policies and strategies</b></p> <ul style="list-style-type: none"> <li>• input from Support for Learning and Guidance staff</li> <li>• consultation and support systems for staff</li> <li>• Peer Guiders ('Supporting Staged Intervention')</li> </ul>	
<p><b>Differentiation by:</b></p> <ul style="list-style-type: none"> <li>• task/response</li> <li>• resource support</li> <li>• text</li> <li>• adult/peer support</li> <li>• presentation</li> <li>• class organisation</li> </ul>	

**STAGES OF ASSESSMENT AND INTERVENTION  
STAGE 1**

**Abilities and Behaviours**

Individual pupils' additional needs which respond to ordinary measures available through standard provision and classroom environments: all looked after children are considered to be at least at this stage

<b>Intervention</b>	<b>Intervention Being Made</b>
<p><b>More focused observation and assessment techniques and consequent recording</b></p> <ul style="list-style-type: none"> <li>• closer observation of pupils to add to information from previous stage</li> <li>• consultation and support systems for staff in place</li> <li>• consultation with:                             <ul style="list-style-type: none"> <li>➢ Peer Guide (‘Supporting Staged Intervention’)</li> <li>➢ Support for Learning staff</li> <li>➢ Pre-School Home Visiting Service</li> </ul> </li> </ul>	
<p><b>Discussion with parents and senior school staff</b></p> <ul style="list-style-type: none"> <li>• identification of concern (internal) as part of normal monitoring</li> <li>• routine ongoing communication with parents</li> </ul>	
<p><b>Review and revision of classroom provision and practice</b></p> <ul style="list-style-type: none"> <li>• discussion on strategies for recording and managing child's abilities/behaviour</li> <li>• consideration given to improving the effectiveness of the physical layout of classrooms</li> <li>• curricular expectations individualised</li> <li>• school policy implementation checked, e.g.:                             <ul style="list-style-type: none"> <li>➢ P1/S1 shadowing/sweep</li> <li>➢ pupil management strategies</li> <li>➢ specific dialogue between pupil and teacher</li> <li>➢ noting of concerns</li> </ul> </li> </ul>	

**STAGES OF ASSESSMENT AND INTERVENTION  
STAGE 2**

**Abilities and Behaviours**

Pupils' additional needs require a more frequent and intense range, and pattern of support: Support for Learning staff will support the pupil in class

<b>Intervention</b>	<b>Intervention Being Made</b>
<p><b>More focused observation and assessment techniques and consequent recording</b></p> <ul style="list-style-type: none"> <li>• summary overview of individual abilities/patterns of behaviour in consultation with Supporting staff</li> </ul>	
<p><b>Discussion with parents and school staff</b></p> <ul style="list-style-type: none"> <li>• sharing of target-setting</li> <li>• strategies reviewed, new approaches considered</li> <li>• home-school dialogue and written contact at an agreed frequency</li> </ul>	
<p><b>Review and revision of classroom provision and practice</b></p> <ul style="list-style-type: none"> <li>• informal discussion where appropriate with:                         <ul style="list-style-type: none"> <li>➢ specialist staff, e.g. multi-sensory, bilingual support, ASSIST</li> <li>➢ Educational Psychologist</li> <li>➢ HSSS worker</li> <li>➢ medical and allied health profession staff</li> <li>➢ Social Worker</li> <li>➢ Youth Worker</li> </ul> </li> <li>• teaching staff monitor and discuss progress</li> <li>• pupil supported in class in small groups</li> <li>• alternative curricular arrangements within mainstream, e.g. ASDAN, XL courses</li> </ul>	

**STAGES OF ASSESSMENT AND INTERVENTION  
STAGE 3**

**Abilities and Behaviours**

Stage 2 provision insufficient to resolve issues  
 Requirement for ongoing individualised curriculum and support measures within mainstream class  
 A need for Support for Learning staff to provide individual and group work outwith class  
 An Individualised Educational Programme (IEP) is now required, involving parents  
 Care and welfare, and attendance, issues may cause increasing concern

<b>Intervention</b>	<b>Intervention Being Made</b>
<p><b>More focused observation and assessment techniques and consequent recording</b></p> <ul style="list-style-type: none"> <li>➤ IEP</li> <li>➤ monitoring cards</li> <li>➤ behaviour report diary sheet</li> </ul> <ul style="list-style-type: none"> <li>• advice and consultation should be obtained <b>as appropriate</b> from the following services:                             <ul style="list-style-type: none"> <li>➤ Pre-School Home Visiting Service (PSHVS)</li> <li>➤ Early Year and Childcare Team</li> <li>➤ Frances Wright outreach service</li> <li>➤ Dundee Educational Psychology Service (DEPS)</li> <li>➤ Home School Support Service (HSSS)</li> <li>➤ Multi-sensory Service</li> <li>➤ Bilingual Pupils Support Service</li> <li>➤ Youth Work</li> <li>➤ Social Work</li> <li>➤ Autism Outreach Service</li> <li>➤ Access and Support for Schools in Tayside (ASSIST)</li> <li>➤ Health Services</li> <li>➤ Supporting Primary Aged Children Early (SPACE) project for 1-1 or family work</li> <li>➤ Reporter to the Children's Panel (about care and welfare concerns)</li> </ul> </li> </ul>	
<p><b>Discussion with parents and school staff</b></p> <ul style="list-style-type: none"> <li>• minuted meetings are held</li> <li>• 'serious concern' is communicated to parents</li> <li>• the informed consent of parents may be sought to involve other agencies (pupils' needs may be considered at meetings of the Joint Action Team or other appropriate management forum)</li> </ul>	

**Review and revision of classroom provision and practice**

- specialised individualised techniques to support learning and teaching in mainstream class
- direct involvement of support staff
- one-to-one work with pupil
- tactical time out from class on short-term basis (including to a small-group setting)
- IEP drawn up and implemented

**STAGES OF ASSESSMENT AND INTERVENTION  
STAGE 4**

**Abilities and Behaviours**

Stage 3 provision insufficient to resolve issues

Individual pupils' additional needs require a highly individualised approach to learning and teaching  
Care and welfare, or attendance, issues may persist unresolved, or lead to heightened concern

<b>Intervention</b>	<b>Intervention Being Made</b>
<p><b>More focused observation and assessment techniques and consequent recording</b></p> <ul style="list-style-type: none"> <li>• priorities, strategies, methods of monitoring and review period agreed between school, parent and other agencies (DEPS, HSSS, ....) as appropriate</li> </ul>	
<p><b>Discussion with parents, school staff and other agencies</b></p> <ul style="list-style-type: none"> <li>• stage 4 case conference to review adequacy of provision being made and determine next steps for pupil</li> <li>• multi-agency consideration of appropriateness of current support and provision</li> <li>• agency casework</li> <li>• referral to the Reporter to the Children's Panel</li> <li>• referral to Options Group where increased support exceeding current available resources is considered necessary</li> </ul>	
<p><b>Review and revision of classroom provision and practice</b></p> <ul style="list-style-type: none"> <li>• implementation of recommendations from stage 4 case conference</li> <li>• in-school intervention programmes delivered in a base</li> <li>• short-term subject withdrawal</li> <li>• specific short-term programmes</li> <li>• specific long-term programmes</li> <li>• primary school alternative curriculum</li> <li>• significant intervention in pupil's curriculum using interagency approach with identified targets and outcomes</li> </ul>	

**STAGES OF ASSESSMENT AND INTERVENTION  
STAGE 5**

**Abilities and Behaviours**

Stage 4 provision insufficient  
 The Education Authority will determine that a child has reached stage 5, either through a formal assessment by DEPS or through the Options Group  
 A young person removed from school by statutory measures will also be deemed to be at stage 5  
 Entails the Authority affirming a pupil's requirement for specialist provision over and above that which at stage 4 is available to schools  
 Individual pupil needs may require: delivery of services in a mainstream school through use of complex or specialised arrangements (including Resourced Locations);  
 delivery of services in Kingspark School; placement in a residential special school as approved by the Residential Resource Monitoring Group (RRMG); and placement in an  
 offsite centre or provider placement

<b>Intervention</b>	<b>Intervention Being Made</b>
<p><b>Offsite observation and assessment techniques</b></p> <ul style="list-style-type: none"> <li>• timescale for offsite support, re-integration programme, and provisional date, and criteria set for return to school as appropriate</li> </ul>	
<p><b>Discussion with parents, school and offsite staff and other agencies</b></p> <ul style="list-style-type: none"> <li>• reviews of placement held in relation to pupil programme and progress</li> </ul>	
<p><b>Provision includes:</b></p> <p><b>Onsite</b></p> <ul style="list-style-type: none"> <li>• specialised resources</li> <li>• specialised staff</li> </ul> <p><b>S4 Alternative Provision</b></p> <ul style="list-style-type: none"> <li>• full-time work experience in S4/5</li> <li>• part-time/full-time college placement for S4/5</li> <li>• part-time mainstream school as part of a detailed programme</li> <li>• part-time offsite/part-time work experience</li> <li>• full-time placement in offsite centre or residential school</li> </ul>	

### Guidance on Applying the Stages

The Stages document can be used to provide: a focus for discussion; clarity when exploring appropriate interventions for a pupil with additional support needs; and a method of recording interventions made on behalf of a pupil. Placement at a particular stage is not fixed. It should be a reflection of the range of input and actions that are applicable to address the additional support needs of the pupil. Movement is possible both up and down the range of provision as appropriate.

Criteria	Evidence
<p><b>Stage 0</b> Dundee City Council is responsible for the school education of the child or young person.</p> <p><b>Key Personnel in Education:</b> Class teacher</p>	<p>The pupil displays ordinary range of behaviours. No additional support is necessary. Class teacher's observations and assessment are of a class or a group rather than an individual. General liaison with parents and other school staff. Access to general advice on whole class/ school policies and strategies. Good teaching and classroom management. Appropriate differentiation available.</p>
<p><b>Stage 1</b> The individual pupil has additional support needs which respond to ordinary measures available through standard provision and classroom environments. <i>NB All 'looked after children and young people' are considered to be at least at this stage.</i></p> <p><b>Key Personnel in Education:</b> Class teacher</p>	<p>There are observed factors preventing the child from fully benefiting from school education. The class teacher now uses more focused observation and assessment Although concerns can be noted, discussion with parents and senior school staff is still at an informal, routine basis. Provision and practice within the classroom is reviewed to ensure that the pupil's opportunities are maximised.</p>
<p><b>Stage2</b> The pupil's additional support needs require a more frequent and intense range and pattern of support.</p> <p><b>Key Personnel in Education:</b></p> <ul style="list-style-type: none"> <li>• Class teacher,</li> <li>• Internal Support Staff*</li> <li>• External Support Staff**</li> </ul> <p><b>Record-Keeping</b></p> <ul style="list-style-type: none"> <li>• Pro-forma - Intervention at stage 2</li> </ul>	<p>The observed factors and assessments are used to provide a summary overview which can be used in discussion with support staff or other appropriate agencies.</p> <p>Support for Learning staff can provide intervention through :</p> <ul style="list-style-type: none"> <li>• <b>Co-operative teaching</b> – support within the class which can collaboratively provide increased individual attention, further observation, identification of effective teaching approaches, curricular assessment, pupil profiling, curriculum development, differentiation.</li> <li>• <b>Consultation</b> – sharing information, setting targets, reviewing evaluating and advising.</li> <li>• <b>Specialist Services</b> – care of special aids and appliances, facilitating alternative means of communication i.e. special arrangements for assessment.</li> <li>• <b>Staff Development</b> – sharing information, presentations, briefings documents, demonstrations, leaflets etc.</li> </ul>

Criteria	Evidence
<p><b>NOTE</b>  <b>*Internal Support Staff</b> is a collective term for :</p> <ul style="list-style-type: none"> <li>• Support for Learning Staff</li> <li>• Guidance Teachers</li> <li>• Pupil Support Workers</li> </ul> <p><b>** External Support Staff</b> is a collective term for:</p> <ul style="list-style-type: none"> <li>• Dundee Educational Psychology Service (DEPS)</li> <li>• Home School Support Service (HSSS)</li> <li>• Multi-Sensory and Bi-lingual Support Services</li> </ul>	<p>Discussion with parents is more frequent and focused. Effective strategies from home and school are discussed and agreed to offer consistent approach. Sharing of targets set.</p> <p>Other agencies, where appropriate, are asked for general advice to the school on a consultation basis. Assessment and specific advice is over the short-term.</p>
<p><b>Stage 3</b></p> <p>The provision at stage 2 is insufficient to resolve/address the additional support needs of the pupil.  The pupil requires a more individualised approach.  Attendance and aspects of care and welfare may cause concern.</p> <p><b>Key Personnel in Education:</b></p> <ul style="list-style-type: none"> <li>• Class teacher/s</li> <li>• Internal Support Staff</li> <li>• External Support Staff.</li> </ul> <p><b>Key Personnel Outwith Education:</b></p> <ul style="list-style-type: none"> <li>• Multi-agency support staff***</li> </ul> <p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>• IEP</li> </ul> <p><b>NOTE</b>  ***Multi-agency support: e.g. Social Work, Health Services, Careers Scotland, Voluntary organisations</p>	<p><b>Formally minuted meetings are held involving parents and representatives of appropriate agencies.</b></p> <p><b>Permission is given from parents for the pupil to have involvement with other agencies and for an IEP to be compiled.</b></p> <p><b>Parent is consulted prior to withdrawing a pupil for individual/group work.</b></p> <p>The provision within the classroom is reviewed and revised accordingly. Support staff and Support for Learning staff can provide additional intervention to that already in place through :</p> <ul style="list-style-type: none"> <li>• <b>teaching and tuition</b> – out of class as an individual or as part of a group to facilitate the achievement of the aims and strategies contained in the IEP.</li> </ul> <p>Progress is monitored in a more specific and formal manner e.g. through the IEP, Monitoring Cards or Daily Report Sheets.</p> <p>Other agencies continue to advise and, if appropriate, offer occasional, direct, long-term involvement.</p>
<p><b>Stage 4</b></p> <p>The provision at stage 3 is insufficient to resolve issues.  A highly individualised approach to learning and teaching is required.  Issues of attendance, care and welfare may persist and lead to heightened concern.</p> <p><b>Key Personnel in Education:</b></p> <ul style="list-style-type: none"> <li>• Class teacher/s</li> <li>• Internal Support Staff</li> <li>• External Support Staff.</li> </ul>	<p><b>Formally minuted meetings are held involving parents and representatives of appropriate agencies.</b></p> <p>All aspects of support provision, such as intensity, frequency, methodologies and pupil response are reviewed, and adjusted accordingly, to sustain the pupil successfully in a mainstream setting. This review will result in the implementation of a substantial, revised package of onsite support for at least one full school term.</p> <p>Partner agencies provide sustained, direct involvement and monitoring over the longer term (i.e. at least one full school term).</p> <p>Involvement with the parents becomes more frequent and focuses on priorities.</p>

Criteria	Evidence
<p><b>Key Personnel Outwith Education:</b></p> <ul style="list-style-type: none"> <li>• Multi-agency support staff</li> </ul> <p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>• IEP</li> </ul>	
<p><b>Stage 5</b></p> <p>The previous stage 4 is insufficient to resolve issues. The Education Authority will determine that a child has reached stage 5, either by formal assessment from the Educational Psychologist or through the Options group.</p> <p>Pupils are deemed to be at stage 5 if they have:</p> <ul style="list-style-type: none"> <li>• need of complex or specialised arrangements in a mainstream school</li> <li>• a Co-ordinated Support Plan</li> <li>• been removed from school by statutory measures</li> <li>• been placed in a Resourced Location</li> <li>• been placed in Kingspark School</li> <li>• been placed in a residential school</li> <li>• been placed in an Offsite Centre or Provider Placement.</li> </ul> <p><b>Key Personnel in Education:</b></p> <ul style="list-style-type: none"> <li>• Internal Support Staff</li> <li>• External Support Staff</li> </ul> <p><b>Outwith Education:</b></p> <ul style="list-style-type: none"> <li>• Multi-agency support</li> </ul> <p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>• IEP (plus CSP, if appropriate)</li> </ul>	<p><b>Support provision for the pupil is now full-time. Pupils will receive additional support for all of the time they are in their educational placement.</b></p> <p>Meetings with parents are formalised and set at agreed and or statutory intervals.</p> <p>Other agencies provide direct, substantial, and continuing support for the pupil and/or family on a long term basis without which the pupil would be unable to make appropriate progress in their school education.</p>

## EXCLUSION FROM SCHOOL

**Please note: This Appendix contains the Policy section of the revised guidelines on 'Exclusion from School'. The full guidelines, as before, also contain sections on Procedures and Appendices of sample paperwork and monitoring forms.**

### INTRODUCTION

- 1.1 Any reference to 'parent' in this policy should be read as 'parent or carer'.
- 1.2 These revised guidelines for Head Teachers and schools update the Authority's policy and procedures on the management of exclusion. They are set in the context of:
- the Government's social inclusion agenda in general, and the Scottish Executive's Guidance Circular 8/03, 'Exclusion From School', in particular;
  - the Standards in Scotland's Schools etc. Act 2000, Section 41;
  - the report (June 2001) of the Scottish Executive's Discipline Task Group, 'Better Behaviour – Better Learning', and the subsequent Action Plan (December 2001);
  - the Scottish Executive's National Priorities for Education (December 2000);
  - the Education (Additional Support for Learning) (Scotland) Act 2004
  - the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000
  - Dundee City Council's Children's Services Plan, 'A Plan For Dundee's Children: 2005-2008';
  - Dundee City Council Education Committee Report No. 703-2005, 'Managing Unacceptable Behaviour';
  - Dundee City Council's joint policy 'The Education of Children who are Looked After by the Local Authority' (February 2001);
  - Dundee City Council's guidelines, 'Managing Disruptive Behaviour' (February 2006); and
  - the Education Department's Race Equality Policy which gives instruction on the recording and monitoring by schools and services of exclusion data by ethnicity.
- 1.3 **The exclusion of a child or young person is a formal, legal process, and it is incumbent on all of us to ensure that its management is correct and beyond reproach. In this respect the strict application of the policy and procedures that follow is of the utmost importance.**

## **POLICY**

- 2.1 Formal exclusion is an important sanction with a legitimate place within a school behaviour management policy. It marks the extreme seriousness of a breach of discipline that is detrimental to the good order of the school or to the educational well-being of the pupils there, and formally engages parents in supporting the school to manage their child's behaviour. It can also act as a deterrent to misbehaviour.
- 2.2 Exclusion is the most serious sanction that can be imposed on a pupil. Head Teachers should seek to minimise the need to use it by promoting a positive and inclusive school ethos. When considered necessary, it must be used as a last resort, short in duration, and imposed in accordance with agreed procedures.
- 2.3 There are pupils who will be unable or unwilling to accept the seriousness of exclusion, and indeed who might welcome it. Head Teachers must always consider if it is likely to have a positive impact and influence on the pupil's future conduct, or if in the circumstances other measures can be imposed. There is a balance to be struck between meeting the needs of the individual pupil as far as that is possible, and doing what is necessary to uphold recognised standards of behaviour, for the benefit of staff and the majority of pupils.
- 2.4 It is permissible to seek the agreement of a parent to remove a child from school, only for the remainder of a school day, if it is judged to be in the child's and school's best interests. This will not be recorded as exclusion. It is designed to afford the parent the opportunity to calm the child and discuss the events that have led to unacceptable behaviour. It is emphasised that the parent must bring the child back to school the following day, and be prepared to discuss the incident. If there is no agreement between parent and school, or if for any reason the child cannot be returned to class the following day, s/he must either remain in school or be excluded.

### **Delegated Powers**

- 2.5 The power to exclude a pupil rests with the Director of Education, who in turn has delegated that power to Head Teachers alone. Only when the Head Teacher is out of school is delegation to a Depute Head Teacher permissible.
- 2.6 The power to exclude permanently rests in this Authority with the Director of Education alone. It is not delegated to Head Teachers. The Education Department supports permanent exclusion when exceptional circumstances warrant it. The Director of Education and Heads of Education (Primary, Secondary or Support for Learning) will advise Head Teachers in such cases, and there will be an obligation on the part of the Authority to continue to provide the pupil with education.

### **Wholly Unacceptable Behaviour**

- 2.7 Decisions about exclusion must be made having full regard to the circumstances of each individual case: it is neither possible nor desirable to list all misdemeanours that might result in exclusion. Nevertheless there are wholly unacceptable incidents involving violence which must always result in immediate exclusion, and consideration of the need to report to Police, unless there are extraordinary mitigating circumstances:
- any physical assault on a member of staff;
  - any instance of verbal assault on staff which is sustained, or threatening, or intimidating, or accompanied by overt signs of physical aggression;
  - use of intimidating or offensive sexual language;
  - sustained involvement in bullying activities; and
  - violent, unprovoked attacks on pupils
- 2.8 To these examples should be added the case of any young person who is the subject of multiple exclusions, for whatever reason, and who is demonstrating complete unwillingness to co-operate

with school staff. Exclusions are defined as 'multiple' when the sanction is imposed for the fourth time in any one session.

2.9 In the cases referred to in 2.7 and 2.8, the pupil remains excluded until the Head Teacher and the Authority's Head of Education (Primary, Secondary or Support for Learning) have discussed possible disposals, which might include one or more of the following:

- formal referral to the Joint Action Team for multi-agency consideration and disposal, including the identification of a Link Person from the most appropriate department or agency to support the young person on return to school
- permanent exclusion from the named school, and negotiation with the parent of a place in another school
- application for imposition of an Anti-Social Behaviour Order and/or a Parenting Order
- extended period of exclusion from school, during which the parent arranges to collect work from school, and on completion returns it to school – this disposal is to be monitored by the Joint Action Team
- placement in an offsite centre or other alternative provision outside mainstream school

### **Looked After Children**

2.10 While looked after children are subject to the same rules and regulations in school as other children, any decision to exclude them must take into account their particular care situation and our desire as corporate parents to maintain their education. This is why the Head Teacher must inform the Head of Alternative Education Provision whenever a looked after child is excluded. The Head of Alternative Education Provision will in turn inform relevant Social Work colleagues.

### **Additional Support Needs**

2.11 The circumstances in which a pupil with a Co-ordinated Support Plan (or a Record of Needs until August 2007) may be excluded are the same as for a pupil without either of these documents. However, the Head Teacher will need to take account of the nature of the young person's needs, and ask if the proposed exclusion has been caused by a learning difficulty. It may indeed be the case that the pupil's needs cannot be appropriately catered for unless s/he attends the nominated school. Therefore, in the case of such a pupil the Authority should seek to balance the case for exclusion with the need to take all reasonable steps to ensure the pupil's additional support needs are catered for. If a decision to exclude is taken, it is important that the Head Teacher convenes a case conference as a matter of urgency to enable the implications for meeting the pupil's additional support needs to be considered.

### **Exclusion and The Law**

2.12 The law on exclusions derives from:

- regulations 4, 4A and 10 of the Schools General (Scotland) Regulations 1975;
- sections 14(3) and 28H of, and Schedule A1 to, the Education (Scotland) Act 1980;
- the Education (Placing in Schools etc. - Deemed Decisions) (Scotland) Regulations 1982;
- the Education (Appeal Committee Procedures) (Scotland) Regulations 1982;
- the Children's Act 1995;
- the Standards in Scotland's Schools etc. Act 2000, Section 41; and
- the Disability Discrimination Act 1995

2.13 In addition, Dundee City Council, in all its actions relating to young people, has adopted the UN Convention on the Rights of the Child and, therefore, considers its approach advised by the main principles of the Convention.

- The best interests of children and young people shall be a primary consideration in all matters concerning them.

- Children and young people have the right to say what they think about anything which affects them. What they say must be listened to and considered. When courts or other official bodies are making decisions which affect children, they must hear what the children want and feel.
- All rights in the Convention apply to all children equally, whatever their race, gender, religion, language, disability, opinion or family background.

2.14 An Education Authority may only exclude a pupil where:

- a) it is of the opinion that the parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school; or
- b) it considers that in all the circumstances to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to the order and discipline in the school or the educational well-being of the pupils there.

2.15 Staff should note that the first ground is directed against the parent's behaviour, while the second is against the pupil's.

### **Definition of Pupil**

2.16 'Pupil' means a person of any age for whom education is, or is required to be, provided under the 1980 Act. This encompasses children of school age and those who are over 16 years of age but are still receiving secondary education. Where the decision to exclude refers to a pupil who has reached his/her 16th birthday, formal communications (letters, meetings, etc) must be with that 'young person'. However, it is nearly always advisable, and good practice, to involve the young person's parents, albeit on a non-statutory basis.

### **Terminology**

2.17 'Exclusion' and 'excluded' are the formal words that should be used in all correspondence and discussions. The pupil remains on the register of the school and ought to return there once a short period of exclusion has been served. It must never be replaced by 'informal exclusion', 'expulsion', 'suspension' or any other form of words that could lead to confusion and legal challenge.

### **Duration**

2.18 The duration of exclusion is not defined in legislation. National guidance has always been that the length of an exclusion should reflect the seriousness of the breach of discipline which resulted in the exclusion and the pupil's past disciplinary record. However, the guiding principles must be that any exclusion must be resolved in the shortest possible time; and there must be no automatic assumption that second and subsequent exclusions must be longer.

### **Record-keeping**

2.19 Dundee City Council Education Department is legally bound to maintain accurate records of all exclusions, and report the incidence of these to the Scottish Executive when requested. The department also believes that careful analysis of rates of exclusion can only lead to better mutual understanding of the issue, consequent meaningful discussion with Head Teachers and greater consistency of the sanction's application across the city. The Education Department's Senior Management Team informally monitors records of exclusions three times a year.

### **Right of Appeal**

2.20 Section 28(H) of the Education (Scotland) Act 1980 gives a parent or a pupil who is a 'young person' the right to appeal against any decision to exclude from school. An Appeal Committee set up by the Authority will hear the Appeal. If the Appeal Committee upholds the Authority's decision a further Appeal can be made to a Sheriff. Notification of intent to appeal does not automatically result in the immediate return of the pupil to school; on the other hand no school should use this to delay the resolution of the exclusion through usual channels. Schools must now also recognise the change in law encompassed in The Standards in Scotland's Schools etc. Act 2000, Section 41,

which gives all children under 16 years of age, but who have legal capacity, rights to appeal against an exclusion.

### **Exclusion and Disability**

2.21 The Disability Discrimination Act 1995 gives children with a disability an extra right to appeal against exclusions. Under this legislation, a child's exclusion may be considered unlawful if it resulted from behaviour relating to their disability. The Act says that people are disabled if they have a mental or physical impairment which has a substantial, long-term adverse effect on their ability to carry out normal day-to-day activities. 'Long-term' means it has lasted for, or is likely to last for more than, 12 months, or it will last for the rest of a person's life.

### **Education Provision for Excluded Pupils**

2.22 Section 14(3) of the Education (Scotland) Act 1980 places a duty on Education Authorities to make alternative education provision for excluded pupils. The duty is to:

- provide school education for the excluded pupil in a school managed by the Education Authority; or
- make arrangements for the excluded pupil to receive such education in any other school the managers of which are willing to accept the excluded pupil; or
- make special arrangements for the excluded pupil to receive education other than at a school.

2.23 Although the duty to make alternative provision arises immediately a pupil is excluded, it is accepted that this is unrealistic. Nevertheless Dundee City Council will expect alternative arrangements to be in place whenever an exclusion lasts longer than ten school days. There is a further expectation that such occurrences will be rare and will still be resolved without further undue delay, and so alternative arrangements are likely to take the form of work being sent home for completion and subsequent correction.

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## OFFSITE PROVISION

- 1.1 The Standards in Scotland's Schools Etc. Act 2000 states that the education of all pupils should be provided in mainstream establishments unless very specific conditions are met that make such placement unreasonable. This Education Authority has always identified a minority of pupils who require an alternative facility to mainstream, and has available a number of full-time offsite places for young persons displaying the most aggressive and/or disaffected attitudes.
- 1.2 In addition, the Department contracts a private organisation, ERGO, and collaborates with Dundee College to offer disaffected pupils in their final six months of compulsory education specific full-time and part-time programmes promoting personal development and vocational training.

### Secure and Residential Placements

- 1.3 A small number of young persons each year are considered for placement in Dundee City Council's The Elms Secure Unit or in one of the residential schools across the country. Referrals for placement are made to the Residential Resource Monitoring Group (RRMG), jointly chaired by the Head of Children's Services (Social Work) and the Head of Support for Learning. In the main, Education referrals are made by Educational Psychologists and are for young persons whose educational needs cannot be met in Dundee, including those with severe sensory impairment. Referrals are more commonly made by Social Workers for children with serious care and welfare issues. Occasionally, the RRMG has to abide by a decision of the Children's Panel to place a child in secure care. All placements in residential establishments, for whatever reason, are monitored regularly by a Placement Review Group comprising Social Work and Education staff.
- 1.4 When a decision is taken to return a young person from a residential establishment to their community, s/he will return to their last educational placement. A multi-agency meeting will then be convened to discuss any additional support needs of the young person.

### The Options Group

- 1.5 The final decision that a young person should be placed in an offsite centre or alternative provision is taken by the multi-agency Options Group, comprising the Head of Alternative Education Provision (Chair), the Principal Officer HSSS and representatives from Primary and Secondary Head Teachers, the Social Work and Leisure and Communities Departments, and the Better Neighbourhood Services Fund Co-ordinator. Only in extreme circumstances will the Head of Support for Learning use powers delegated by the Director of Education to make emergency placements.
- 1.6 There is no upper or lower age limit on cases that can be referred to the Options Group for consideration. The importance of the transition from primary to secondary school, however, is such that it is not considered generally advisable or desirable to place a child in an offsite centre after the beginning of the final P7 term, other than in extreme circumstances. In the same spirit, offsite and mainstream staff are urged to aim to re-integrate primary pupils, where possible, into their mainstream school long before transition procedures into S1 commence.
- 1.7 The table overleaf lists all the current alternative provision to mainstream education made available by the Education Department. The numbers for the offsite centres are indicative and need to be flexible enough to accommodate emergency placements. The table does not include the Resourced Location facility within Mossgiel Primary School. This facility, based on Nurture group principles, can accommodate sixteen children up to and including Primary 5. Its aims are similar to those of offsite centres but it is an onsite facility in a mainstream primary school.

Facility	Type of Facility	No of Pupils	Age Range	Description of Facility
Castlepark	Offsite Centre	18	P6 – S2	Re-integrative centre following 5 – 14 curriculum
Balerno	Offsite Centre	18	S3/4	Re-integrative centre offering SCQF qualifications
Connect 5	Offsite Centre	18	S3/4	Centre addressing personal and social development issues within an alternative curriculum; includes young people in the Intensive Support Monitoring Systems (ISMS) scheme
PACE (full-time)	Provider Placement	48	Final 6 months of compulsory education	Joint provision with Dundee College, offering SCQF qualifications and a link to Further Education/training
PACE (day release)	Provider Placement	64	Final 6 months of compulsory education	Joint provision with Dundee College, preparing students for full-time Further Education course in college
ERGO	Provider Placement	24	Final year/6 months of compulsory education	Private contractor offering full-time supported pre-vocational training

### Review of Offsite Provision

- 1.8 The Education Committee, at its meeting on 24th October 2005, approved the proposal to review offsite provision and establish one additional offsite centre (Report No. 648-2005 refers).
- 1.9 Head Teachers and teacher trade unions have been consulted on this matter and their views taken into account. As a result, the following proposals are made, to be effected at the earliest opportunity.
- 1.10 An additional offsite centre should be established at a location to be determined for young people of secondary school age.
- 1.11 All offsite centres (Castlepark, Balerno, Connect 5, New Location yet to be named) should be re-titled Offsite Education Centres. As the name suggests, their purpose will be primarily educational but they will have a vital and strong care and welfare responsibility for those attending.
- 1.12 The Offsite Education Service, comprising the individual centres plus The Elms Secure Unit, should be managed by a single Head Teacher.
- 1.13 Given the changing nature of the Offsite Education Service population, it will be beneficial to be able to deploy core and visiting staff flexibly to ensure the most effective and efficient delivery of the service to young people. It is, therefore, proposed that teaching and support staff be appointed to the Offsite Education Service rather than individual establishments and the views of individual staff will be taken into account before decisions on deployment are made.
- 1.14 It is recognised that nearly all children are more likely to achieve their education potential through attendance at mainstream schools and access to the complete range of educational qualifications. The principle of re-integration into mainstream should therefore be re-stated, at least for those

children and young people of primary school age and in S1 and S2 in secondary school, and it follows that these young people must remain on their mainstream school roll and have their attendance and other data recorded by their mainstream school.

- 1.15 The priority for those in S3 and S4 must be to participate in programmes that will help them to access further education or the world of work, and successfully take their place in adult society. The prospect, therefore, of re-integration into mainstream for this group, while it cannot completely be ruled out, must be considered remote. In addition it is probable that they will attain fewer recognised qualifications, which, if they remained on their mainstream school roll, would have an adverse result on the school's overall attainment profile. It is, therefore, proposed that young people attending Balerno and Connect 5 centres be enrolled as pupils of the Offsite Education Service.

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## Glossary of abbreviations used in the Guidelines

<b>ASDAN</b>	Award Scheme Development and Accreditation Network - a curriculum development organisation and an internationally recognised awarding body offering a wide range of curriculum programmes and qualifications for all abilities, mainly in the 11-25 age group
<b>ASSIST</b>	Access and Support for Schools in Tayside
<b>CALM</b>	Crisis, Aggression, Limitation and Management
<b>CSP</b>	Co-ordinated Support Plan
<b>DEPS</b>	Dundee Educational Psychology Service
<b>EDS</b>	Educational Development Service
<b>ERGO</b>	Private provider offering alternative education programme for young people in danger of social exclusion
<b>HMIe</b>	Her Majesty's Inspectors of Education
<b>HSSS</b>	Home School Support Service
<b>IEP</b>	Individualised Educational Programme
<b>ISMS</b>	Intensive Support Monitoring Systems
<b>LSG</b>	Local Support Group
<b>LTiD</b>	Learning Together in Dundee
<b>PACE</b>	Pupil Access to College and Employability
<b>PSHVS</b>	Pre-School Home Visiting Service
<b>RRMG</b>	Residential Resource Monitoring Group
<b>SCQF</b>	Scottish Credit and Qualifications Framework
<b>SEBD</b>	Social, Emotional and Behavioural Difficulties
<b>SPACE</b>	Supporting Primary Aged Children Early project
<b>XL</b>	Prince's Trust XL - <b>xl clubs</b> target young people facing difficulties in schools and work with them on a personal development curriculum that promotes achievement and encourages success

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