

Better Behaviour – Better Learning

A Joint Action Plan

of

The Scottish Executive

The Convention of Scottish Local Authorities

The Association of Directors of Education in Scotland

The Association of Directors of Social Work

Based upon the Report of the Discipline Task Group



SCOTTISH EXECUTIVE

Making it work together

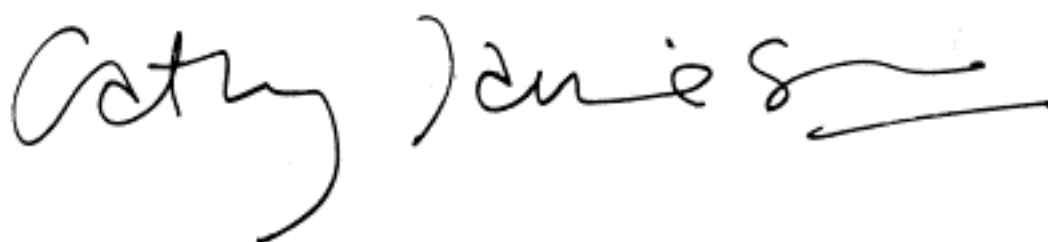
FOREWORD

I am pleased to introduce this Action Plan which builds on the work of the Discipline Task Group, chaired by Jack McConnell. This Action Plan sets out the path for implementation of the Task Group's Report and its 36 recommendations aimed at promoting effective learning and teaching in schools. It has been prepared in consultation with members of the Task Group, the Convention of Scottish Local Authorities, the Association of Directors of Education and the Association of Directors of Social Work. I am grateful for their help and co-operation.

Action on some of the recommendations is already underway and on others will begin very soon. The Action Plan establishes a timescale for implementation which will ensure that many of the recommendations are in place by June 2002 with the remainder in place by 2003. The Action Plan has been prepared jointly with our partners to be practical and manageable and authorities will prepare their own local plans for its implementation.

Local authorities and schools are intended to include local plans for implementation in the existing planning, monitoring and reporting arrangements - Local Improvement Plans and School Development Plans - as set out in the Standards in Scotland's Schools Act 2000.

Jack McConnell's commitment to improve the educational outcome for all children and young people is widely known. I am pleased to follow his commitment with my own and I commend this Action Plan to all concerned.

A handwritten signature in black ink that reads "Cathy Jamieson". The signature is written in a cursive style with a long horizontal line at the end.

Cathy Jamieson MSP
December 2001

action plan on positive behaviour in schools

based on the work of the Discipline Task Group, 2001

In summary

The Scottish Executive will:

- ✓ Support curricular flexibility
- ✓ Maintain agreed additional funding for classroom assistants and auxiliary staff
- ✓ Fund projects on staged intervention
- ✓ Review and introduce improved national networks for publication and sharing of relevant good practice
- ✓ Develop proposals on parenting support
- ✓ Fund support for home-school link workers
- ✓ Publish information on parents' and carers' rights and responsibilities in the school system
- ✓ Review, in consultation, the nature and purpose of guidance in schools
- ✓ Fund some quick start work on pupil support bases
- ✓ Roll out New Community Schools approach across Scotland
- ✓ Work towards a national framework for continuous professional development of teachers
- ✓ Ask local authorities to create their own action plans for implementing the DTG recommendations
- ✓ Review progress on the Action Plan

Action by local authorities:

- ✓ Create their own implementation plans, within Local Improvement Plans, for the actions ascribed to them and to schools
- ✓ Work with schools in reviewing/providing the frameworks and support for local action to implement this Action Plan e.g.
 - links between learning & teaching and positive behaviour (rec. 2)
 - pupil care and welfare (rec.7)
 - managing transitions into primary, primary/secondary, into work etc. (rec.28)
- ✓ Provide details of implementation progress to the Executive within their Local Improvement Plans

Action by schools:

- ✓ In consultation with teachers, pupils, parents/carers and other relevant interests, build upon past achievements in positive discipline approaches through action on the Task Group's recommendations e.g.
 - managing pupils in class and elsewhere (rec.4)
 - agreeing a dress code (rec.9)
 - involving parents/carers (rec.15)
- ✓ Place pupils at the centre of structures in school
- ✓ Promote positive behaviour and improving school ethos as priorities.
- ✓ Report progress in School Development Plans

promoting better discipline

The Scottish Executive should provide guidance to all schools on the degree of curricular flexibility available within current guidelines to enable them to take account of local circumstances and meet individual pupil needs. (recommendation 1)

- **The Executive** has clarified the scope for flexibility in SEED circular 3/2001 of 16 August 2001. There is no single curricular structure that covers the wide variety of school contexts. Guidelines suggest structure and balance of the curriculum but stress the importance of flexibility that may be required at different stages and for different purposes. In the context of positive behaviour, the new guidance acknowledged the benefit of more appropriate curriculum management to children with specific needs and to those more generally experiencing boredom or lack of inspiration. This advice has been well received.

Local authorities and schools should review existing policies and guidelines relating to learning and teaching, making explicit links with policies for promoting positive discipline. It is recommended that these should be integrated into a single framework of effective inclusive practice. (recommendation 2)

- This is an action for **local authorities and schools** which authorities have agreed will be completed by June 2003.

timing**context**

16 August 2001 with immediate effect

The DTG found that an inappropriate curriculum could lead to boredom, lack of inspiration and contribute to behaviour problems.

Other relevant background

SEED Circular 3/2001 and SED Circular 6/1999.

SED guidance '5-14 Curriculum Guidelines' and

'Curriculum Design for the Secondary Stages: Guidelines for Schools'

National Priorities, Local Improvement Plans, School Development Plans.

Preparation in session 2001-02. Implementation by end of session 2002-03

This is seen as an underpinning action, basic to implementation of the DTG report. The DTG saw clear links between negative behaviour and boredom, lack of challenging tasks and uninspiring S1/S2 curriculum; and saw solutions possibly in ICT support for learning and teaching, curricular differentiation and catering for different learning styles.

Responsibility for Action

● = Scottish Executive

■ = Local Authorities

◆ = Schools

The additional resources already agreed and planned to support schools and education authorities through the implementation of A Teaching Profession for the 21st Century, and for the continuation of the classroom assistants and class size strands of the Excellence Fund should be prioritised to increase staffing (teaching and non-teaching) in order to support social inclusion and the development of positive discipline strategies in all schools. (recommendation 3)

- **The Executive** will continue to provide additional resources to support schools and local authorities through implementation of "A Teaching Profession for the 21st Century". The staffing and class contact time aspects will be achieved by recruitment of 3,000 teachers by 2006 at an additional cost of some £7.5m over the next 3 years. The Executive has arranged for "21st Century" provision and is currently reviewing the Excellence Fund. It will ask authorities to reflect these priorities in detailed responses to the Discipline Task Group (though Local Improvement Plans and School Development Plans), which will be sought from each authority.

Schools should agree and share good practice on routine procedures for managing pupils in and around the school and within classrooms. These procedures should be applied consistently by all staff. (recommendation 4)

- ◆ For **schools** to apply these procedures from August 2002.

timing**context****2001 ongoing**

The DTG supported the views of teachers, pupils and parents/carers that adult/pupil ratio is critical to good behaviour in schools

Other relevant background

A Teaching Profession for the 21st Century: £174m, 276m, 405m in 2001-02, 2002-03, 2003-04

Excellence Fund (subject to review, in progress)

Classroom assistants £36m in each of 2002-03, 2003-04, 2004-05

See also related item 10 (assistants) and 17 (home/school link workers)

There is agreement between the Executive and COSLA to establish joint monitoring of the additional burdens arising from implementation of the "21st Century" package, including establishing of joint positions on agreed additional burdens for year four of the implementation process.

**30 June 2002 for
application in session
2002-3**

The aim here is to manage the margins of class time consistently throughout the school, minimising the opportunities for distractions and focussing on work. This links to recommendations 6 and 7 (pupil care and welfare), and 12 (shared responsibility among staff). These are all building blocks of positive behaviour and ethos. Recommendation 8 (national mechanism), when implemented, will provide a focus for exchange of good practice.

Responsibility for Action

- = Scottish Executive
- = Local Authorities
- ◆ = Schools

The Scottish Executive should endorse the principles of staged intervention. Funding should be made available to enable a number of pilot programmes on staged intervention to be established. The evaluation of such programmes should pay particular attention to the links between indiscipline, classroom management and effective learning and teaching. (recommendation 5)

- **The Executive** is providing some £300,000 p.a. in 2001-02 and in the following 2 years to support a number of pilot projects by authorities which wish to take this forward. It is envisaged that Executive funding will support costs such as part-time co-ordinators, training seminars, teacher supply cover costs.

Schools should agree and adopt policies for the management of pupil care, welfare and discipline, including the promotion of positive behaviour. Particular attention should be paid to expectations, rules, rewards and sanctions. These policies should be applied consistently. (recommendation 6)

- ◆ For **schools** to apply these policies by August 2002.

Local authorities should provide support and advice for all schools in the formulation of policies relating to pupil care, welfare and discipline. School policies and their implementation should be regularly reviewed and endorsed by the local authority and these arrangements should be evaluated by HM Inspectorate of Education through their inspections of education authorities. (recommendation 7)

- **Local authorities** have specific responsibilities to support and challenge schools in setting policies under recommendation 6 above and in reviewing and endorsing school policies for action locally. Policies will be reviewed through existing arrangements for such reviews. **HMIE** have a role in evaluating such policies and will amend their criteria and guidelines for doing so.

timing**context**

**Details to be announced by
31 December 2001**

Early feedback from the Framework for Intervention Project (FFI) in England suggests that successful application of staged implementation principles is founded on certain pre-existing policies and circumstances of the school, including the state of progress in ethos and positive behaviour. FFI procedures, of themselves, are unlikely to provide that initial impetus and therefore may not be appropriate in all schools at present.

**Prepare by June 2002
For application
2002-03**

Pupils and staff stressed to the DTG the importance of agreed policies and consistent application throughout the school. Links with recommendations 4,7,12 and 8 as above.

Other relevant background

In the context of expectations, rules, rewards and sanctions, the Education Maintenance Allowance (EMA) Pilot Scheme allows young people an incentive to stay in post-16 education. They benefit financially and academically.

Ongoing

The DTG noted that the authority's role should be to consider e.g. the validity of consultation within the "whole school community", and disseminating good practice, not merely recording or listing school policies. Links with recommendations 4,6,8 and 12 as above.

Responsibility for Action

- = Scottish Executive
- = Local Authorities
- ◆ = Schools

A national mechanism for identifying, evaluating and disseminating good practice at education authority and school levels should be established and funded. As part of this mechanism, national research focused on school discipline, behaviour management and school inclusion should be developed. (recommendation 8)

- **The Executive** will commission a report on the scope within existing mechanisms to create a network to permit sharing of information as recommended. The National Grid for Learning, the Anti-bullying Network and the Scottish Schools Ethos Network will be existing networks involved in the process. There is also an important role for the COSLA Education Network to ensure that good practice is identified and shared among Convenors and Directors. The Executive will fund a Development Officer to liaise with stakeholders and their representatives to lead a short-life implementation project. Future research will be considered in the light of material placed on the Network.

In supporting the concept of creating a "learning community", schools should consult with pupils, teachers and parents/carers in order to agree a dress code for children and young people. Local authorities should support schools in the implementation of their agreed dress codes. (recommendation 9)

- ◆ **For action by schools** in the context of **local authority** support and policy. Codes to be agreed by June 2002 for implementation in August 2002.

timing**context**

Scoping report by end March, 2002.

A national mechanism is seen by the DTG as a key to the sharing of expertise and dissemination of good practice.

DO appointed May 2002

Other relevant background

The national grid for learning (NGfL) Scotland was launched by the (then) Scottish Office in 1998 to promote enhanced access and use of Information & Communication Technology (ICT) by school and pupils. Development of the ICT infrastructure in schools is supported by a programme of grants to education authorities under the Excellence Fund. NGfL Scotland is supported by a team of development officers based at Learning and Teaching Scotland.

The Anti-bullying Network and The Scottish Schools Ethos Network established at the University of Edinburgh Faculty of Education provide platforms for sharing experience, with funding of £125k and £145k p.a. respectively from the Executive.

30 June 2002 for application in session 2002-03

The Discipline Task Group noted that many schools with successful positive behaviour attitudes had found benefit in promoting some form of dress code e.g. reducing differences between pupils, promoting a sense of belonging and identity with the school community, raising self esteem, enhanced sense of purpose within the school. Pupils, parents and carers should be involved in creating such a code and their support sought in maintaining its use thereafter. This is about school communities supporting and identifying with the school's purpose. The outcome could be a range of styles.

Responsibility for Action

● = Scottish Executive

□ = Local Authorities

◆ = Schools

In consultation with schools, the Scottish Executive and local authorities should consider how additional and existing funding might be used to provide auxiliary support to assist with the care and welfare of children and young people. Consideration should be given to appropriate training for these staff. (recommendation 10)

- **The Executive** will ask **local authorities** to reflect these priorities in detailed responses to the Discipline Task Group which will be sought from each authority within its Local Improvement Plan. **The Executive** has included this in its current review of the Excellence Fund.

Local authorities should provide guidance and advice to all staff regarding the levels of intervention they expect from them with respect to their handling of disciplinary matters in classrooms and public areas within the school. (recommendation 11)

- For action by **local authorities**. By providing support for a consistent response by all staff to challenging behaviour by children and young people in classrooms and in other areas of the school, local authorities can give confidence and encouragement. Collective expertise in school will be supplemented by advice and training, as needed.

Schools should develop agreed systems for shared responsibility between staff at all levels for the conduct and behaviour of children and young people in corridors, playgrounds and public areas within the school. (recommendation 12)

- ◆ For **schools** to develop appropriate approaches by June 2002.

timing**context****31 December 2001**

The context here is mainly 'out of the classroom' behaviour e.g. in playgrounds and in school transport and the negative effect when this spills into the class. The Excellence Fund has provided an additional £65m p.a. in the past 3 years for the creation of up to 5000 classroom assistant posts, which will continue. Links to items 3, 17 and 35.

June 2002

This is essentially a matter for local policy making. Exchange of good practice may suggest ways forward. There are different models to consider and some teachers are already trained to use relevant techniques, such as CALM.

June 2002

Links to items 10 and 11. This recommendation aims to encourage consistency and mutually supportive approaches within schools.

involving pupils and parents/carers

Schools should ensure that there are formal mechanisms in place to allow all pupils to regularly share their views with teachers and other pupils, and to participate in decision-making on matters which affect them directly. These mechanisms should allow for consultation and active participation on a range of issues, including the setting of priorities for the school development plan. (recommendation 13)

- ◆ For **schools** to review their arrangements and, where necessary, introduce/amend mechanisms. Schools should encourage the establishment of and participation in pupil councils. School boards in secondary schools may co-opt young persons (16-18 years) as members.

Schools should ensure that opportunities are provided for senior pupils at both primary and secondary levels to take responsibility for 'buddying' and/or mentoring junior pupils. (recommendation 14)

- ◆ For **schools** to maintain or introduce opportunities for buddying and mentoring.

Schools should review the mechanisms and approaches used to communicate with and involve parents/carers in the general life of the school and with their own child's education in particular. (recommendation 15)

- ◆ For **schools** to review mechanisms for communication with parents/carers in general, for example, on learning and teaching, discipline, care and welfare or on complaints and appeals procedures; and in relation to their children's education,

30 June 2002

Successful schools seek to secure young people's rights to a quality and relevant education by promoting effective approaches to their participation within their school and community, and by embedding citizenship in the learning environment and curriculum. When young people enjoy a positive and meaningful experience in a school which meets their individual needs, treats them with respect and involves them in decision-making, challenging behaviour can be significantly reduced.

30 June 2002

Such approaches already exist in some schools. A range of issues can be handled in this way including support on bullying, homework, forming friendships and coping with transitions. There is evidence that both mentors and younger children benefit in experience and confidence.

**30 June 2002 for
application in session
2002-03**

The Task Group was impressed by the strategies that schools used to encourage parents/carers to become active participants in school life. These ranged from regular contact on pupils' achievements, participation in school outings, work in school and parents organisations to employment in school as classroom assistants, clerical staff, etc. The DTG took the view that if parents/carers were given regular, up-to-date and user-friendly information, they were more likely to support the work of the school. The Group also saw benefit in schools regularly communicating with parents/carers on the positive achievements of their children. The Standards in Scotland's Schools, etc. Act 2000 require an authority's annual statement of education improvement objectives to include ways of involving parents in providing the education of their children.

action plan

Responsibility for Action

- = Scottish Executive
- = Local Authorities
- ◆ = Schools

*A national development programme on parenting skills should be established.
(recommendation 16)*

- **The Executive** will develop proposals on how to build upon existing provision and the wide range of initiatives which include elements of parent support.

*The Scottish Executive and local authorities should prioritise funding from within the Excellence Fund to provide for a home-school links worker in secondary schools and primary clusters.
(recommendation 17)*

- The scope and operation of the Excellence Fund is currently being reviewed with a view to reducing its complexity. **The Executive** will consider this recommendation in the context of that review.

A media campaign focussing on parents'/carers' right and responsibilities in the school system should be established. This should include an information leaflet for parents/carers highlighting these rights and responsibilities, and advising ways to support their child's education. (recommendation 18)

- **The Executive** will publish information on parents/carers rights and responsibilities in the school system. The form and content of any media campaign will be considered in the context of existing material and new work being done elsewhere.

timing**context****ongoing**

The aim is to help some children make a greater success of school life by supporting their families in basic skills. A wide range of organisations provide support with parenting. Sure Start Scotland, New Community Schools and Starting Well are relevant existing initiatives. There is scope to include some parent/child skills content in the school curriculum.

**Full outcome by 31
December 2001**

This recommendation results from concerns that parents/carers may feel blamed for their child's behaviour. They may feel vulnerable, inadequate or defensive. The Task Group sought a joint problem-solving approach between school and parents/carers. Partnership including other agencies e.g. health, social work, is commended also. The review is underway of the criteria and administration of the Excellence Fund to make it more flexible and less bureaucratic.

31 July 2002

The DTG wished to promote parents'/carers' understanding of their rights and responsibilities so that better home/school arrangements might be made for resolving parents'/carers' concerns within a supportive and safe environment. There are already publications aimed at a general child/parent audience. Something focussed more closely on schools may be needed.

supporting pupils in schools

Schools should give consideration to integrating the work of learning support, behaviour support and guidance into a single overall framework of pupil support in order to achieve a more holistic approach to supporting the needs of all children and young people. (recommendation 19)

- ◆ For action by **schools**. The aim should be to review existing structures and organisation to achieve a more holistic approach, putting the pupil at the centre and achieving an accessible and effective pupil support mechanism. This could include identifying a key worker for each pupil.

There should be a review of the criteria and formula for the allocation of learning support staffing to all schools to allow for appropriate levels of support for children and young people with special educational needs, including those with social, emotional and behavioural difficulties. (recommendation 20)

- For action by **local authorities** which should review and assess current need for learning support staff.

There should be a comprehensive review of the nature and purpose of guidance, both at primary and secondary school levels, and of the training of guidance staff. (recommendation 21)

- **The Executive** will establish a group of stakeholders to conduct a comprehensive review, as recommended.

timing**context****For implementation during session 2002-03**

The intention is to create a single support framework incorporating learning and behaviour support and guidance. The proposed review of the nature and purpose of guidance will inform action here. (See recommendation 21 below)

Review and assess by 31 March 2002

Evidence put to the Task Group showed clearly that the work now undertaken by learning support staff has expanded to include a broader spectrum of pupil support than just core skills. This recommendation responds to the pressure on learning support resources and a need to increase adult/pupil ratios in learning support both for teaching staff and for special needs auxiliaries in learning support as a matter of urgency. Linked to recommendation 19.

March 2002 - March 2003

The DTG found that demands on the nature of the work of guidance staff in supporting the pastoral needs of a wide range of pupils and families, particularly those with social, emotional or behavioural difficulties, has increased significantly. The importance of early intervention at nursery and primary schools suggests that consideration may need to be given to a level of guidance in primary schools.

The Beattie Report highlighted the importance of guidance and support in enabling young people to make the transition from school to post-school learning and employment; and problems in the assessment and guidance available to the client group.

Following the Beattie Report, 3 National Development Officers have been appointed to build on work being done by educational psychologists in schools. Their work will focus on maintaining post-school links and on developing a specification for Psychological Services to provide services to FE Colleges, Training Providers, and young people up to the age of 24 years.

Flexible support provision, including in-class support and facilities to educate children and young people outwith the normal classroom environment, should be established in secondary schools and designated primary schools. Best practice in operating such provision should be further researched and disseminated nationally. (recommendation 22)

- **Local authorities and schools** should look for opportunities to utilise funding within the resources for "A Teaching Profession for the 21st Century" and the Excellence Fund. **The Executive** will ask authorities to reflect these priorities in detailed responses to the Discipline Task Group which will be sought from each authority within it's Local Improvement Plan.
- ◆ **The Executive** will kick-start the expansion of pupil support bases by an addition of £10m immediately.
- **The Executive** will ask the national mechanism, proposed in recommendation 8, to examine and disseminate existing best practice and consider the need for further research.

In planning for new and refurbished school buildings, local authorities should seek to ensure that suitable and appropriate accommodation is made available for supporting the needs of children and young people who may need to be educated outwith the normal classroom environment. They should also consider how to adapt existing school buildings to allow this to happen. (recommendation 23)

- The **Executive** will encourage education authorities to give priority to pupil support bases in drawing up estates strategies. **Local authorities** should consider suitability for this purpose of any existing accommodation.

The guidance contained within Circular 2/98 'Guidance on Issues Concerning Exclusion from School' should be reviewed in the light of the Standards in Scotland's Schools etc. Act 2000. Local authorities should ensure that all schools are aware of relevant guidance and legislation relating to exclusions from school. As part of their inspections of education authorities, HM Inspectorate of Education should review the procedures used to manage the process of exclusions from school. (recommendation 24)

- **The Executive** has a review of the circular under way. It will be for **local authorities** to ensure relevant information has been given to schools in due course.
- **HMIE** will examine exclusion procedures in the course of school inspections.

timing**context****Ongoing to end of session
2002-03**

This draws upon observed and reported good practice using a range of approaches in class, 'time-out' support, planning for reintegration. The "Alternatives to Exclusion" programme of the Excellence Fund has been effective in providing £10 million a year to support pupils at risk of being excluded. Funding for assistants and auxiliaries is found in "A Teaching Profession for the 21st Century" and from the Excellence Fund.

Kick start funding 2001-02

Link to the "national mechanism" at recommendation 8 above.

Ongoing

As with recommendation 22 above, this looks for flexibly usable facilities appropriate to individual needs and responses i.e. space for behaviour support teachers, short-term individual counselling, alternative education base, multi-agency working.

**Consultation on circular by
31 January 2002**

The DTG was relatively content with the guidance in the Circular but concerned that not all schools adhered to it. The impact of the Standards in Scotland's Schools etc. Act 2000, on the requirement to educate children excluded from school, and on the appeals process, requires the Circular to be updated.

action plan

Responsibility for Action

- = Scottish Executive
- = Local Authorities
- ◆ = Schools

*All schools should have a designated member of staff who is responsible for the care, welfare and tracking of progress of looked after children. There is a clear role for this member of staff in supporting colleagues in caring for the interests and welfare of looked after children.
(recommendation 25)*

- ◆ For action by **schools**

31 December 2001

This recommendation underlines the importance that the Executive attaches to authorities' responsibilities as 'corporate parent' and the role that schools can play in contributing to stability in the lives of Looked After Children and young people. This recommendation fits in with authorities' overall policies for the care of looked after children and with the Executive's requirement for confirmation that such policies are in place and that statutory duties are being discharged. The "Learning with Care" report identified serious deficiencies with the care and education of Looked After Children. Scottish Ministers placed special emphasis upon a like recommendation for designated teachers when it was included in the nine recommendations of that report. Local authorities have since reported to Ministers the arrangements that they now have in place to implement this recommendation.

multidisciplinary working

There should be joint multidisciplinary decision-making relating to the care and welfare of children and young people experiencing social, emotional or behavioural difficulties. Clear mechanisms for ensuring effective multidisciplinary working, adapted to meet local needs and circumstances, should be established for all nursery, primary and secondary school clusters to provide holistic and responsive support for children, young people and their families as required. (recommendation 26)

- ◆ □ **Local authorities and schools** to review their existing approaches and work with other agencies to establish or develop multi-agency approaches

Schools and local authorities should consider how to further enhance their investment in early intervention strategies aimed at pre-school and primary school children and their families. This should include a specific focus on supporting pupils with social, emotional and behavioural difficulties which encompasses local family support strategies. (recommendation 27)

- ◆ □ For action by **schools** and **local authorities**.

**Local Review Cycle
but by June 2003**

Multidisciplinary working requires a common organisational approach to assessing and supporting needs. The school liaison group (SLG), also known as a joint assessment team (JAT), can provide a coordinating forum for all of the key professionals involved in assessment and planning for individual children. The SLG brings agencies together around the needs of the child or young person. Its make-up will relate to the particular circumstances of the individual or group of schools. It is likely to comprise staff from the school, local social work team, specialist staff such as an educational psychologist and representatives from other organisations such as the police, carers or community education/youth service.

School liaison groups should meet regularly to consider the needs of identified pupils, including those experiencing behavioural difficulties in school and those at risk of exclusion. They should agree systems and approaches appropriate for assessing the needs of children and young people, and then draw up individual plans and multidisciplinary support packages to address these needs.

The Action Team on Integrated Children's Services has made 6 recommendations which will support this, including single children's service systems, joint children's service plan, inclusive access to universal services, co-ordinating needs assessment and intervention and target services. It has also recommended the Executive to ensure continuing education to those excluded from school (for which action on recommendation 24 will be relevant) and has sought identification and dissemination of good practice.

31 March 2002

The Task Group placed special emphasis on early intervention as the chance of successful intervention appears to recede as the child grows older, since behaviour becomes habitual and the expectations of the child lower. The Excellence Fund currently invests £13m p.a. in literacy and numeracy.

action plan

Responsibility for Action

● = Scottish Executive

□ = Local Authorities

◆ = Schools

Schools and local authorities should review policies and procedures to ensure all educational transitions, including those between mainstream and alternative provision, are proactively managed in the best interests of all children, parents/carers and families. (recommendation 28)

- ◆ For action by **schools** and **local authorities**
-

The success strategies identified in the New Community Schools pilot should be rolled out to secondary schools and primary schools across Scotland. (recommendation 29)

- An **Executive** announcement was made in June 2001 confirming the intention to roll out the NCS approach across Scotland with effect from April 2002. . A further statement was made in November 2001 and additional resources of £30.6m over 2002-03 and 2003-04 were announced. Local authorities are being asked to submit proposals for a whole authority approach.

30 June 2002

Effective management of transitions is crucial. Entry to primary education is thought to be very important. Thereafter the primary years offer further opportunities for effective intervention. The National Assessment Action Group was announced on 20 September. It will consider how to bring current diverse reporting and assessment systems into a coherent system for pupils, particularly at points of transition.

In relation to transition from school to post-school learning and employment, the Beattie Report provides a range of projects to improve assessment, tracking and key worker support for disadvantaged young people.

**Announced November
2001
Roll out from April 2002**

Over the 5 years of the pilot programme (1999-2004) the Executive will have invested additional resources of £37m supporting 62 projects and over 400 schools. The resources of £30.6m for roll-out of the NCS approach will be in addition to that.

- = Scottish Executive
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working with staff

As trusted professionals, all teachers should have access to relevant background information on pupils, including personal and family details, which may affect the learning and teaching process. (recommendation 30)

- ◆ For action by **schools** to ensure that teachers are part of a team approach and have the information they need to support pupils effectively.

The current review of initial teacher education should include the extent to which student teachers are prepared to meet the challenges of supporting social inclusion through effective behaviour management, the promotion of positive discipline and classroom management skills. It should also include the development of opportunities for students following ITE courses to link with professionals in other fields and to develop an awareness of approaches to working with parents and carers. (recommendation 31)

- The **Executive** has concluded Phase 1 of the review of initial teacher education. Phase 2 of the review will include the aspects recommended. Work with other disciplines and with parents/carers will feature also.
- *In partnership with teacher education institutions and faculties of education, a national continuing professional development programme relating to behaviour management, social inclusion, alternatives to exclusion and effective learning and teaching for probationers, serving teachers and senior managers should be developed. (recommendation 32)*

The **Executive** has established a Ministerial Strategy Committee on CPD with a sub-committee on inclusion which will consider this recommendation and will report to the Ministerial Strategy Group. A National Framework for CPD will be in place by August 2003.

The continuing professional development programme should include opportunities for teaching staff to take part in multidisciplinary training with professionals in other fields and to develop an awareness of approaches to working with parents and carers. (recommendation 33)

- **The Executive** will ensure that such opportunities will be available. Training may be provided by a range of relevant sectors e.g. by police, social work, health, etc. services.

timing**context****Immediately**

A team approach should foster continuity of contact and greater confidence in sharing information among the parties. Teachers must be aware of a pupil's personal circumstances if these are likely to impact on the pupil's learning. The child must be at the centre and his/her right to confidentiality always safeguarded. Within the team it may be clear who is principally responsible for each piece of information

Phase 1 - concluded in June 2001
Phase 2 - to commence mid 2002

Phase 1 of the review of ITE commenced in April 2001 and the findings were subject of consultation. It included a brief study of inclusion, discipline, etc. Phase 2 will take a comprehensive and in-depth consideration of these issues.

MSC established in October 2000 to prepare a CPD framework by August 2003

£1m allocated in 2001-02, £14m in 2002-03 and £15m in 2003-04 for continuous professional development of teachers, funded through "A Teaching Profession for the 21st Century".

CPD framework by August 2003

The benefits of multidisciplinary training have long been recognised in specific areas of work with children and young people, such as child protection. The purpose of multidisciplinary training is to achieve shared understanding and to enable more effective joint working. This has proved successful in New Community Schools, as has work shadowing.

conclusion

The Scottish Executive should develop a set of policy targets linked to the performance measures within the National Priorities, focused on school ethos and discipline. These should support education authorities and schools in maintaining a greater number of children and young people with social, emotional and behavioural difficulties within mainstream schools without adversely affecting the progress or welfare of other pupils or staff. Schools should receive appropriate funding to achieve such targets. (recommendation 34)

- The **Executive** has undertaken extensive discussion developing indicators to underpin the National Priorities. These include targets in support of improved discipline and ethos. Draft guidance, together with proposed performance measures and quality indicators, have been given to local authorities. They have been asked to take the lead in ensuring that their schools are aware of this guidance and that it is taken into account in the planning, target setting and reporting arrangements at both authority and school level.

The relevant strands of the Excellence Fund should be reviewed and focused on promoting effective learning and teaching, promoting positive discipline and alternatives to exclusion. (recommendation 35)

- A review of the Excellence Fund is underway with ADES and, through ADES, with COSLA. It will conclude in early 2002.

There should be a national strategy developed to manage the implementation of the recommendations offered by the Discipline Task Group. Local authorities and schools should also consider how they can best address the recommendations which apply directly to them. HM Inspectorate of Education should review the progress being made by local authorities and schools in his respect through routine inspections. (recommendation 36)

- **The Executive** is publishing this Action Plan, including its own commitments and those of **local authorities** and **schools**.

Schools and **authorities** will include their local plans for implementation of these recommendations in the existing planning, monitoring and reporting arrangements - school development plans and local improvement plans as set out in the *Standards in Scotland's Schools Act 2000*. **HMIE** will review progress in the course of inspections of schools and authorities.

timing**context**

Draft guidance went to the Education, Culture and Sport Committee in late October, for final publication in early 2002.

The Executive has worked with stakeholders, including local authority and schools'/teachers' representatives, to draft guidance on planning, monitoring and reporting on progress against educational outcomes under the National Priorities. This will provide a core set of performance measures and indicators for use at school, education authority and national level, and will inform planning for academic year 2002-2003 and beyond.

31 January 2002

The Excellence Fund underpins many innovative initiatives but its administration is rather complex. We aim to make it simpler and more flexible to operate. The review will consider how to ensure that initiatives continue from pilot to implementation or that short-term funding is planned into mainstream. The review will consider funding of positive behaviour approaches.

12 December 2001

The Executive, authorities and schools are firmly committed to enabling each child to fulfil his or her full potential. Effective implementation of the Discipline Task Group recommendations is crucial to achieving that objective.