



STAND UP

FOR QUALITY EDUCATION

Pupil Behaviour in Scotland's Schools:
EIS National Survey 2023

EIS Scottish Borders Branch Responses

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EIS Scottish Borders Pupil Behaviour Survey: Why survey our members?

A total of 33% eligible Scottish Borders EIS branches completed the survey-this was nearly 440 teachers. Using EIS membership data, and teacher census figures available from Scottish Government, we are able to say that nearly 43% of our members responded to the EIS survey about Pupil Behaviour which was launched in September 2023. Scottish Government summary statistics from 2023 indicate a total of 1042 FTE teachers employed by Scottish Borders Council.

The purpose of the 2023 EIS Branch Survey was to:

- Determine the nature and extent of the 'violence and aggression' faced by teachers in Scottish schools
- Determine the nature and extent of the 'violence and aggression' faced by pupils in Scottish schools
- Identify challenges around 'violence & aggression' and good practice to address or mitigate violence & aggression in Scottish schools

This document summarises the experiences of hundreds of teachers employed by Scottish Borders Council, in relation to pupil behaviour in schools. It clearly demonstrates inconsistency in practice across schools and a deep professional concern about the lack of support for pupils with Additional Support Needs (ASN) which has been connected to a rise in violent incidents in the classroom. The findings of the report have informed the 'SU4QE' campaign's next steps in Scottish Borders.

Violence against SBC staff is unacceptable in any setting, and the EIS will campaign vigorously for work-places and classrooms to be free from violence. Scottish Borders Council must ensure that schools are safe, calm and supportive environments for everyone that learns and works in them.

We will campaign for:

- a safe working environment for ALL staff and pupils in Scottish Borders' schools, with staff offered the same protections as any other employee of SBC
- an agreed framework to support school staff dealing with challenging pupil behaviour to include consistent and clear expectations and procedures (including appropriate sanctions) at school and local authority level
- additional and regular mandatory training for staff and managers on the use of Assure (health and safety portal) to record incidents
- additional staffing to support young people and staff in schools
- long-term funding of resources (including PEF and SEF spending) and alternative provision, to meet the needs of our young people
- re-opening or creating alternative provision to support pupils with ASN whose needs and best interests are not being met within mainstream education

At a glance...

In Scottish Borders, **58%** of branch responses stated that ‘violent and aggressive’ incidents happen on a **daily** basis. 29% said that violent and aggressive incidents happened on a weekly basis and 12% said that it was on a monthly basis.

83% of school branches said that incidents had **increased significantly** in the last 4 years.

Most common types of pupil-on-teacher violence/aggression reported:

Verbal ⇒⇒⇒ **54%**

Intimidatory ⇒⇒⇒ **79%**

Physical ⇒⇒⇒ **62%**

71% of these violent and aggressive behaviours happen in the classroom. Meaning that teaching and learning is regularly disrupted, and incidents are routinely witnessed and/or experienced by other children and staff. Support staff often bear the brunt of this aggressive behaviour (7th April 2024): [UNISON survey shows ‘shocking’ violence in Borders schools](#) | Border Telegraph

Only 33% of respondents in school branches were aware of their school’s procedures for dealing with violent and aggressive incidents.

58% of respondents were **UNAWARE** of the policies and procedures for dealing with violent and aggressive behaviour being used in their school.

Only 16% of members in Scottish Borders “always” feel supported after a violent incident in school.

(54% said “sometimes” and 29% said “never”.)

In general, how well are staff supported following an incident?

For physical violence, yes, however for verbal and aggressive incidents never. We are told by SLT: "It's part of the job."

Management has no support. Staff feel Management support them but have no support from authority/higher up.

Violent incident reporting does not cover/feel like the right space for verbal aggression.

Lower numbers of staff (small school) make support harder. Staff in school are very supportive of each other, but once forms (LEXI) are filled in and passed on these are not discussed further or further support offered. Risk assessments only acknowledge level of risk, they don't offer support or solutions.

The incident may have been dealt with in terms of supporting the pupil, but not in terms of supporting the staff member, specifically mental health resources, teacher de-escalation time or mediation opportunities. This may then cascade on with parents becoming involved putting pressure on teachers, therefore increasing stress and workload.

Incidents do not always feel fully resolved, just dampened down until the next time it arises.

Children are returned to class too quickly, when often teachers and/or the rest of the still not ready for it.

Time is given to the perpetrator to calm down only but not always to a resolution for all affected.

We feel we support each other as a team informally, but there is no formal support from the wider council team.

More time for restorative meetings. Concern shown by management in a check-up.

Involvement in risk assessment. Feedback for entries into incident book. Removal of pupil until all of this has happened.

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Support is not adequate and is dependent on time. Support is generally directed to the child not the member of staff.

Are staff well-supported by existing culture and procedures for dealing with violent and aggressive behaviour?

Better staffing ratios.

No effective sharing of risk-confidentiality puts some teachers at risk. Teachers not given time for recovery- “we just make do”.

Better communication of incidents and sanctions with staff, to be reassured of action being taken.

Yes, staff could be better supported. Support appears inconsistent. we are aware that some staff are offered debrief sessions, but pupils appear to be put back into class without appropriate restorative measures.

Good team support in place. SLT is very supportive.

There needs to be a restorative conversation between the adult and the pupil. There is currently no effective sharing of information with staff. Parents are not always informed when they should be. SLT shy away from difficult conversations with parents.

We are not aware of any child-centred risk assessments and there is a lack of communication about resolutions reached. All adults involved in supporting the pupil and their behaviour in school should be invited to meetings to provide a consistent approach (PSAs, classroom teachers etc). Outside specialist provision for pupils with behavioural problems is no longer available to class teachers within Scottish Borders Council.

Acknowledgement of incidents happening in classes from SLT would be welcomed and open communication of what next steps are. Pupil-centred risk assessments used rarely. They are only shared when serious incidents occur. Risk assessments rarely include “risks to staff”.

Teachers require more time to recover, sharing information of risks and pupil risk assessments need to be used.

Yes, currently no dedicated time given to support staff after incidents. There are no effective information sharing procedures in place to share with other staff members after incidents. Pupil-centred risk assessments have not been completed but should have.

Level of staffing does not allow for this. Colleagues support each other where possible.

More serious sanctions. Information on the steps SMT took.

‘Violent and aggressive’ incidents between pupils in school

- **79%** of branches in Scottish Borders say that violence between pupils happens on a daily basis.
- **74%** of branches say that pupil on pupil violence has **increased significantly** in the last 4 years.

HALF of Borders school branches said that pupil on pupil ‘violent and aggressive’ incidents (driven by prejudice such as racism, sexism, misogyny, religious-based hostility, disablism, homophobia, transphobia, class/wealth prejudice etc) have **increased** in the last 4 years.

HALF of respondents were unaware of their school’s own policy and procedures for dealing with violent and aggressive pupil behaviour.

Teacher comments about support available for pupil ‘victims’, following an incident:

- Inconsistencies within responses to each incident.
- Students are scared to report therefore not being reported on effectively. Students want more information on follow-ups as they are not informed of consequences and often felt like nothing has been done.
- Pupils are not well supported, instead they’re expected to walk away from the aggressor.
- Staff unsure - feel it would be better to ask the victims themselves. But the general consensus amongst staff and pupils, is that bullying isn’t being dealt with effectively.
- We are not sure. We do not think there is enough support. Some children stop coming to school due to feelings of anxiety. (This was noticed in secondaries.) If violent/ aggressive children are returned to class without proper restorative measures / interventions, then the other children do not feel safe and stop coming to school.
- Clear procedures and scripts in place. IWB staff are supporting our staff team. We have nurture monitors.
- Volume of incidents make this impossible. Children often chose not to tell teacher, but do tell a parent.
- Time and scale of incidents can mean not every child can be supported well enough. Big emotions mean things need to be de-escalated before having a calm restorative conversation. We also have other children we need to actually teach, and management aren’t always there to support. We feel we can put a bandage on the outside but aren’t really dealing with the bruising inside these children.
- As well-supported as we are able to, given the time constraints and staffing/resources available.

Comments about support available for pupils, who demonstrate violent and challenging behaviour, following an incident:

- Pupils are supported well, but not managed well, i.e. pupils being returned to class after an incident without restorative conversations between affected individuals.
- Relatively well- systems are in place but depend on individuals- any absences break the system.
- Supported more than victims in many cases, but behaviour not managed. Repeat offenders.
- Space is an issue in schools. Finding somewhere for children to deescalate whilst keeping their dignity is difficult. Staffing is also difficult. It can often take up to 90 minutes to deescalate - quiet spaces are required.
- Restorative approaches are in place. The nurturing ethos helps to support all children.
- Extreme behaviours make this very difficult to manage.
- They are not being supported enough. There are no staff to support these pupils, or to release teachers to support them. This responsibility usually falls on to the parents.
- This depends on whether SLT are available - varies on a day-to-day basis. Support strategies might be in place but not actually used.
- Given time to calm down with an activity of the child's choice, spoken to about their behaviour with restorative conversation, returned to class. (repeat)
- Usually, the aggressive behaviour is not dealt with little or no consequences. To other children, it can seem as if this aggressive behaviour is being rewarded e.g. quiet story time with biscuits or helping to set up for Assembly etc.
- There are no supports for pupils after these incidents.
- Focus is on them rather than the victim. Debrief is time dependent and often rushed.
- Well, parents informed, team around the child, use of nurture base, time away from class to calm down, every class has a calm corner.

Comments about support available for teachers, following an incident of violent or challenging behaviour:

- Inconsistencies within responses to each incident. Most of the time you don't hear anything.
- Not at all. Actively discouraged from reporting via Lexi. Lexi is complicated (deliberately?) and time-consuming system in which few staff have been trained.
- Not supported.
- Support likely to be offered, but only if sought. (support likely to be given under extreme circumstances).
- It's become normalised.
- Not at all. Again, lack of communication of incidents and sanctions.
- No support.
- We don't know. No clear guidance that we can think of. For some teachers these incidents can be daily.
- Very well by school staff and management. Nothing higher up.
- Clear procedures and scripts in place. IWB staff are supporting our staff team.
- Lack of resources make this difficult, staff numbers, physical spaces.
- Again, a lack of follow up information regarding outcomes.
- Staff have to complete incident reports in their own time, and if an incident happens during playtime or outwith class, teachers are often not informed.
- Inconsistent
- Updated later in the day by SLT
- We just deal with the incidents ourselves or as a staff team.
- Depends on time constraints and staffing/resources available
- No support given.
- Well supported by some SMT but not by all
- Well supported, senior managers usually step in and deal with this behaviour.

Aggression and violence from parents towards teachers in Scottish Borders:

More than **HALF** of Scottish Borders EIS branches report that teachers experience parental aggression or violence on a regular (weekly/monthly/termly) basis, with **21% indicating this was a weekly occurrence.**

57% of teachers say parental aggression is happening more frequently.

41% have been threatened verbally

59% have experienced derogatory comments or “gossiping” from parents

27% have experienced physically intimidating or aggressive behaviour, including obscene gestures

41 % of teachers have had intimidating, threatening or derogatory content put on to social media about them

55% have experienced intimidating, obscene or derogatory verbal comments

HALF of teachers working in Scottish Borders have received intimidating, threatening or derogatory emails, phone calls, SMS or letters from parents

5% of teachers have experienced physical violence

5% of teachers have had their personal property damaged

Where have EIS members felt unsafe?

- School property, including leaving or entering and school playing fields/sports fixtures **56%**
- Online **22%**
- Local shops or school area **16%**

Are there ways that teachers could be better supported following the reporting of an incident?

- Action taken with parents/guardians. For pastoral and SLT, there is a lot of verbal aggression over the phone, by email or in meetings. A blame culture by some parents/carers and threats to take things higher up or to the media.
- Listened to.
- Don't currently know what support is available.
- Better communication of incident and next steps
- Yes. There needs to be clearer protocols in place and a consistent approach embedded.
- Feedback to members would also be appreciated.
- Teachers talk to SLT if not confident to speak or contact a parent on their own. SLT joins the meeting
- Staffing numbers make this difficult (small school). Council have no provision for this.
- There should be consequences for these parents whereby they should not be allowed on to school grounds. There should be zero tolerance for parents abusing staff. Teachers feel they have no voice, reinforcement (by Police and Council) or protection. There is a lack of duty of care.
- Time could be ring-fenced to follow up the incident or support teachers. Incidents need to be dealt with at the time and not left till later.
- Prior to parents evening we are asked to identify aggressive or difficult parents and support procedures are put in place.
- Parents should be issued with communication from higher up in the authority from the very first incident, to prevent it from happening again.
- Told what the council policy is and treat teachers in the same way as other council employees.
- An opportunity to discuss. Parents being held accountable. Senior managers to support teacher first with duty of care.
- Recognition at local authority level.

The crisis in ASN...

The members and branches that responded to the national survey were very clear that a historical reduction in provision for ASN in Scottish Borders has negatively impacted on pupils. Every single branch that responded echoed the same concerns again and again and the comments in bold below are reflective of the concern and strength of feeling among professionals here that we are still not yet 'Getting it Right for Every Child'. [Getting it right for every child](http://www.gov.scot/Topics/education/asn) (GIRFEC) - www.gov.scot

“We feel that there has been a huge rise in disruptive behaviour. There are more children than ever being identified with ASN and there is not enough support. Many bad habits are becoming embedded due to lack of support. There are long waiting lists for CAMHS – other professionals disengage whilst awaiting outcome for CAHMS, so schools are left with the main role of supporting pupils. We feel there is a lack of understanding in the school community around how difficult it is to plan effectively for pupils without a full team around the child. We need more support for children who knock things over, leave the classroom etc. We feel we also need more educational resources / bases to support challenging pupils and pupils who just find school too difficult.”

96% of branches said that the unmet ASN needs of pupils exacerbates violent, aggressive or disruptive behaviour from pupils.

74% thought this lack of support for ASN pupils, exacerbated the aggressive behaviour of parents/ carers.

“Several children with ASN are overwhelmed by the busy mainstream school environment with very little ANA support time. Some of these ASN children can then become aggressive, violent and disruptive as a result. There are more and more children with ASN and less and less availability of shared placements/specialist provisions or additional support staff to support in schools. Also, the waiting list to be assessed by CAMHS takes so long that children with probable ASD/ADHD are waiting around a year to be assessed; in that time, they can display a lot of the above behaviour as support/medication can't be accessed for them. Outreach Support for ASD is only available when a child has a diagnosis.”

The crisis in ASN...

Teachers, parents and pupils are calling out for more resources to support all children with Additional Support Needs. At the moment, the more 'extreme' needs of pupils are being met, but others are not receiving the support they deserve. Staff are calling for additional staffing in schools to provide more 1-1 or small-group interventions. Due to an insufficient number of places available, pupils often have to travel to other settings which incurs both travel time for the pupil and cost for the local authority.

Amongst other sources of Scottish Government funding for the support and education of young people, Scottish Borders Council received nearly £2 million (£1,923, 695) in Pupil Equity Funding (PEF) from Scottish Government in 2022/23. (Source: Pupil Equity Funding: school allocations 2022 to 2023 - gov.scot (www.gov.scot). SBC have also received £673,611 since 2022/23 from Scottish Government in Strategic Equity Funding.

PEF funding is intended to address the poverty-related attainment gap with the money being used to target focused improvements in literacy, numeracy and health and well-being. Despite there being clear operational guidance from Scottish Government, EIS Scottish Borders are aware that money has been 'top-sliced' centrally by SBC in direct contradiction with guidance. There is a lack of transparency and of any meaningful consultation with staff about how this money is being spent in schools.

Large percentage of ASN students in one class - difficult to meet needs of everyone as there is a wide spectrum of need. ASN is often used to excuse violent behaviour.

There is not adequate staffing in class to meet the needs of all learners. Literacy being the main issue.

CAMHS waiting list is diabolical. Taking far too long to diagnose children. Lack of support staff hours and funding for resources. Shared placements - some are in mainstream for unrealistic amount of time.

Pupils' needs are not being met due to lack of funding and support. Inclusion does not mean putting pupils into spaces that cannot support them.

Referral process is incredibly slow, this means it can be years before a child's needs are correctly identified and any support put in place. Inclusion as a policy is laudable but in reality, is hugely under-resourced and therefore both ASD children and all other children's needs are not met.

Sufficient SEBN staff are not in place throughout the school to support pupils within mainstream classes.

The system seems to be inclusion at any cost, which isn't actually inclusion at all. We cannot provide 1:1 specialised support and there is very little scope to give children with ASN the nurture they need. This affects teaching (ie teaching and learning just stops!). Lack of support in the Inclusion Programme leaves dysregulated pupils without support in class. SEBN provision has been closed. Pupils are found to be wandering corridors when out of class.

100% of teachers in Scottish Borders said that violent, aggressive or disruptive behaviour, including persistent low-level disruption, has an effect on pupils' learning.

It was very clear from our member's responses, that violent and disruptive behaviour is having a huge impact on teaching and learning in Scottish Borders' schools. 100% of branch responses said that violent and challenging pupil behaviour disrupts teaching and learning.

96% said that it disrupts certain types of work or pedagogies (e.g., independent learning or group work).

92% say that it is difficult to maintain or regain pupils' attention or focus after an incident.

96% say that other pupils' behaviour is adversely affected.

92% of Scottish Borders teachers say, "I have to keep certain pupils separated to try to avoid violent and aggressive incidents taking place in the classroom."

The impact of violent and disruptive behaviour in Scottish Borders' classrooms (EIS local survey data November 2023):

ANSWER CHOICES	RESPONSES
Some pupils are less focussed on their work	100.00%
Some pupils are more agitated or more nervous in class	100.00%
Some pupils are more withdrawn in class	95.83%
Some pupils seem less happy in class	95.83%
Some pupils are more likely to be disruptive in class	95.83%
Some pupils are more likely to become angry or upset in class	95.83%
Other (please specify)	20.83%

Comments about the impact of behaviour on teaching and learning:

- Affects staff moral therefore impacting on pupil learning. Poor attendance.
- All of the above - a great deal of learning time is lost. Also, support staff are needed to help support violent incidents and are then pulled away from supporting learning in class.
- Adds to staff stress, our motivation is affected. Pupils and staff are always on edge waiting for next incident.
- Pupils being scared to come to school or specific classes / attendance.
- When classes require to be evacuated then there is a lack of learning. Resources get broken and the wrecked classroom is unattractive. This will affect the mental health of the other pupils and put them in a state of fear. Parents should be confident that their children are safe at school.
- There is a negative impact on the mental health of teachers and other pupils.
- Other pupils are ignored whilst behaviour is addressed.
- Increases anxiety of attending school.
- Some children become too anxious and don't want to come to school - there is a real impact on their attendance.
- Attendance often drops and certain pupils start copying the disruptive behaviour.
- Attendance and lateness.
- Some children reluctant to come to school because they don't feel safe.

What impact does ‘violent and challenging’ pupil behaviour have on your wellbeing as a teacher in Scottish Borders?

Responses:

- Some teachers in our Branch are more stressed **100%**
- Some teachers in our Branch are afraid of certain pupils **83%**
- Some teachers are afraid of some parents/carers **61%**
- Some teachers reduce the time spent with some pupils **61%**
- Some teachers avoid certain parents/carers **61%**
- Some teachers in our Branch have been on sick leave after a ‘violent and aggressive’ incident **48%**
- Some teachers have sustained physical injuries **78%**
- Some teachers have increased anxiety or depression **96%**

83% of teachers working in Scottish Borders have considered leaving teaching because of the violence and aggression that they have experienced.

Scottish Borders Council’s own policy, ‘Dignity and Respect in the Workplace’ states that:

“The Council will provide and sustain a safe working environment in which everyone is treated fairly and with respect.”

Schools in Scottish Borders should be safe and respectful working and learning environments for **all** staff and pupils. SBC have a duty of care towards the health, safety and wellbeing of **all** of their employees, regardless of whether the setting is a school, a waste-recycling centre or a contact centre. A zero tolerance of violence and abuse towards employees must also apply to staff and pupils in school settings.

“All learning establishments should work to create a positive ethos and culture of respect and trust based upon shared values.”

Source: [respectful_relationships_and_anti-bullying_summary_document.pdf](https://www.scotborders.gov.uk/media/1000000/respectful_relationships_and_anti-bullying_summary_document.pdf) (scotborders.gov.uk)

All staff working for Scottish Borders Council’s schools deserve to be supported and given the resources and training necessary to do their job.

“The job is becoming a job that no amount of money is worth working for. The working conditions are exasperating and it is both mentally and physically draining. Teachers are continually bombarded with situations that have nothing to do with education. The whole GIRFEC approach is not possible due to lack of staff, resources and larger class sizes.

One teacher has taken active steps to reduce teaching time directly as a result of violent and aggressive behaviour.”

Recording and reporting incidences of violent pupil behaviour in Scottish Borders

70% of Scottish Borders school branches surveyed, said that reporting does not improve outcomes for EITHER pupil or teacher.

Branch comments about school and SBC reporting procedures:

- Too bureaucratic. Increases workload. Seen as a consequence of poor learning and teaching blame culture on staff. Feedback such as “Lessons weren’t engaging enough.”
- Vast majority of incidents are not formally reported because of time pressures.
- Incidents do not seem to be acknowledged unless they come from parents.
- The reporting system is difficult and not fit for purpose. There is no follow up on major incidents reported. Police are not understanding/interested in incidents involving pupils, staff or parents where the staff member is the victim.
- We submit violent incident reports online but there is no apparent monitoring of them and nothing changes as a result of completing them.
- We are unsure where the data for violent incidents goes, who sees it and what is done about it. Teachers are reporting to SMT regularly, this will get recorded in LEXI however the next stage in the process is where the system falls down.
- Procedures are not followed and little or no communication from senior management.

The importance of staff training

At LNCT meetings, the EIS has repeatedly highlighted the need for consistent and authority-wide training on the recording and reporting of violent incidents. Unfortunately, implementation of this continues to be patchy and unsatisfactory.

Given that 94% of violent incidents against SBC employees happen in schools, the EIS will continue to campaign for regular and necessary training for all staff working in schools.

Supporting Pupils, Teachers and Schools - what works?

- Nurture groups Having a nurture base. Quarriers support. SMT support
- There are interventions mentioned in emails, but we are awaiting any positive results
- At this point in time, nothing.
- Some feel that nothing is in place with no consequences. The headteacher takes the wellbeing of staff very seriously though and is very supportive and looks for resolutions and works closely with families.
- Sharing information. House minutes for meetings discussing children.
- Reduced timetable. Peer support.
- Support of Senior Management. Support of parents. Build up timetables. Clearly organised and supported timetables. Everyone being aware of rights and responsibilities for all.
- Training of all staff to use same approach and script. Support from IWB staff.
- There are almost no supports in place in school to help staff deal with these behaviours.
- Hit and miss. No consistency. No feedback.
- Nothing has been in place.
- The removal of violent and aggressive pupils from the classroom.
- A walkie talkie for emergencies
- There has been little support for teachers. ANAs are not for specific individuals.
- Strong support from a mindful and positive staff team. Reducing number of schools in multischool model from 3 to 2. Management in the building more often.
- More trained staff
- Staffroom and each other.
- Nothing - it is increasing
- Colleague support informal and formal - culture of “no blame” - clear policies and procedures that are followed by all staff - involvement of outside agencies
- Additional support staff bought in using PEF money.
- Debriefing after incidents and support from staff.

Working together...

The information contained in these local survey returns from our members are broadly reflective of the national survey results. Staffing and resources, particularly to support pupils with Additional Support Needs, is identified as a significant contributory factor in the rise of challenging and violent behaviour in our schools. The serious impact of experiencing violent and challenging behaviour on a daily basis, for pupils and staff, is a rise in anxiety for other pupils and staff along with regular disruption to teaching and learning in the classroom and greater absence rates. The survey indicates that good practice is **inconsistent** in schools across SBC.

Staff and pupils deserve to be safe and to thrive in settings that support their health, wellbeing and development. Scottish Borders EIS will continue to campaign for an improved health, safety and wellbeing culture in schools that respects the rights of staff and pupils to safe, calm and productive working environments.



The top three suggestions, from teachers locally, for improving pupil behaviour in Scottish Borders' schools were:

- **Increased staff + more training to support pupils with ASN**
- **Increased numbers of support staff in lessons for all pupils**
- **Clear policies and procedures for dealing with violent and aggressive behaviour at both school and local authority level**

More actions and support, as a result of reporting incidents, plus smaller class sizes were the next two suggestions.

“I am absolutely clear that our schools should be safe and consistent learning environments for all. No teacher, or support assistant should face violence or abusive behaviour in their place of work. And while it is clear that it remains low level disruption, rather than violence, that has the greatest impact on staff on a day-to-day basis, the impact of this can be debilitating for teachers. It also disrupts others from learning.”

Jenny Gilruth, Scottish Government Cabinet Secretary for Education and Skills, 2023

Additional Comments:

Pupil contracts that are enforceable with consequences would be welcomed.

The nurture and inclusion approach is not effectively managed and impacts on all.

Significant minority repeating these behaviours without consequence.

Lexi is very difficult and no training provided to staff.

Students are scared to report therefore not being reported/tracked effectively.

The notion of 'inclusion' which is not working.

There is a constant impact on teaching and learning, mental health of many young people and their fear of coming into school.

Still experiencing impact of worsening social development from COVID and cost-of-living crisis. We are increasingly expected to fix society's problems (we cannot undo the effects of poverty on children- emotionally or educationally). resources being cut is leading to increased issues. Leaving children with high support needs without appropriate placement/support. All of this impacts on learners. Increased stress on teachers which affects mental health and ability to cope with workload more generally.

Better security within the school; school is very accessible. Parents are able to enter the school unchallenged.

More feedback from LEXI - what is the procedure after LEXI? The rules for pupils and staff in schools should be same as the ones reflected in other parts of society. If you go into a public place, dentist, GP Surgery, Shop, airport, train station, etc there are signs up in regard to violent aggressive behaviour being unacceptable - it should be unacceptable in schools too.

The present systems are not working.

Urgent support needed, these children are being let down by the procedures in place to help them and protect staff and pupils. HELP!

Members quite dis-spirited. Universal lack of confidence in SMT's ability to improve the situation. The key is a proactive approach from management.

We need increased support staff to support pupils with ASN. Increased support staff in lessons for all pupils Increased teacher numbers. Smaller class sizes. Fewer weekly teaching hours. More teaching resources. More learning resources for ASN pupils.

Better access to Education Psychologists or CAHMS. Better 'violence and aggression' procedures at school/local authority level.

Better sharing of information related to previous 'violent and aggressive' incidents.

More actions or support arising from reporting 'violent and aggressive' incidents.

More long-term support for teachers who have been hurt or affected by 'violent and aggressive' incidents.

More support for pupils who have been involved in a 'violent or aggressive' incidents.

Greater support from outside agencies in schools (e.g., social work, educational psychologists, the police etc.

De-escalation training Pupil centred risk assessments All of these are needed to prevent rather than deal with violent and aggressive behaviour.

Children displaying consistently violent and aggressive behaviour would have their needs met better in specialist facilities with specialist staff; when in mainstream with insufficient support, their needs are not met and the subsequent overall impact on everyone else is very detrimental.



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