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Scottish Centre for Social Research

Behaviour in **Scottish Schools**

Scottish Government
Riaghaltas na h-Alba
gov.scot

Behaviour in Scottish Schools 2023

February 2023

Support Staff Questionnaire

What is the Behaviour in Scottish Schools study?

Behaviour in Scottish Schools Research is a national study of relationships and behaviour in schools in Scotland. It is your opportunity as a member of support staff to help paint an accurate nationwide picture of relationships, behaviour and current policy and practice in relation to managing pupil behaviour.

This questionnaire is your chance to ensure the voices of support staff are heard.

All responses are confidential. Schools and individuals will remain anonymous in all reports. Further information on the study can be found overleaf.

How to fill in this questionnaire:

If you have already filled in the online survey, please **do not** complete a paper questionnaire. Please answer all questions, unless the instructions ask you to skip a question. Be sure to read carefully the timescales and definitions specified in the questions. Most questions simply require you to place a tick (✓) in one or more of the boxes.
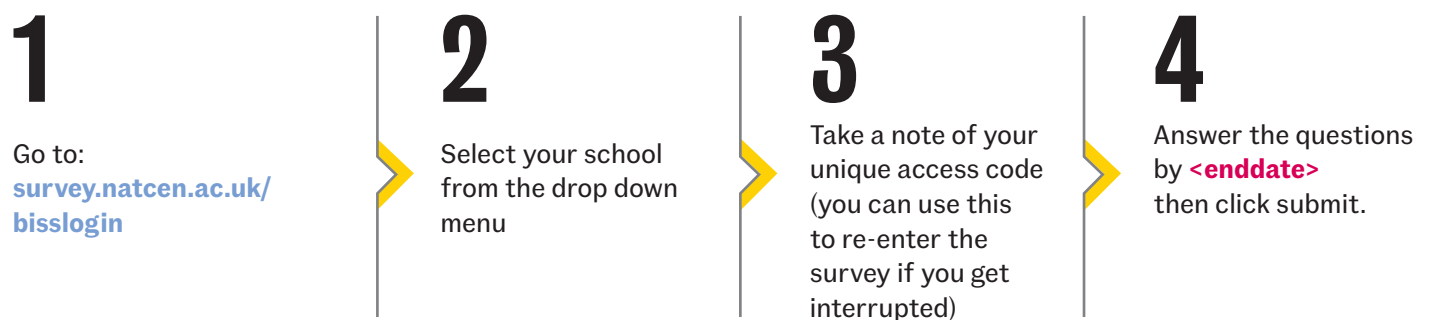

EXAMPLE

In how many of the lessons do you find pupils generally well behaved?

All / almost all	☐	Most	✔	Some	☐
Few	☐	None / almost none	☐		

How do I return my completed paper questionnaire?

Please return the survey using the pre-paid envelope provided, or to:
NatCen Social Research, 101-135 Kings Road, Brentwood, Essex, CM14 4LX

Alternatively, you can complete the questionnaire online instead by following the instructions below:

1
Go to:
survey.natcen.ac.uk/ bisslogin

2
Select your school from the drop down menu

3
Take a note of your unique access code (you can use this to re-enter the survey if you get interrupted)

4
Answer the questions by **<enddate>** then click submit.

You can access the survey on a computer or tablet at work or at home.
The questionnaire can also be accessed on a smartphone but it will take longer to complete.

Frequently Asked Questions

Who is carrying out the study?

The study has been commissioned by the Scottish Government and is being carried out by the Scottish Centre for Social Research (ScotCen). To find out more about ScotCen, please visit **www.scotcen.org.uk**.

What is the study about?

Some of the key areas the study explores include: the range of different approaches in promoting positive relationships and behaviour in use across Scotland; perceptions of the effectiveness of these approaches and the confidence of school staff to manage pupil behaviour. This study has been endorsed by the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS), which includes membership from the main teaching unions, Education Scotland and COSLA.

Why take part?

The evidence the study gathers is crucial in providing an accurate picture of relationships, behaviour and current policy and practice in relation to managing behaviour in Scotland's schools. This information is essential to informing policy development as it provides a representative picture of experiences across the country. The results of the most recent survey (2016) can be found here: **https://www.gov.scot/publications/behaviour-scottish-schools-research-2016/.**

How have I been selected?

You have been selected to complete this survey alongside roughly 2500 support staff from across Scotland. The quality of the study depends on you completing it. No matter what type of pupil relationships and behaviour you experience in your work, your experiences are very important to us.

To ensure that we get a truly representative picture of pupil behaviour across Scotland all publicly funded secondary schools and a random selection of primary schools are being invited to participate. The more support staff take part then the more accurately the study can reflect what is happening in Scottish schools.

How would the information provided be used?

The information from this survey is used by the Scottish Government and researchers to understand and analyse change in pupil behaviour in Scotland's schools. We will treat the information you give us in the strictest confidence under the Data Protection Act 2018 and the EU General Data Protection Regulation. The results collected are used for research purposes only. At the end of the research, all data will be anonymised before being passed on to the Scottish Government and stored in an archive for other researchers to analyse. **This is not an inspection or assessment and no individual schools or staff members will be identifiable in the study outputs.**

Need help?

If you have any additional queries about the survey, or about how to complete the questionnaire, please contact ScotCen Social Research, on **0800 652 9295** or at **biss@scotcen.org.uk**

Q1   Are you...?

Male

Female

Other

Prefer not to say

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

Q2   Is you current appointment...?
(Please tick **all** that apply)

Permanent

Fixed Term

Supply

Q3   Do you work...?

Full time (30 hours+ per week)

Part time (Less than 30 hours per week)

Job share (Less than 30 hours per week)

Q4   Do you work in a...?

Primary school

Secondary school

Combined primary /
secondary school

Q5   Please state the approximate length of time, in years, you have spent working as a member of school support staff.
Please estimate, in years, to the nearest whole number.

Please write in   years

Q6 **Where do you mainly provide support during the school year?**
Please tick **one** box only

In a classroom with a teacher ☐

In a classroom or learning area within your school mainly *without* a teacher ☐

In a support base ☐

Other – please tick the box and write in your answer below ☐

_____

Q7 **Who do you mainly provide support to during the school year?**
Please tick **one** box only

One individual pupil ☐

A few pupils ☐

One particular class ☐

A few classes ☐

Any class as required ☐

Any pupil as required ☐

Other – please tick the box and write in your answer below ☐

_____

Q8 **During the last full teaching week, how often was digital technology used (by the class teacher or yourself) to support learning and teaching? Please do not include any digital technology you used to support learning and teaching outside of the classroom itself e.g. for home learning.**

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

Several times a day ☐

Twice a day ☐

Once a day ☐

3 or 4 times last week ☐

Twice last week ☐

Once last week ☐

Not at all ☐

POSITIVE BEHAVIOUR IN THE CLASSROOM

Q9 **In how many of the lessons that you assist on a regular basis do you find pupils generally well behaved?**

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

Q10 **We have listed below some examples of different types of positive pupil behaviour which staff experience during the course of their classroom teaching. Over the last full teaching week, please indicate how frequently you experienced each type of pupil behaviour.**

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

Q11 We have listed below some examples of different types of pupil behaviour which staff encounter. Please read the types of pupil behaviour and definitions carefully.

Taking ALL the lessons you have assisted in during the last full teaching week, please indicate how frequently you had to deal with each type of pupil behaviour.

A later question will ask about your own experience of serious disruptive behaviour/violence over the last 12 months so in this question you should only answer for the last full teaching week.

Please tick **one** box on each line	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all
LOW LEVEL DISRUPTIVE BEHAVIOUR							
A Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	☐	☐	☐	☐	☐	☐	☐
B Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	☐	☐	☐	☐	☐	☐	☐
C Hindering other pupils (e.g. by distracting them from work, interfering with materials)	☐	☐	☐	☐	☐	☐	☐
D Getting out of their seat without permission	☐	☐	☐	☐	☐	☐	☐
E Not being punctual (e.g. being late to lessons)	☐	☐	☐	☐	☐	☐	☐
F Persistently infringing class rules (e.g. pupil behaviour, safety)	☐	☐	☐	☐	☐	☐	☐
G Work avoidance (e.g. delaying start to work set)	☐	☐	☐	☐	☐	☐	☐
H Cheeky or impertinent remarks or responses	☐	☐	☐	☐	☐	☐	☐
I General rowdiness, horseplay or mucking about	☐	☐	☐	☐	☐	☐	☐
J Using/looking at mobile phones/tablets etc. when they shouldn't (e.g. messaging, playing games, listening to music)	☐	☐	☐	☐	☐	☐	☐
K Going on sites they shouldn't (e.g. to play games, use social media) when digital technologies used in teaching and learning	☐	☐	☐	☐	☐	☐	☐

Please tick **one** box on each line	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all

DISENGAGEMENT

		Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all
L	Pupils withdrawing from interaction with others/you	☐	☐	☐	☐	☐	☐	☐
M	Pupils deliberately socially excluding others	☐	☐	☐	☐	☐	☐	☐
N	Pupils leaving the classroom without permission	☐	☐	☐	☐	☐	☐	☐
O	Pupils missing lessons (e.g. truancy)	☐	☐	☐	☐	☐	☐	☐

Please tick **one** box on each line	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all

SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE

		Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all
P	Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	☐	☐	☐	☐	☐	☐	☐
Q	Racist abuse towards other pupils	☐	☐	☐	☐	☐	☐	☐
R	Sexist abuse or harassment of other pupils	☐	☐	☐	☐	☐	☐	☐
S	Abuse towards other pupils who have a disability	☐	☐	☐	☐	☐	☐	☐
T	Abuse towards other pupils who have additional support needs	☐	☐	☐	☐	☐	☐	☐
U	Religious abuse towards other pupils	☐	☐	☐	☐	☐	☐	☐
V	Homophobic, biphobic or transphobic abuse towards other pupils	☐	☐	☐	☐	☐	☐	☐
W	General verbal abuse towards other pupils (e.g. offensive, insulting or threatening remarks)	☐	☐	☐	☐	☐	☐	☐
X	Physical aggression towards other pupils (e.g. by pushing, squaring up)	☐	☐	☐	☐	☐	☐	☐
Y	Physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon, throwing objects)	☐	☐	☐	☐	☐	☐	☐

Taking all the lessons you have assisted in during the last full teaching week, please indicate how frequently you had to deal with each type of pupil behaviour.

Please tick **one** box on each line	Several times a day	Twice a day	Once a day	3 or 4 times last week	Twice last week	Once last week	Not at all
SERIOUS DISRUPTIVE BEHAVIOUR/VIOLENCE							
AA Racist abuse towards you	☐	☐	☐	☐	☐	☐	☐
BB Sexist abuse or harassment towards you	☐	☐	☐	☐	☐	☐	☐
CC Abuse towards you because you have a disability	☐	☐	☐	☐	☐	☐	☐
DD Abuse towards you because you have an additional support need	☐	☐	☐	☐	☐	☐	☐
EE Religious abuse towards you	☐	☐	☐	☐	☐	☐	☐
FF Homophobic, biphobic or transphobic abuse towards you	☐	☐	☐	☐	☐	☐	☐
GG General verbal abuse towards you (e.g. offensive, insulting or threatening remarks)	☐	☐	☐	☐	☐	☐	☐
HH Physical aggression towards you (e.g. by pushing, squaring up)	☐	☐	☐	☐	☐	☐	☐
II Physical violence towards you (e.g. punching, kicking, head butting, use of a weapon, throwing objects)	☐	☐	☐	☐	☐	☐	☐
JJ Pupils under the influence of drugs/alcohol	☐	☐	☐	☐	☐	☐	☐
KK Using digital technology (e.g. computers, tablets, mobile phones) abusively (e.g. malicious posting of comments, photos, videos)	☐	☐	☐	☐	☐	☐	☐

> If you had to deal with physical violence towards other pupils (e.g. punching, kicking, head butting, use of a weapon, throwing objects) once last week or more often (See Q11 row Y at the bottom of page 7), **please answer Q12. Otherwise go to Q13.**

Q12 In the last full teaching week, how often did you have to deal with use of a weapon specifically?
(Just answer about pupils using a weapon against other pupils. The next question is about use of a weapon towards you.)

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

If you had to deal with physical violence towards <u>you</u> (e.g. punching, kicking, head butting, use of a weapon, throwing objects) once last week or more often (Q11, row II on page 8), **please answer Q13. Otherwise go to Q14.**

Q13 **In the <u>last full teaching week,</u> how often did you have to deal with the <u>use of a weapon</u> against you?**

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

Q14 **From the list in Q11 (A - KK), please give the letter(s) of up to three types of behaviour that have had the greatest negative impact on your experience as a support staff member during the <u>last full teaching week</u>.**

☐☐ *(write letter)*   ☐☐ *(write letter)*   ☐☐ *(write letter)*

Q15 **How much does <u>serious disruptive behaviour</u> (both in class and around the school) affect the overall ethos/atmosphere of your school?**

Not at all 1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   **A great deal**

Don't know ☐

Q16 **And how much does <u>disengagement</u> by pupils (both in class and around the school) affect the overall ethos/atmosphere of your school?**

Not at all 1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   **A great deal**

Don't know ☐

Q17 **And how much does <u>low level disruptive behaviour</u> by pupils (both in class and around the school) affect the overall ethos/atmosphere of your school?**

Not at all 1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   **A great deal**

Don't know ☐

POSITIVE BEHAVIOUR <u>AROUND THE SCHOOL</u>

Q18 **Thinking about all the behaviour you encounter around school, how many pupils do you find generally well behaved?**

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

SERIOUS DISPRUPTIVE BEHAVIOUR AND VIOLENCE TOWARDS SCHOOL STAFF

Q19 <u>In the last twelve months,</u> how many times have <u>you personally</u> experienced each of the following types of serious disruptive behaviour/violence against you in your role as a member of support staff? **Do <u>not</u> include incidents against teachers and head teachers as these are captured in the teacher and head teacher surveys**

(Please insert the number of instances in each box: we will assume that a blank means zero.)

A   Racist abuse towards you

B   Sexist abuse or harassment towards you

C   Abuse towards you due to disability

D   Abuse towards you due to an additional support need

E   Religious abuse toward you

F   Homophobic, biphobic or transphobic abuse towards you

G   General verbal abuse towards you (i.e. threatening remarks)

H   Physical aggression towards you (e.g. by pushing, squaring up)

I   Physical violence towards you (e.g. punching, kicking, head butting, use of a weapon, throwing objects)

J   No serious incidents **(Please tick the box and go to Q24 on page 11)**

Q20 If there were any incidents of physical violence, how many of these involved the <u>use of a weapon?</u> (Please write the number of instances in the box)

Q21 Thinking of the <u>most recent</u> incident, what type of incident was it?
(Use the corresponding letter from question 19 above). Please write letter

Q22 Still thinking about that incident, who was notified (either by yourself or anyone else)?
Please tick **all** that apply

The teacher ☐   The Local Authority ☐   A senior colleague ☐   Parents ☐   The police ☐

The head teacher ☐   Health & Safety Executive ☐   No-one/ issue not reported ☐   Don't know ☐

Other – please tick the box and write in below ☐

[   ]

Q23 How was the incident followed up?
Please tick **all** that apply

A violence incident form completed ☐

Feedback on how incident / pupil(s) have been dealt with ☐

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

Informal meeting / contact with colleagues ☐

Formal meeting within school ☐

Protected time to recover / speak immediately / debrief ☐

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

Counselling support / confidential helpline ☐

In another way (not mentioned above) please tick the box and write in below ☐

[   ]

Not at all ☐

Q24 Below is a list of statements relating to the overall level of support offered to support staff in your school. Please indicate the extent to which you agree with each statement.

Please tick **one** box on each line		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A	I can talk to other support staff openly about any behaviour-related challenges I experience	☐	☐	☐	☐	☐
B	I can talk to teachers openly about any behaviour-related challenges I experience	☐	☐	☐	☐	☐
C	I am confident that senior staff will help me if I experience behaviour management difficulties	☐	☐	☐	☐	☐
D	I know there is confidential support and counselling for staff if I need it	☐	☐	☐	☐	☐
E	I am regularly involved in discussions about improving relationships and behaviour in the whole school	☐	☐	☐	☐	☐
F	I feel supported in dealing with relationship and behaviour difficulties	☐	☐	☐	☐	☐
G	I have received adequate training on how to deal with relationship and behaviour difficulties	☐	☐	☐	☐	☐
H	Our school has a culture of developing positive relationships and behaviour for the health and wellbeing of all	☐	☐	☐	☐	☐
I	I have time within my contracted hours to enable discussions around classroom planning to take place	☐	☐	☐	☐	☐
J	I have time within my contracted hours to enable feedback discussions with colleagues/SMT/class teacher to take place	☐	☐	☐	☐	☐
K	Support staff in my school play an important role in promoting positive relationships and behaviour	☐	☐	☐	☐	☐

OVERALL ASSESSMENT OF SCHOOL AND RELATIONSHIPS AND BEHAVIOUR

Q25 Using a scale of 1 to 5, please describe.....
Please tick **one** box on each line.

	Poor 1	2	3	4	Very good 5
The overall ethos of your school	☐	☐	☐	☐	☐
How all staff work together in your school (e.g. the level of collegiality)	☐	☐	☐	☐	☐
How your school promotes policies on positive relationships and behaviours	☐	☐	☐	☐	☐

Q26 Thinking about the pupil behaviour you encounter <u>in the classroom</u> now, compared with before the COVID-19 pandemic restrictions began in March 2020, would you say that behaviour now is...

much better ☐

a little better ☐

a little worse ☐

much worse ☐

about the same as before the COVID-19 pandemic restrictions began? ☐

Not applicable (e.g. not in post here before March 2020) ☐

Prefer not to say ☐

Q27 If you have any other comments on the topics covered in this survey you wish to make, please use this space:

Thank you for taking part

You have reached the end of the survey. We appreciate that some people may find some of the questions in the survey quite sensitive. Below is a list of some useful contact organisations that can help if you would like some support or to discuss any of the topics that came up in the survey.

Samaritans – www.samaritans.org / Tel - 116 123

NHS 24 – www.nhs24.scot

Clearyourhead - www.clearyourhead.scot

Barnardos Scotland - www.barnardos.org.uk/scotland / Tel - 0131 446 7000

Place2Be Scotland - www.place2be.org.uk / Tel - 020 7923 5500

NSPCC - nspcc.org.uk / Tel - 0808 800 5000

Childline - www.childline.org.uk / Tel - 0800 1111

Citizens Advice Bureau - www.citizensadvice.org.uk