



Review of Behaviour and Discipline Management in Herefordshire Schools

**Report by the Behaviour and Discipline Management in Herefordshire Schools Review Group
January 2007**

**For presentation to the Children's Services Scrutiny Committee
19th March 2007**

...Putting people first
...Promoting our county
...Providing for our communities
...Protecting our future

Quality life in a quality county

Contents

Section 1 - Introduction

Section 2– Method of Gathering Information

Section 3 – Key Findings

Section 3.6 - Conclusions

Section 4 - Monitoring/ Measuring the Outcomes

Section 5– Links to the Community Strategy

Section 6– Next Steps

Section 7 - Recommendations

Appendices

Appendix 1 – Scoping Statement for the review

Appendix 2 – Staff Questionnaire sent to Teachers and Teaching Assistants.

Appendix 3 – Result of Teacher Questionnaire

Appendix 4 – Questions put to Parent Forums together with summary of answers.

Appendix 5 – Questions put to Pupil Councils together with summary of answers.

1. Introduction

- 1.1 The purpose of the Review was to examine the effectiveness of managing pupil behaviour and discipline in Herefordshire schools. The Review's aim was to establish an overview of behaviour in schools and to make comments and recommendations to assist in reducing instances of bad behaviour or indiscipline in schools in the future.
- 1.2 At its meeting on 31st May 2006 the Children's Services Scrutiny Committee agreed a Scoping Statement for the review (see Appendix 1) and appointed Cllr B.F. Ashton (Chair), Cllr G. Lucas, Cllr J.P. Thomas, Cllr Ms A.M. Toon, Cllr S.J. Robertson, Mr C. Lewandowski to serve on the Review Group.
- 1.3 The Review was undertaken between September and December 2006. This report summarises the key findings and contains recommendations for consideration by the Cabinet Member (Children and Young People) and likely referral to Cabinet.
- 1.4 The Review Group wished to emphasise that the Review was undertaken because of the level of national interest in the behaviour of children and young people, both in and out of school. The impetus, therefore, came primarily from the national focus, however, a degree of local concern had also been registered.
- 1.5 The Review Group would like to express its thanks to all the school staff, pupils and parents who submitted evidence during the Review.

2. Method of Gathering Information

- 2.1 Prior to the first meeting of the Review Group, a considerable amount of written information was submitted for the group to consider. This information included:
 - **Exclusion Guidance (2005)**
Gives an overview of the procedures for both fixed-term and permanent exclusions including preventative work, model letters and Governors meetings.
 - **Behaviour Support Plan (2004/7)**
Overview of multi-agency work in the county.
 - **Exclusion Data 2002 – 2004 and 2004/5**
 - **Exclusion benchmarking Data 2003/5**
Comparing Herefordshire with regional neighbours and within the national context
 - **Protocol on Managed Moves (2005)**
Department for Education and Skills (DfES) see managed moves as one of the key tools to use as an alternative to permanent exclusion and encourage its use by schools and Local Authorities.

- **Pastoral Support Plans (PSP) – local guidance/advice**
PSPs are an essential early intervention strategy to address poor behaviour bringing together school, parents, pupils and internal and external agencies.
- **Anti-bullying Guidance and Strategies**
Reviewed and updated in 2005 this covers the current thinking on bullying and the various methods of tackling it in schools.
- **Guidance on Assertive Discipline**
Assertive Discipline is a cohesive approach for managing behaviour in schools. It pulls together good practice and gives teachers and schools a framework of agreed sanctions, rewards, and expectations along with techniques for staff.
- **Attention Deficit Hyperactivity Disorder (ADHD) Guidance**
ADHD is a significant disorder when considering behaviour management and this guidance gives an understanding for schools and practical advice on how to manage such pupils.
- **Guidance on Use of Restrictive Physical Interventions**
Local guidance on what is and what is not permissible in schools in terms of physical restraint. Also included are suggestions for reducing and preventing the need for such extreme techniques.
- **Behaviour Policies in Herefordshire Schools**
Shares good practice from schools around the county.

- 2.2 In addition to these documents the Review Group also considered the Summary of Exclusions 2005 – 6. This report detailed the exclusion statistics for Herefordshire primary and secondary schools for the year 2005/06.
- 2.3 Copies of all these documents are available on request from the Children and Young People Directorate.
- 2.4 In addition to the data about exclusions included in the pack to the Review Group listed above, one further external benchmark would be Ofsted inspections of our schools. Herefordshire, at the point of writing has no schools in the Special Measures category and only four in the less serious Notice to Improve. These four are all primary schools and none of them are in this position due to any issues relating to the behaviour of the pupils. This would tend to indicate that, according to Ofsted, Herefordshire is generally doing well in terms of pupil behaviour.
- 2.5 The Review Group were aware that a question about anti-social behaviour was included in the Herefordshire Satisfaction Survey 2006, the result of which is anticipated to be released in March 2007.
- 2.6 The Health Related Behaviour Survey, also known as the Teenage Lifestyles Survey, collected data relating to their health related behaviour from Herefordshire's secondary aged students during the Autumn term 2006. The information covered issues such as eating habits, drug and alcohol use, relationships and sexual health and emotional health and

well-being. The data from the survey is compared with similar information from other surveys across the UK. While the data has only recently been made available the Review Group are aware that one significant difference relates to bullying. 19% of boys and 28% of girls in year 10 said they had been bullied in the last 12 months. This compares with 15% and 19% in the UK sample. Herefordshire students were more likely however, to say that their school took bullying seriously when compared to the UK as a whole. The definition of bullying used in the Herefordshire survey but not in the UK sample may have had some influence in the results

- 2.7 The Review Group commenced the Review in September 2006. The first meeting discussed the appropriate methods of gathering information. The Review Group also discussed the written information previously supplied (see 2.1). The Review Group took into account that governance arrangements for schools are different from those which apply to other Council Services. Schools are indirectly run by the Local Authority but are directly accountable to the school Governing Body, the Headteacher and the national inspection agencies (for example the DfES and Ofsted). The Review Group therefore accepted that any recommendations they could make to the Executive would have to be tempered with this in mind. In view of these governance arrangements the Review would be unlikely to have a direct impact on behaviour and discipline management in Herefordshire schools.
- 2.8 Accordingly, it was agreed to conduct a focused, time limited review. Having considered the range of evidence available it was decided to survey the following groups from a sample of schools:
 1. School staff;
 2. Pupils;
 3. Parents.
- 2.9 There are 83 Primary Schools, 14 High Schools, 4 Special Schools and 3 Pupil Referral Units in Herefordshire. The Review Group agreed that it would be unnecessary and burdensome to survey all of these schools. It was therefore decided to survey a sample of schools that reflected the differing locations and profiles available across the County. Accordingly the following schools were sent questionnaires which went to all staff (teaching and non-teaching):
 - 6 High Schools (3 from rural locations and 3 from urban settings)
 - 6 Primary Schools (3 from rural locations and 3 from urban settings).
- 2.10 The staff questionnaire (Appendix 2) was in the form of multiple choice designed to enable a busy member of staff to complete it relatively quickly. Space was given for other comments.
- 2.11 In addition to these staff questionnaires it was agreed to gather the views of pupils and parents. It was decided that the best approach

would not be via a questionnaire but by face-to-face focus groups using school councils and parent groups where they were established. Accordingly, Local Authority officers were deployed to arrange and attend the focus groups using a fixed set of questions for continuity. Whenever possible nominated Councillors from the Review Group also attended as observers.

3. Key Findings

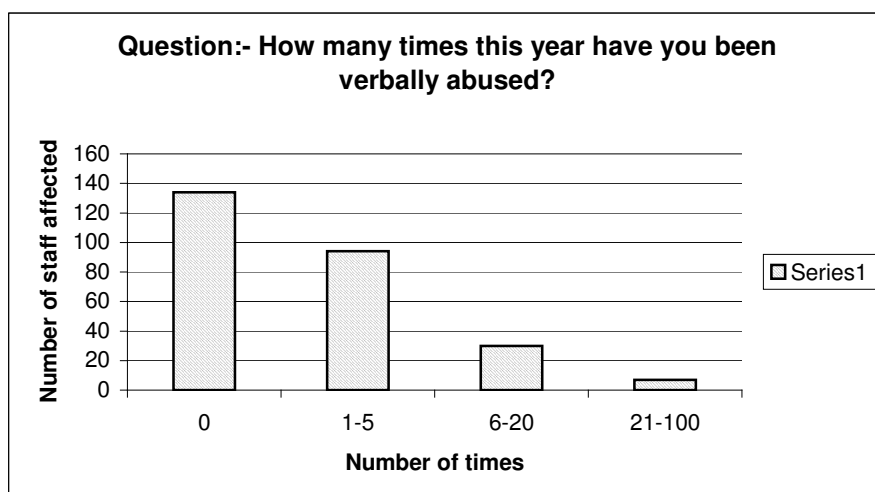
From The Staff Questionnaire

- 3.1 The staff questionnaire provided significant evidence to the Review Group. In total 267 questionnaires (out of a possible 590 equivalent to 45.25%) were completed and returned. The information gained from these was processed and turned into a considerably detailed document (Appendix 3). Comments made by the respondents are also captured in appendix 3, however, where necessary these have been anonymised. Due to time limitations the Review Group have not had the opportunity to give in depth consideration to this wealth of information, however, a number of themes emerged and these are discussed in the report. The Review Group are however satisfied that the results of the questionnaire provide a snap shot of current feeling by those taking part. The Group **recommend** to the Cabinet Member (Children and Young People) that the staff questionnaire results be used to form a baseline for similar studies to be undertaken in the future.
- 3.2 In summary the results from the staff questionnaire sent to teaching and non-teaching staff during the first half of Autumn term 2006, together with the Review Groups initial comments are set out in the following graphs. For greater detail behind each graph see Appendix 3.
- 3.3 It should be noted that there were more responses from secondary schools than primary schools and that should be taken into account when considering the graphs. It should also be noted that because of their size, secondary schools are more hierarchical in their reporting and therefore some issues may be dealt with at various stages in the hierarchy without reaching the school Senior Management Team (SMT).

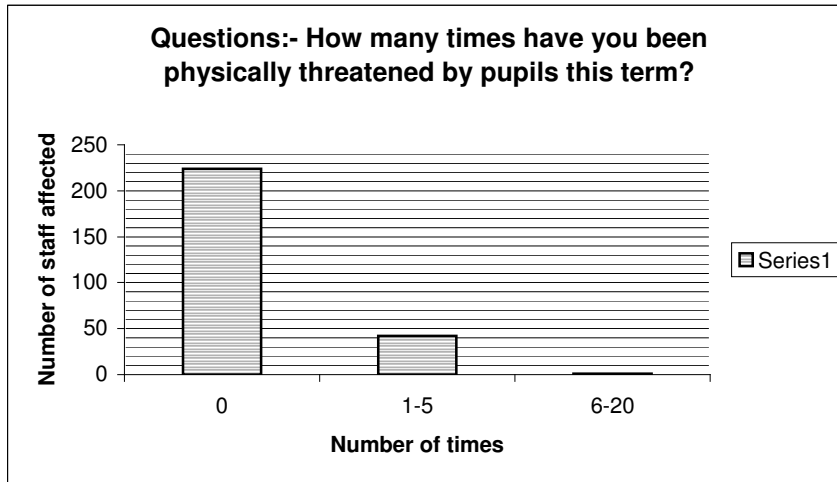
Graph 1

0 times = 134
 1-5 times = 94
 6 – 20 times = 30
 21 – 100 times = 7

Comment: High levels of verbal abuse can set a negative tone in a school (like graffiti



and litter do in the environment).



Graph 2

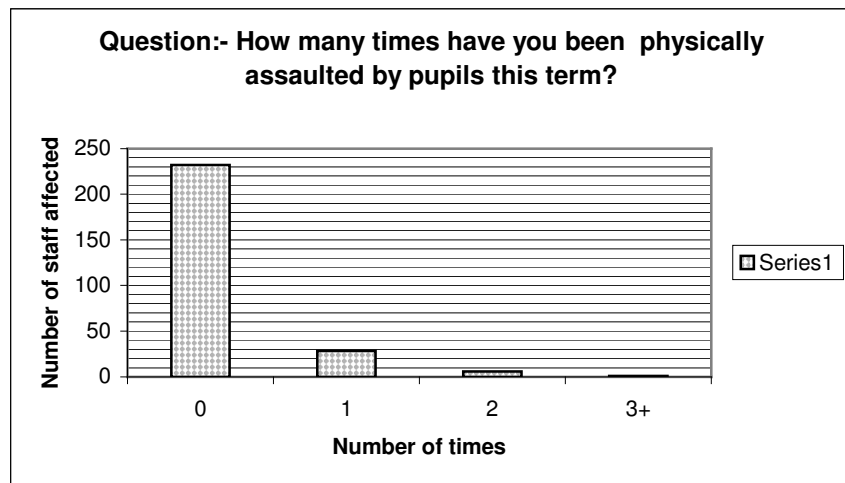
0 times = 224
 1 – 5 times = 42
 6 – 20 times = 1

Comment: 42 staff being threatened is always of concern.

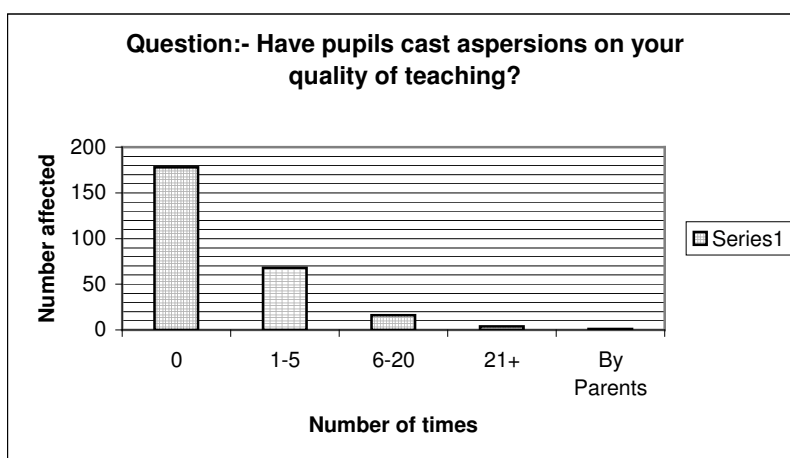
Graph 3

0 times = 232
 Once = 28
 Twice = 6
 Three + = 1

Comment: It should be kept in mind that physical assault, while always unacceptable, can cover a wide range of



behaviours from, at one end an accidental knock to, at the other, a deliberate punch or kick.



Graph 4

0 times = 178
 1 – 5 times = 68
 6 – 20 times = 16
 21+ times = 4
 (from parents = 1)

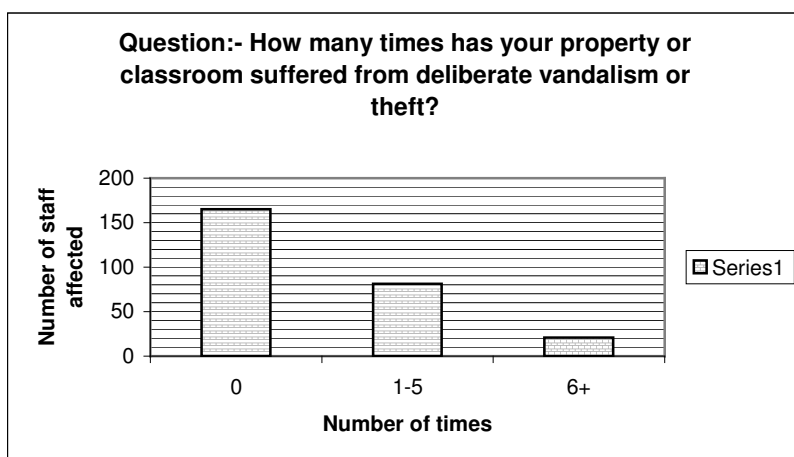
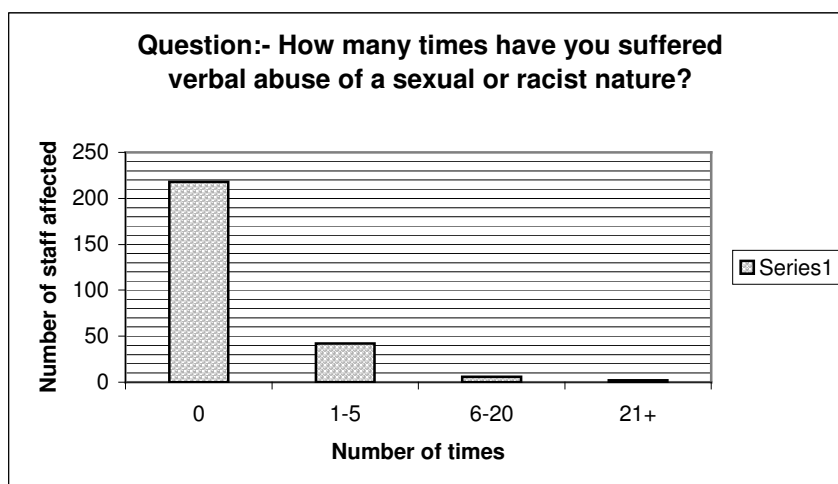
Comment: While this activity is aimed at deliberately undermining professional

confidence and self esteem, it could also, on occasion, be a reflection of a teacher's abilities.

Graph 5

0 times = 218
1 – 5 times = 42
6 – 20 times = 6
21+ times = 2

Comment: It is reassuring that the vast majority of staff received no such abuse but it is worrying that 8 staff were abused so often. The latter result would benefit from more research.



Graph 6

0 times = 165
1 – 5 times = 81
6+ times = 21

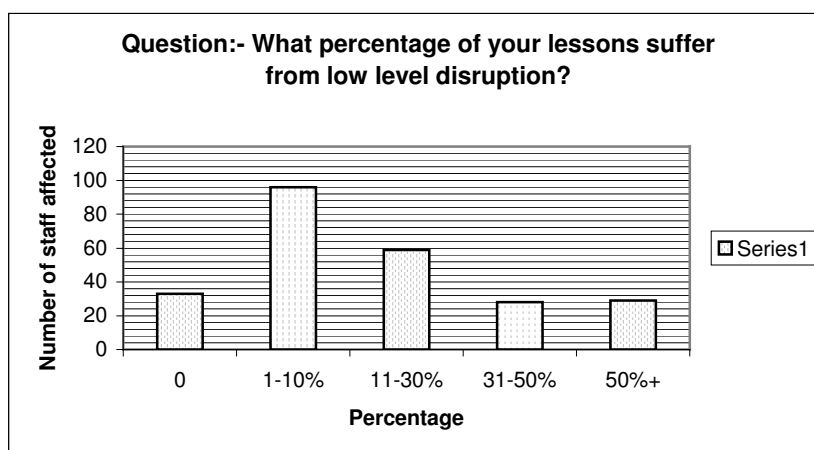
Comment: Any vandalism or theft is to be deplored and is at the cost of the individual or school.

From the response data there appears to be a significant difference between primary and secondary school with the latter having a higher level. This may reflect differences between the two phases exemplified by primary pupils building a close relationship with one teacher and one classroom.

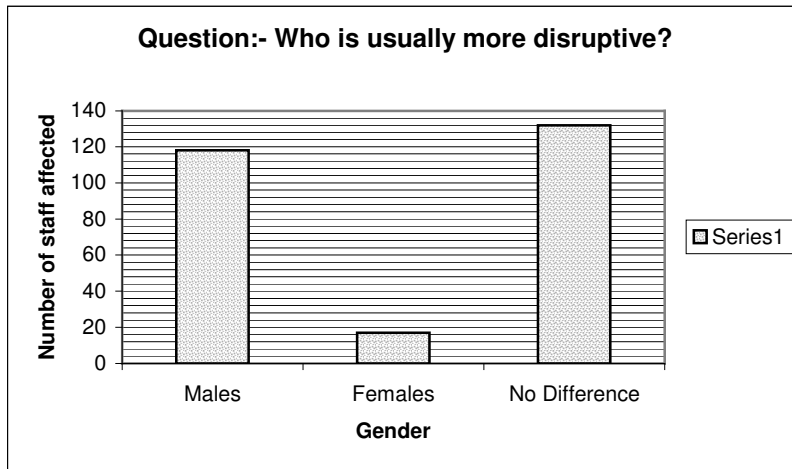
Graph 7

0 times = 33
1 – 10% = 96
11 – 30% = 59
31 – 50% = 28
50%+ = 29

Comment: This could illustrate a worrying situation although it may also just represent the



fact that most lessons, at some point are likely to experience at least one incident of low level disruption. More research would be useful in this area.



Graph 8

Males = 118
 Females = 17
 No difference = 132

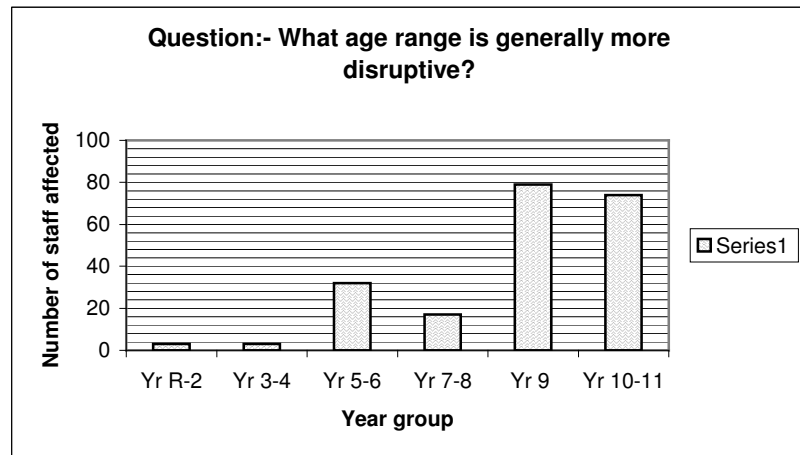
Comment: Perhaps little surprise here but there is reason to believe that girls are catching boys up in this area.

Graph 9

Year R-2 = 3
 Year 3 – 4 = 3
 Year 5 – 6 = 32
 Year 7 – 8 = 17
 Year 9 = 79
 Year 10-11 = 74

Comment: There is a view that an inappropriate curriculum and GCSE examinations impose

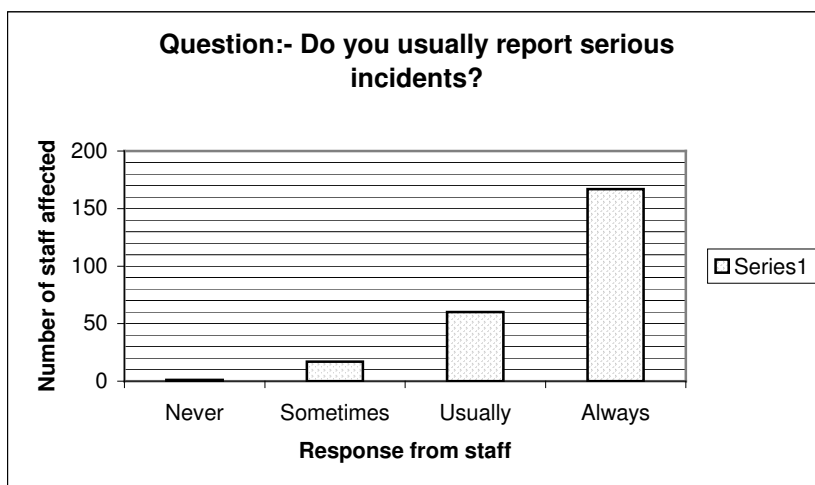
many stress factors on pupils and this data would seem to support that. However, the 'teenage hormone' factor should also be kept in mind.



Graph 10

Never = 1
 Sometimes = 17
 Usually = 60
 Always = 167

Comment: The 'sometimes' category includes non-teaching staff who may feel it is not their job to report such issues



to the school Senior Management Team (SMT). This may highlight the need to reinforce the reporting procedures.

Graph 11

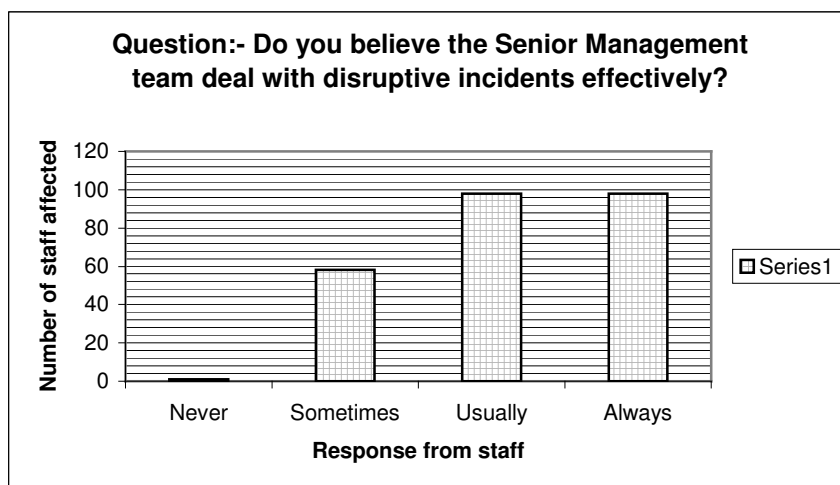
Never = 1

Sometimes = 58

Usually = 98

Always = 98

Comment: This data may indicate a perceived inconsistency in responses from SMTs in schools.



Primary schools come out better than high schools in this area.

From the Focus Meetings

3.4 The questions used in the focus meetings with School Councils (pupils) can be found at Appendix 4 and that used for Parent Forum meetings at Appendix 5. An indication of the response or issues raised has been included as a summary on both appendices. These provided an indication from both pupil and parent point of view the range of factors or instances of low-level annoyance that affect behaviour or discipline in schools

3.5 Both the parents and the pupils shared similar views, i.e.:

- How do you rate pupil behaviour generally – both rated this as 'good';
- Do you think children and young people are presented by the media as generally good and well behaved? – both rated this as 'occasionally';
- How well do you think poor pupil behaviour is dealt with in schools? – both rated this as 'good';
- What in your view are the main causes of poor pupil behaviour? – factors raised by both groups were; poor diet, bedtimes too late; poor parenting, poor teaching, peer influence, inappropriate curriculum.
- What do you think could be done to help pupils behave better? – suggestions from both groups were: rewards and sanctions, more support for pupils.

For full details please see Appendix 4 and 5.

Conclusions

- 3.6 The Review Group noted that the theme of poor parenting was mentioned in both the pupils and parents feedback. This is reflected in the Government's recent Respect Action Plan that directly links poor parenting with anti-social behaviour. It was also noted that greater support for families generally and positive parenting courses were a key part of the Local Authority's current draft document, 'Herefordshire Local Preventative and Family Support Strategy'. The Review Group question whether sufficient positive parenting courses are made available in appropriate locations; whether appropriate parents are informed of such courses and whether an audit of such courses would help identify any trends in issues raised by parents attending the courses. The Review Group **recommend** that an audit be undertaken of the positive parenting courses currently available across Children's Services (multi agency), and if necessary, the provision and information about such courses be increased.
- 3.7 The Review Group understand that parenting courses are provided free to parents. During the review it was suggested that some parents may be willing to pay for such courses and the Review Group noted this.
- 3.8 Also during the course of the Review the Group have become aware of the many agencies; bodies or sources of information in relation to this issue. While the professional may be aware of who does or provides what, the parents/carers, who may be going through a particularly stressful time, also need easy access to the information they require. The Review Group **recommend** that a directory of information be compiled of services available to both parents and professionals to support and improve pupil behaviour in schools. It is also **recommended** that leaflets informing parents and professionals of key services be reviewed and updated where necessary.
- 3.9 The use of Learning Support Units (LSU) within schools was highlighted to the Review Group. LSUs are school run classes offering small group settings which are more able to meet the needs of challenging pupils. Many of the county's High Schools use this method to help them manage the behaviour of a minority of pupils.
- 3.10 While not wishing to advocate LSUs as an example of best practice the Group thought there would be merit in further examining the use of LSUs and therefore **recommend** that the Cabinet Member discuss with appropriate schools the further provision of Learning Support Units (LSUs) in the County.
- 3.11 The Review Group were aware that one possible element contributing to disruption in school was that pupils may feel disaffected for reasons that may be identifiable during a pupil assessment e.g. due to dyslexia. The Review Group consider it is important that assessment is carried out at regular intervals particularly during the pupil's early years at school and

before and after the transition to secondary school. The Review Group **recommend** that the Cabinet Member (Children and Young People) satisfies himself that the procedure for early identification of moderate learning difficulties is rigorously implemented.

- 3.12 It is noted that in September 2007 the Education and Inspection Act 2006 (Sec 105) is expected to bring significant changes in the arrangements for excluded pupils. Primarily, parents will be held accountable for their children during days 1-5 of an exclusion and may, if their children are found out in the community unsupervised, be issued with a penalty notice (a fine). The implications of this will need to be clearly emphasised in the correspondence sent to parents/carers. In addition, for exclusions beyond 5 days, it seems likely that schools will be expected to work in partnerships to offer full-time provision. The Review Group **recommend** that when the expected legislation is brought into force the correspondence to parents of excluded pupils be revised to reflect the new legal responsibilities and the penalties of not supervising their children when excluded. Such correspondence to be where possible in plain English.
- 3.13 An inadequate and inappropriate diet was a theme that emerged from both the pupils' and the parents' consultation suggesting that this contributed to both poor concentration and behaviour. This reflects the recent national focus on this area and the restrictions on the type of food/drink made available at schools - imposed by the Education and Inspections Act 2006. The issue of obesity was an issue raised locally in the Annual Report of the Director of Public Health 2006. The Review Group applaud those schools that have achieved the National Healthy School status. However, the Review Group suggest that the Cabinet Member satisfies himself that adequate local support is available for this initiative and **recommend** that a review be undertaken into the level of support for healthy eating initiatives from both the Council and the Primary Care Trust (PCT), in particular to applaud those schools that have achieved the National Healthy Schools Status and to encourage the rest to do so.

4. Monitoring/Measuring the Outcomes

- 4.1 The Review Group were aware that various statistics e.g. exclusions, truancy, were already collected and is monitored both internally and externally and agreed that this procedure should continue. They also considered that, as mentioned above, the results of the staff questionnaire could provide a baseline against which future similar studies can be compared.
- 4.2 The Review Group have also been informed that a system for collecting bullying data from the high schools (11 to 15 year olds) is in the process of being developed. This will be an electronic system where high schools will submit data about bullying incidents on a termly basis via the

Healthy Schools website. This data is monitored in the Children & Young People's Directorate by the Manager of Social Inclusion.

5. Links to the Community Strategy for Herefordshire

- 5.1 The Review Group have confidence that the recommendations contained in this report will contribute the themes in the Community Strategy for Herefordshire and in particular: 'improving the lives of children and their families, enabling all children and young people to develop the knowledge, skills and judgement they will need to be able to lead fulfilling lives'.

6. Next Steps

- 6.1 The Review Group expects that subject to approval by the Children's Services Scrutiny Committee the report will be presented to the Cabinet Member (Children and Young People) for consideration and likely referral to Cabinet. The Review Group then expects that the Executive's response including any action plan will be reported to the Children's Services Scrutiny Committee at the first available meeting of the Committee after the Executive has approved its response. It would then expect a further report on progress in response to the Review to be made after 6 months with consideration then being given to the need for any further reports to be made.

7. Recommendations

The Review Group make the following recommendations namely that:

- 7.1 The results from the staff questionnaire be used to form the baseline for similar studies to be undertaken in the future; (see para. 3.1)**
- 7.2 That an audit be undertaken of the positive parenting courses currently available across Children's Services (multi agency), and if necessary, the provision and information about such courses be increased. (see para. 3.6)**
- 7.3 A Directory of information be compiled of services available to both parents and professionals to support and improve pupil behaviour in schools; (see para. 3.8)**
- 7.4 Leaflets informing parents and professionals of key services be reviewed and updated where necessary; (see para. 3.8)**

- 7.5 The Cabinet Member (Children and Young People) consider the merit in discussing with appropriate schools the further provision of Learning Support Units (LSUs) in the county; (see para. 3.10)**
- 7.6 The Cabinet Member (Children and Young People) satisfies himself that procedure for the early identification of moderate learning difficulties is rigorously implemented; (see para. 3.11)**
- 7.7 When the expected legislation is brought into force the correspondence to parents of excluded pupils be revised to reflect the new legal responsibilities and the penalties of not supervising their children when excluded. Such correspondence to be where possible in plain English; (see para. 3.12)**
- 7.8 a review be undertaken into the level of support for healthy eating initiatives from both the Council and the Primary Care Trust (PCT), in particular to applaud those schools that have achieved the National Healthy Schools Status and to encourage the rest to do so; (see para. 3.13)**
- 7.9 The Executive's response to the Review including an action plan be reported to the first available meeting of the Committee after the Executive has approved its response; (see para. 6.1)**
- 7.10 A further report on progress in response to the Review then be made after six months with consideration then being given to the need for any further reports to be made. (see para. 6.1)**

APPENDIX 1

REVIEW:	Behaviour and Discipline Management in Schools	
Committee:	Committee Children's Services SC	Chair: Councillor BF Ashton
Lead support officer:	Mr D. Longmore, Manager of Pupil, School and Parent Support	

SCOPING

Terms of Reference

- To review the current policy towards behaviour and discipline management in schools and establish the current scale of the issue.
- To consider the appropriateness of the policy and associated processes in light of relevant current national law/guidance/best practice.
- Following the review to advise the Cabinet Member (Children and Young People) of the best policy to put in place to reduce instances of bad behaviour or indiscipline in schools.

Desired outcomes

- For the current policy to have been fully examined in public and in an open and transparent way (subject to the confidentiality of individual cases).
- For Members of the Review to have considered, if appropriate, a range of options for the future form of any policy.
- For any future policy to be capable of implementation in schools.

Key questions

- What are the areas of behaviour or indiscipline causing concern and how are they currently managed.
- How do breaches of behaviour or discipline affect other pupils or the school.
- What are the internal/external factors that affect behaviour or discipline in schools.
- Within the legal framework, what options are there to improve the current policy.
- What would be the implications of changing the policy (e.g. cost, increased need for resources etc).
- What means of measurement can be used to judge the success or otherwise of any policy.

Links to the Community Strategy

The Review Group will identify how the outcome of this review contributes to the objectives contained in the Herefordshire Community Strategy including the Council's Corporate Plan and the Children and Young People's Plan 2006/8.

Timetable

<i>Activity</i>	<i>Timescale</i>
Agree approach, programme of consultation/research/provisional witnesses/dates	23 rd June 2006
Collect current available data	
Collect outstanding data	
Analysis of data	
Final confirmation of interviews of witnesses	
Carry out programme of interviews	
Agree programme of site visits	
Undertake site visits as appropriate	
Update to Children's Services Scrutiny Committee	6 th October 2006
Final analysis of data and witness evidence	
Prepare options/recommendations	
Present Final report to Children's Services Scrutiny Committee	15 th December 2006
Present options/recommendations to Cabinet	19 th March 2007
Cabinet response	
Implementation of agreed recommendations	

Members	Support Officers
Cllr BF Ashton (Chairman) Mr C. Lewandowski Cllr G. Lucas Cllr Mrs SJ Robertson Cllr JP Thomas Cllr Ms AM Toon Mrs C. Woolley	Mr D. Longmore (Lead Officer) Mr P R James (Committee support)

CONFIDENTIAL QUESTIONNAIRE

(PLEASE TICK THE APPROPRIATE BOXES)

Are you? Male Female

Are you? A Teacher A Teaching Assistant Other

Type of School

Primary Secondary

Approximately, how many times, this year (Jan – Oct 2006) have you been verbally abused (directly) by pupils?

For example: Told to “fxxk off”

0 1-5 6-20 21-100 101+ or by parents

How many times have you been physically threatened by pupil(s) this term?

0 1-5 6-20 21+ or by parents

How many times have you been physically assaulted by pupils this term?

For example: been kicked, pushed or hit

0 1 2 3+ or by parents

Have pupils cast aspersions on your quality of teaching?

For example: “you are a crap teacher”

0 1-5 6-20 21+ or by parents

How many times have you suffered from verbal abuse of a sexual or racist nature?

0 1-5 6-20 21+ or by parents

How many times has your property or classroom suffered from deliberate vandalism or theft this term?

0 1-5 6+

What percentage of your lessons suffer from low level disruption?

0% 1-10% 11-30% 31-50% 50%+

Who are usually more disruptive?

Males Females No difference

Which age range is generally more disruptive?

Yr R-2 Yr 3-4 Yr 5-6 Yr 7-8 Yr 9 Yr 10-11

Do you usually report serious disruptive incidents?

Never Sometimes Usually Always

Do you believe that the Senior Management Team deal with disruptive incidents effectively?

Never Sometimes Usually Always

Any other comments

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The Council's Review Group thank you for completing this form.
Please return by Friday 3rd November 2006 to:

Dennis Longmore
Children's Services
Education & Conference Centre
Blackfriars St
Hereford
HR4 9ZR

Behaviour and Discipline **in Schools Review**

Results of Staff Questionnaire

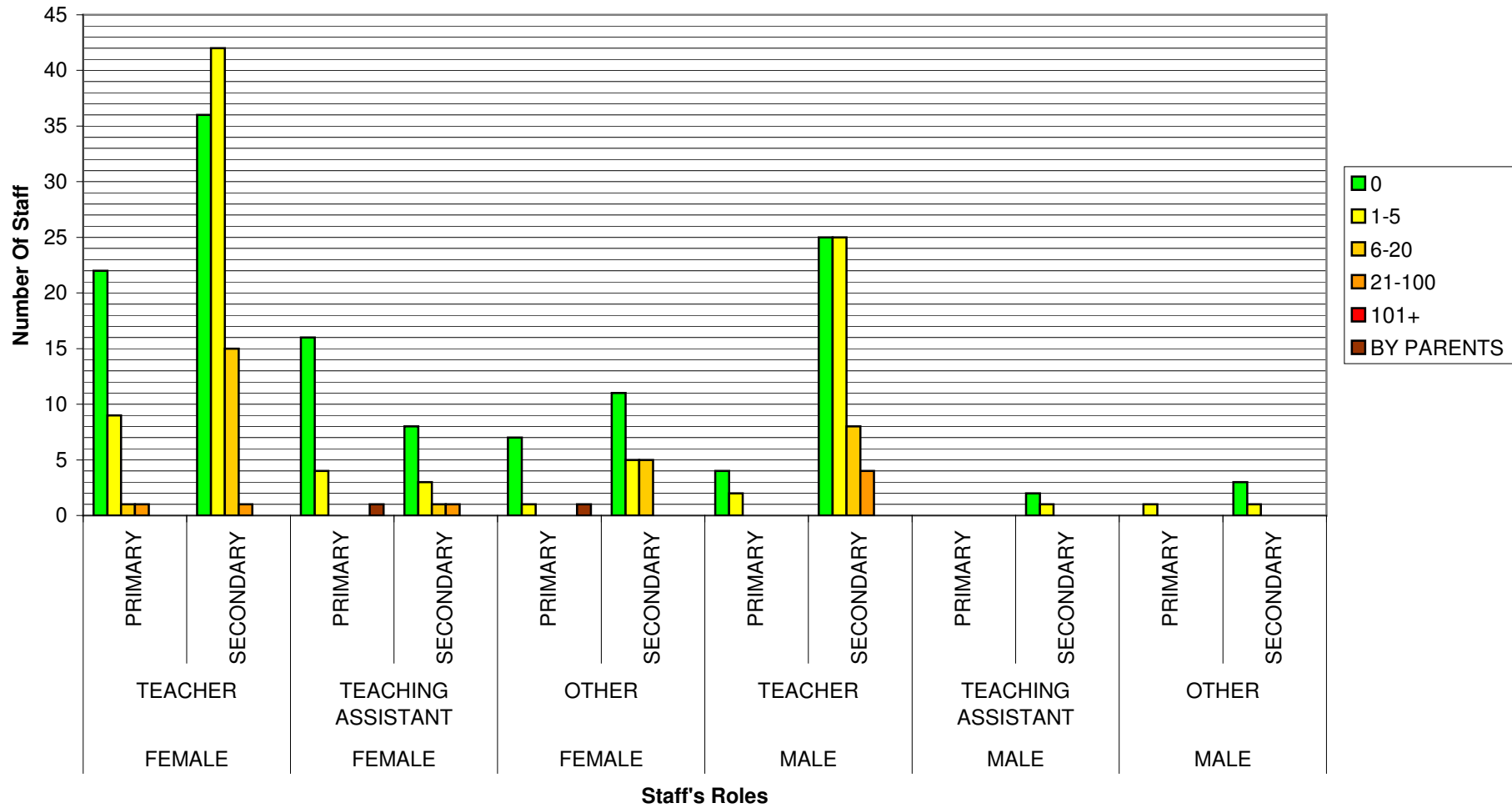
*Number of Returned Questionnaires 267 out
of 590 sent out (45.25%)*

A break down of the return is:

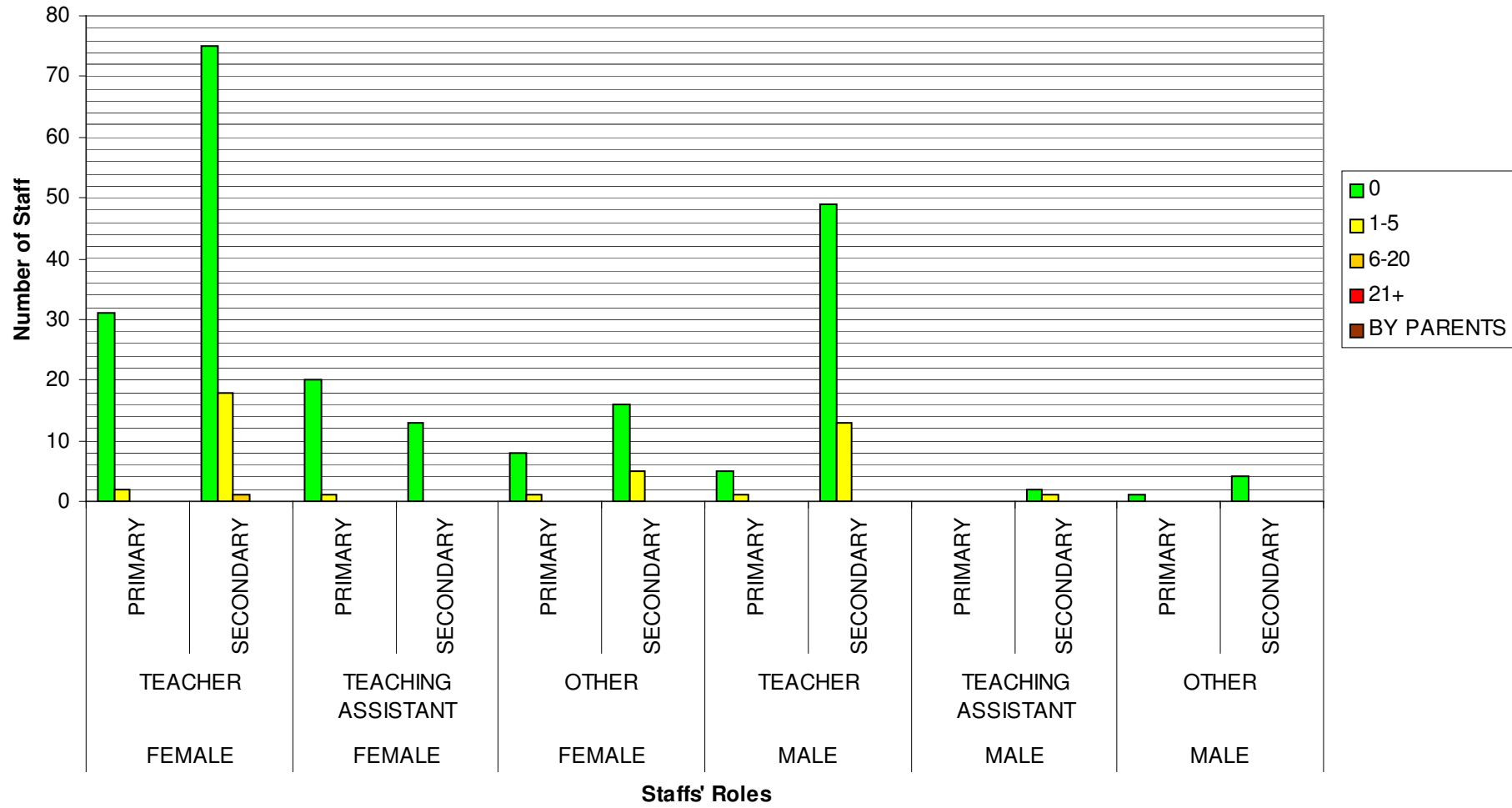
FEMALE	TEACHER	PRIMARY	33
FEMALE	TEACHER	SECONDARY	94
FEMALE	TEACHING ASSISTANT	PRIMARY	21
FEMALE	TEACHING ASSISTANT	SECONDARY	13
FEMALE	OTHER	PRIMARY	9
FEMALE	OTHER	SECONDARY	21
MALE	TEACHER	PRIMARY	6
MALE	TEACHER	SECONDARY	62
MALE	TEACHING ASSISTANT	PRIMARY	0
MALE	TEACHING ASSISTANT	SECONDARY	3
MALE	OTHER	PRIMARY	1
MALE	OTHER	SECONDARY	4

A number of respondents may not have answer all questions.

How Many Times This Year Have You Been Verbally Abused By Pupils?

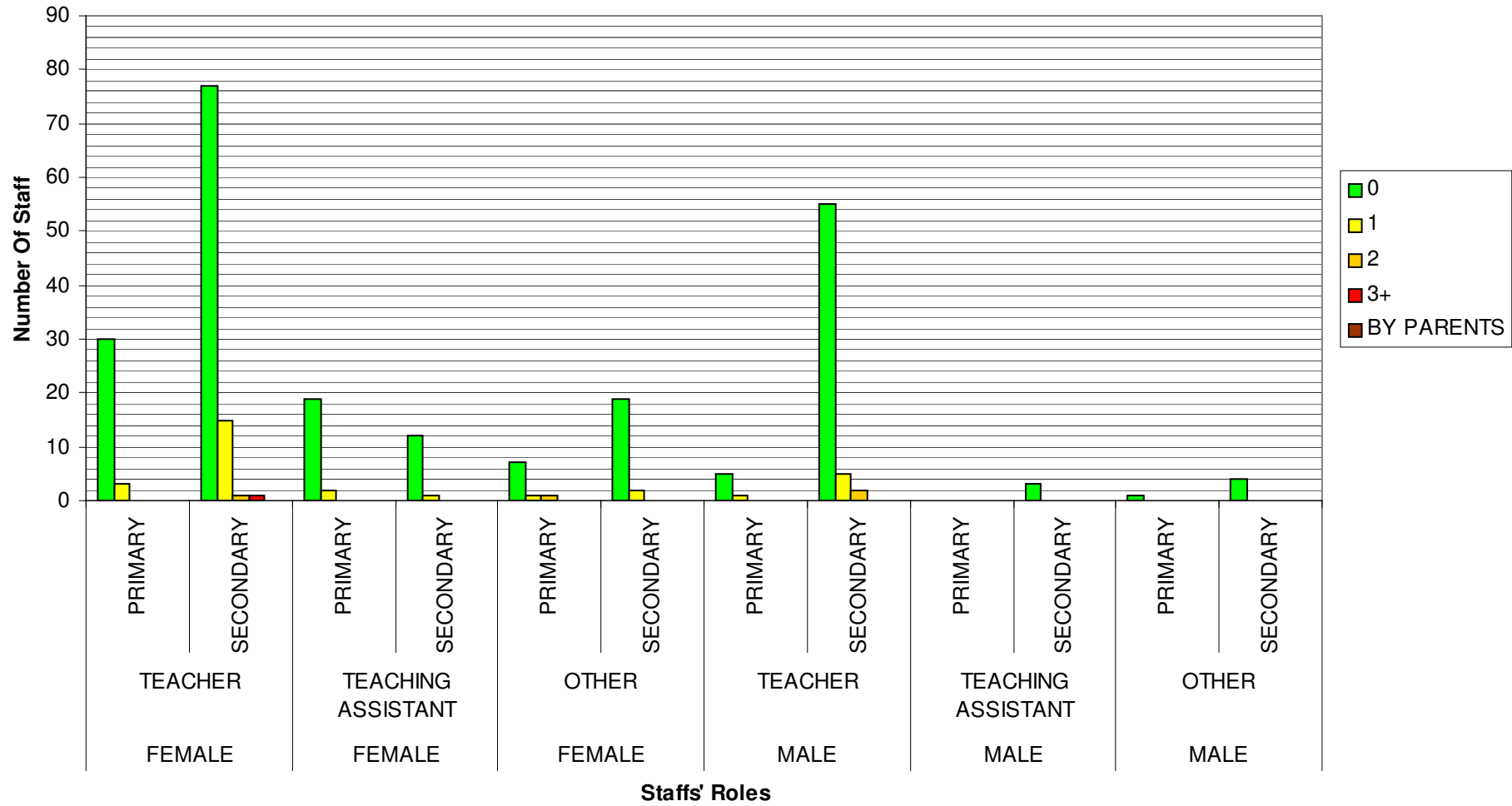


How Many Times Have You Been Physically Threatend By Pupil(s) This Term ?



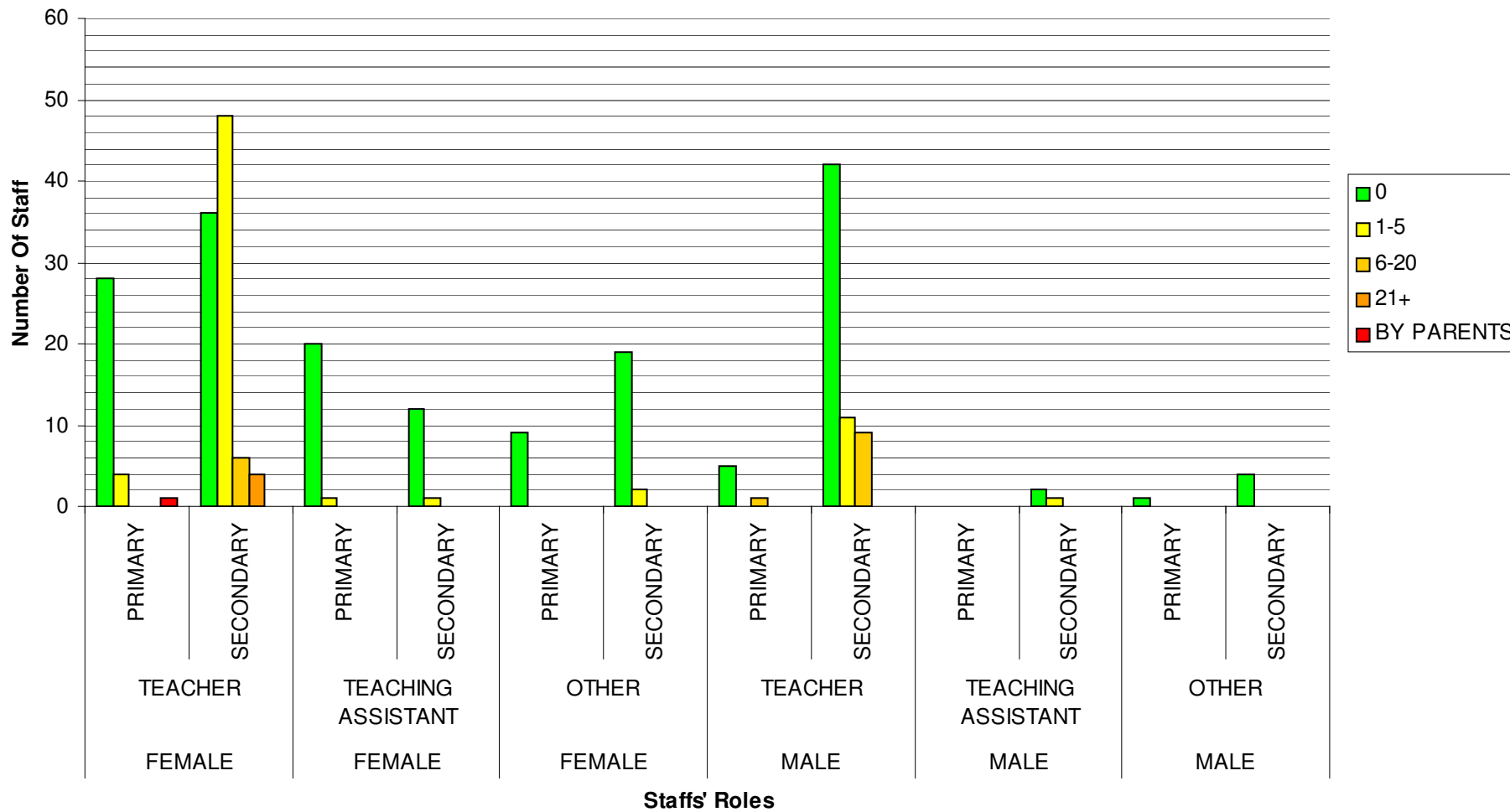
HOW MANY TIMES THIS TEM HAVE YOU BEEN PHYSICALLY THREATENED BY PUPILS								
			0	1-5	6-20	21+	BY PARENTS	
FEMALE	TEACHER	PRIMARY	31	2				33
		SECONDARY	75	18	1			94
FEMALE	TEACHING ASSISTANT	PRIMARY	20	1				21
		SECONDARY	13					13
FEMALE	OTHER	PRIMARY	8	1				9
		SECONDARY	16	5				21
MALE	TEACHER	PRIMARY	5	1				6
		SECONDARY	49	13				62
MALE	TEACHING ASSISTANT	PRIMARY						0
		SECONDARY	2	1				3
MALE	OTHER	PRIMARY	1					1
		SECONDARY	4					4
								267

How Many Times Have You Been Physically Assaulted By Pupils This Term?

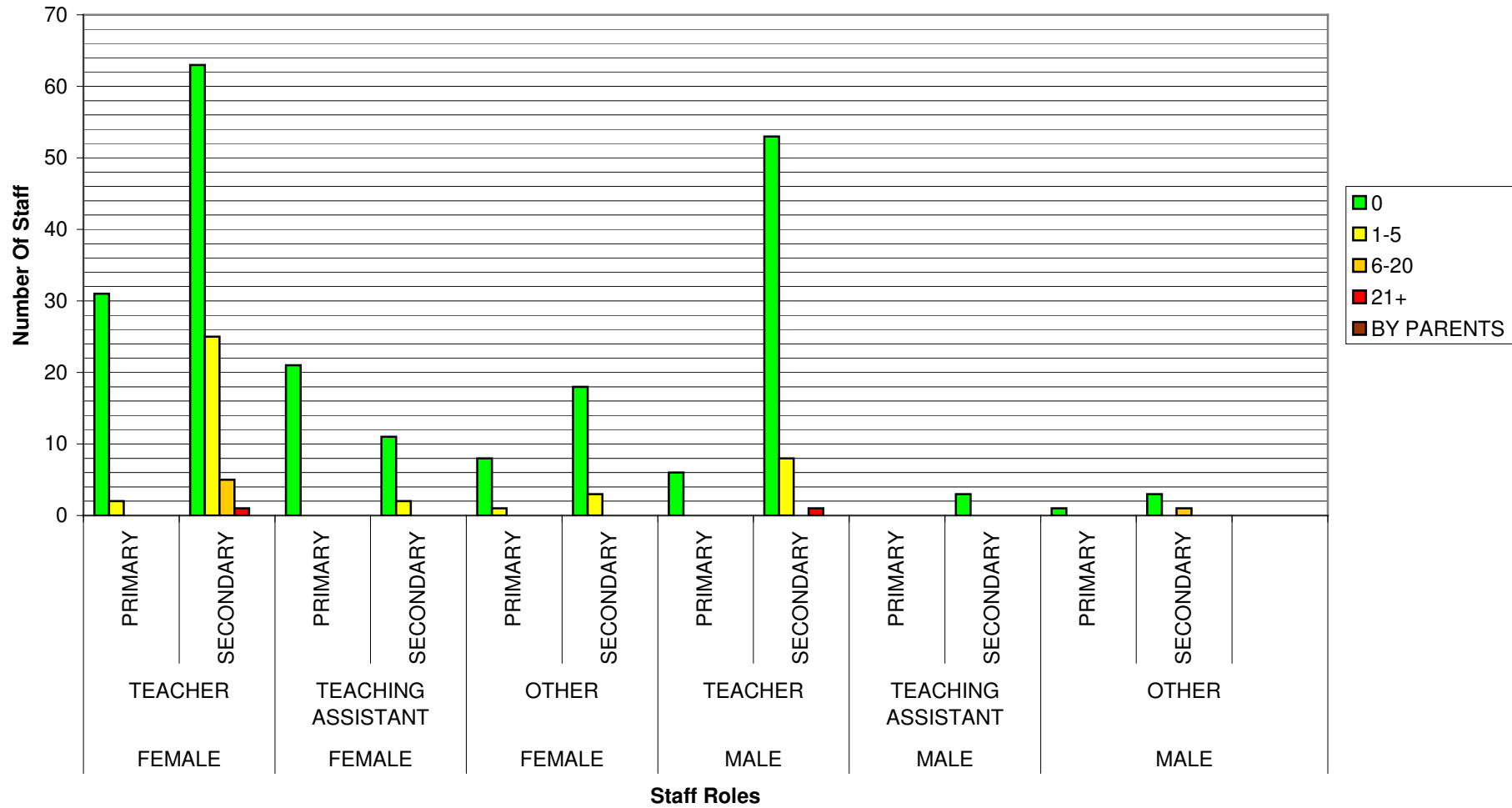


HOW MANY TIMES HAVE YOU BEEN PHYSICALLY ASSULTED BY PUPILS THIS TERM?							
			0	1	2	3+	BY PARENTS
FEMALE	TEACHER	PRIMARY	30	3			33
		SECONDARY	77	15	1	1	94
FEMALE	TEACHING ASSISTANT	PRIMARY	19	2			21
		SECONDARY	12	1			13
FEMALE	OTHER	PRIMARY	7	1	1		9
		SECONDARY	19	2			21
MALE	TEACHER	PRIMARY	5	1			6
		SECONDARY	55	5	2		62
MALE	TEACHING ASSISTANT	PRIMARY					0
		SECONDARY	3				3
MALE	OTHER	PRIMARY	1				1
		SECONDARY	4				4
							267

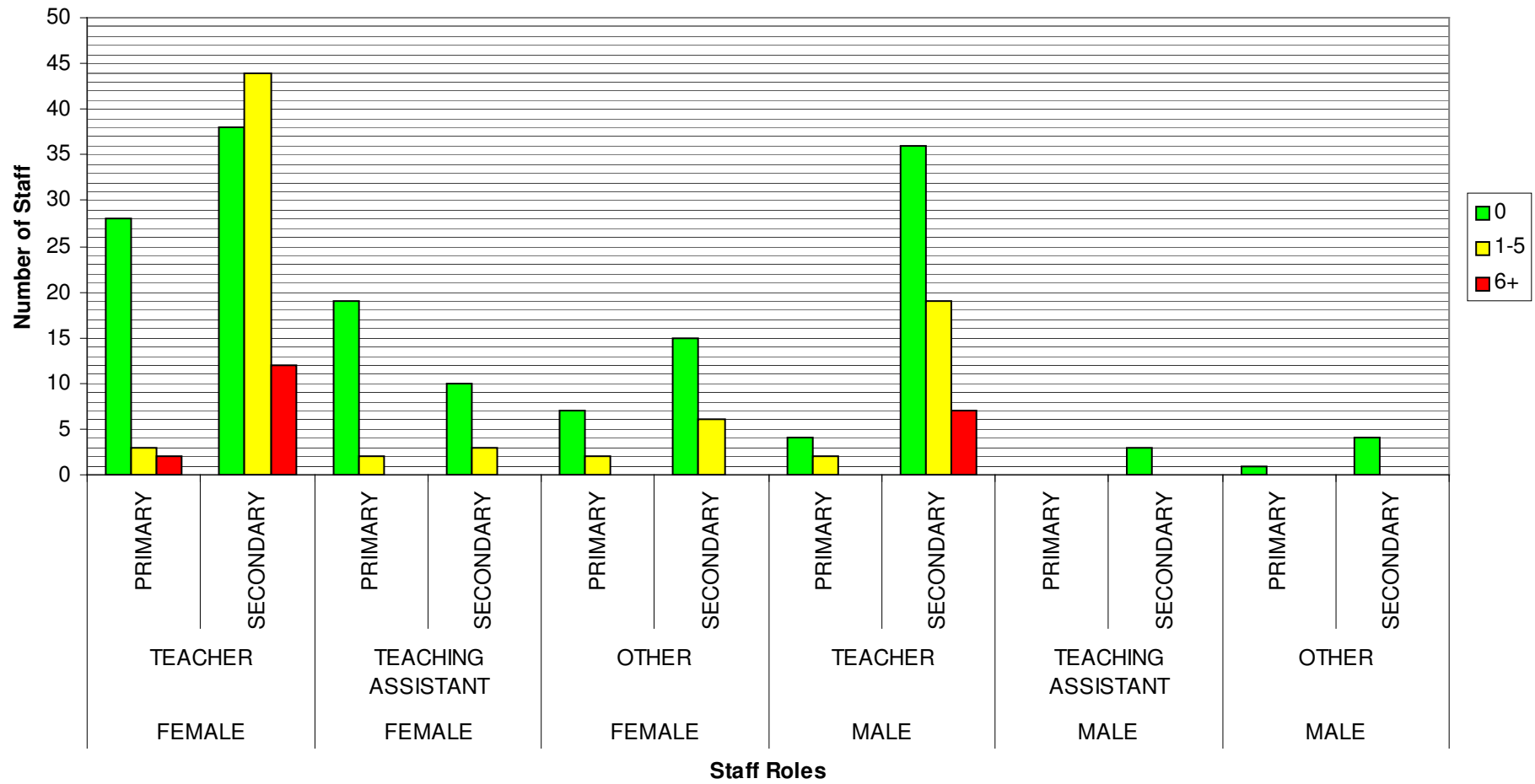
Have Pupils Cast Aspersions On Your Quality Of Teaching?



How Many Times Have You Suffered From Verbal Abuse Of A Sexual Or Racist Nature?



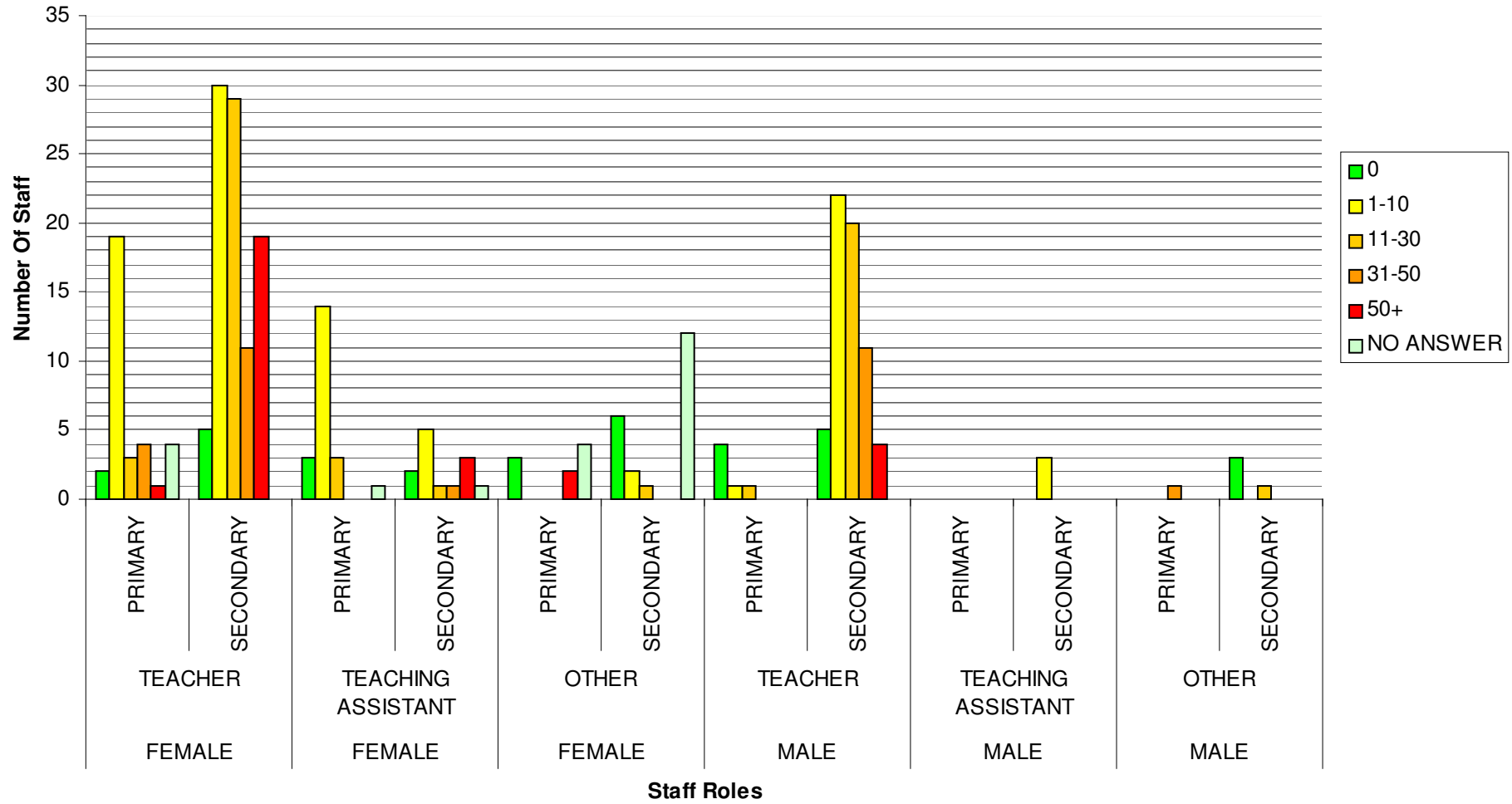
How Many Times Has Your Property Or Your Classroom Suffered From Deliberate Vandalism Or Theft This Term?



HOW MANY TIMES HAS YOUR PROPERTY OR YOUR CLASSROOM SUFFERED FROM DELIBERATE VANDALISM OR THEFT THIS TERM ?

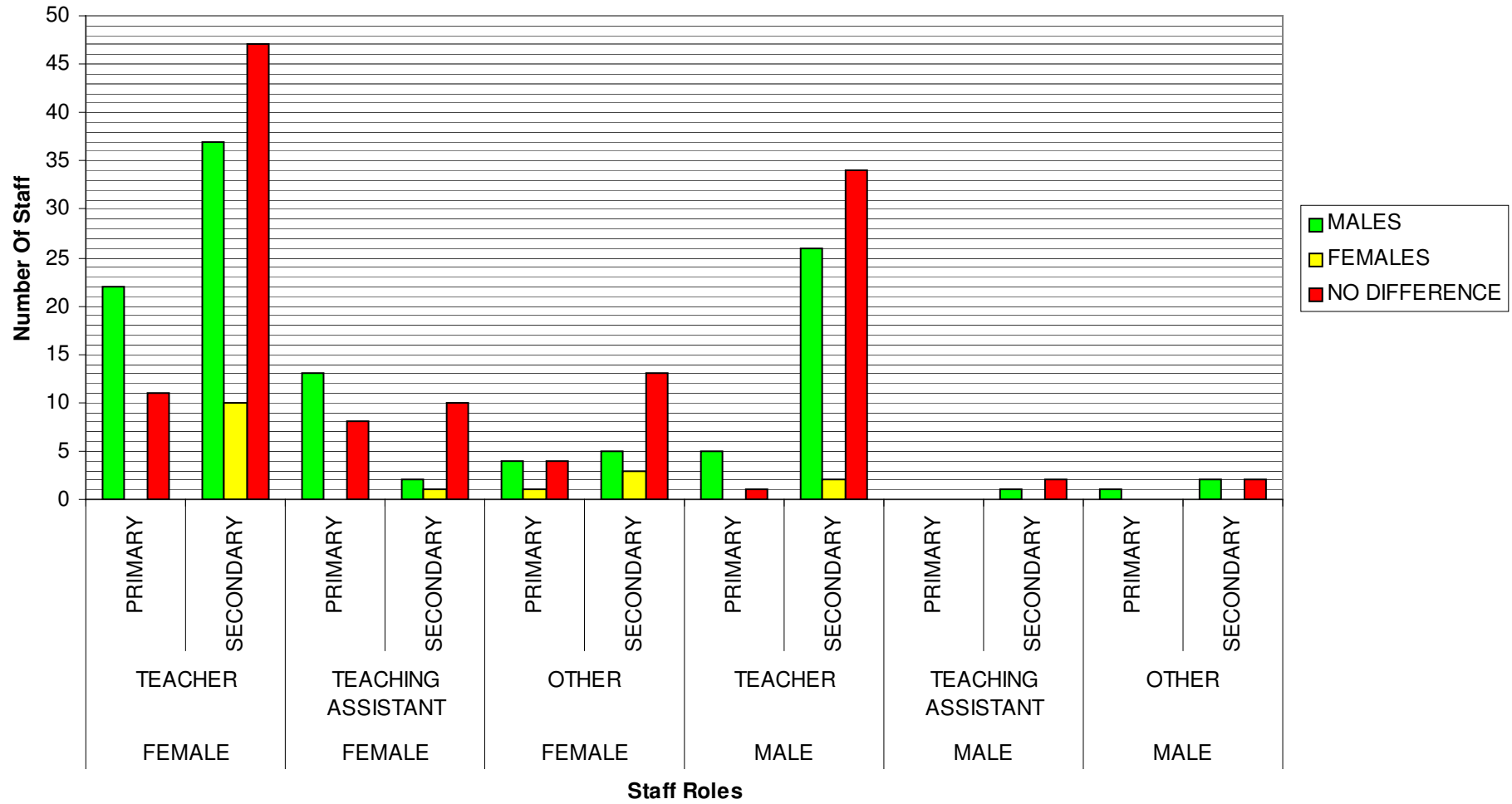
			0	1-5	6+	
FEMALE	TEACHER	PRIMARY	28	3	2	33
		SECONDARY	38	44	12	94
FEMALE	TEACHING ASSISTANT	PRIMARY	19	2		21
		SECONDARY	10	3		13
FEMALE	OTHER	PRIMARY	7	2		9
		SECONDARY	15	6		21
MALE	TEACHER	PRIMARY	4	2		6
		SECONDARY	36	19	7	62
MALE	TEACHING ASSISTANT	PRIMARY				0
		SECONDARY	3			3
MALE	OTHER	PRIMARY	1			1
		SECONDARY	4			4
						267

What Percentage Of Your Lessons Suffer From Low Level Disruption?



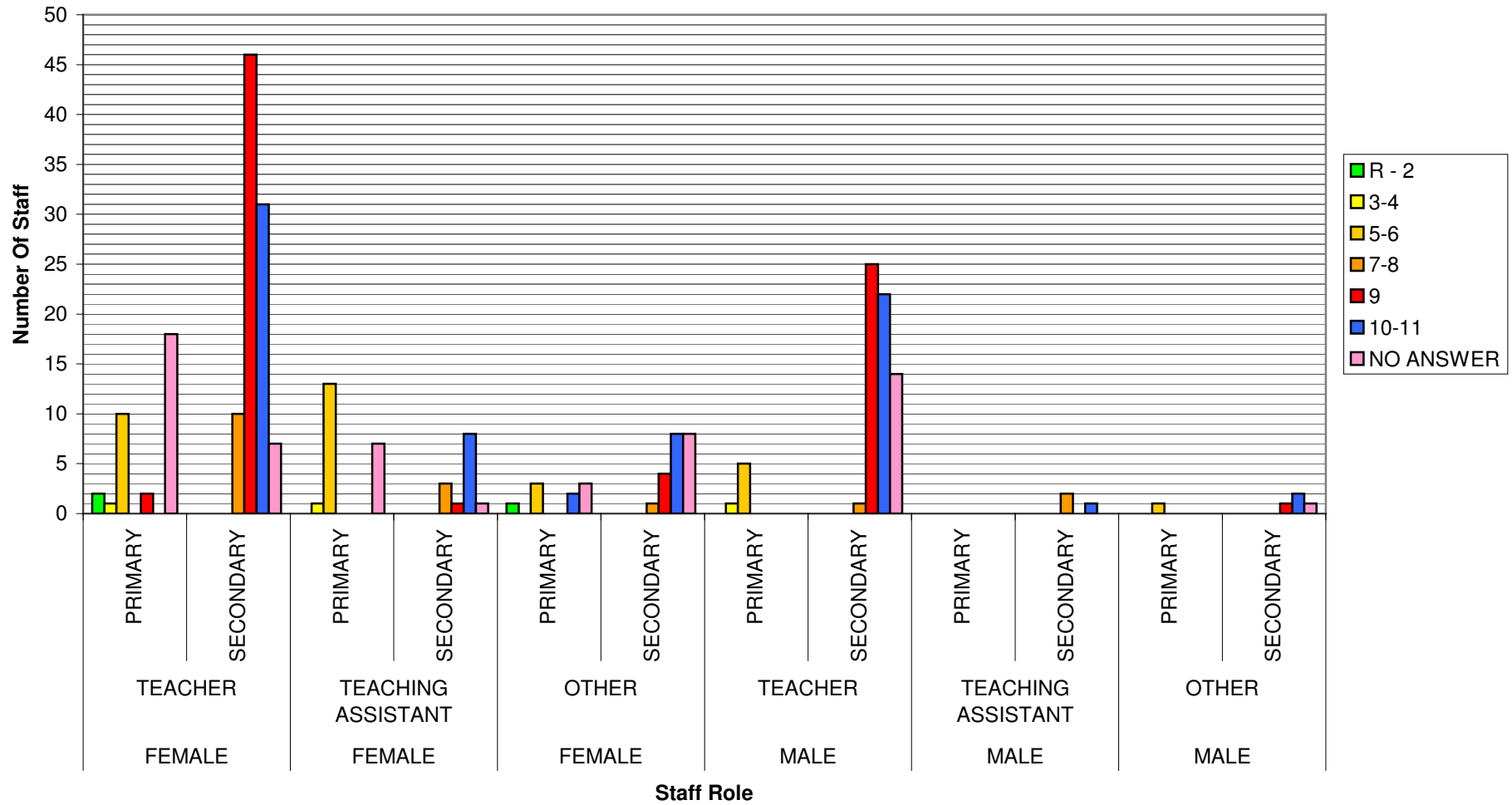
WHAT PERCENTAGE OF YOUR LESSONS SUFFER FROM LOW LEVEL DISRUPTION									
			0	1-10	11-30	31-50	50+	NO ANSWER	
FEMALE	TEACHER	PRIMARY	2	19	3	4	1	4	33
		SECONDARY	5	30	29	11	19		94
FEMALE	TEACHING ASSISTANT	PRIMARY	3	14	3			1	21
		SECONDARY	2	5	1	1	3	1	13
FEMALE	OTHER	PRIMARY	3				2	4	9
		SECONDARY	6	2	1			12	21
MALE	TEACHER	PRIMARY	4	1	1				6
		SECONDARY	5	22	20	11	4		62
MALE	TEACHING ASSISTANT	PRIMARY							0
		SECONDARY		3					3
MALE	OTHER	PRIMARY				1			1
		SECONDARY	3		1				4
									267

Who Is Usually More Disruptive



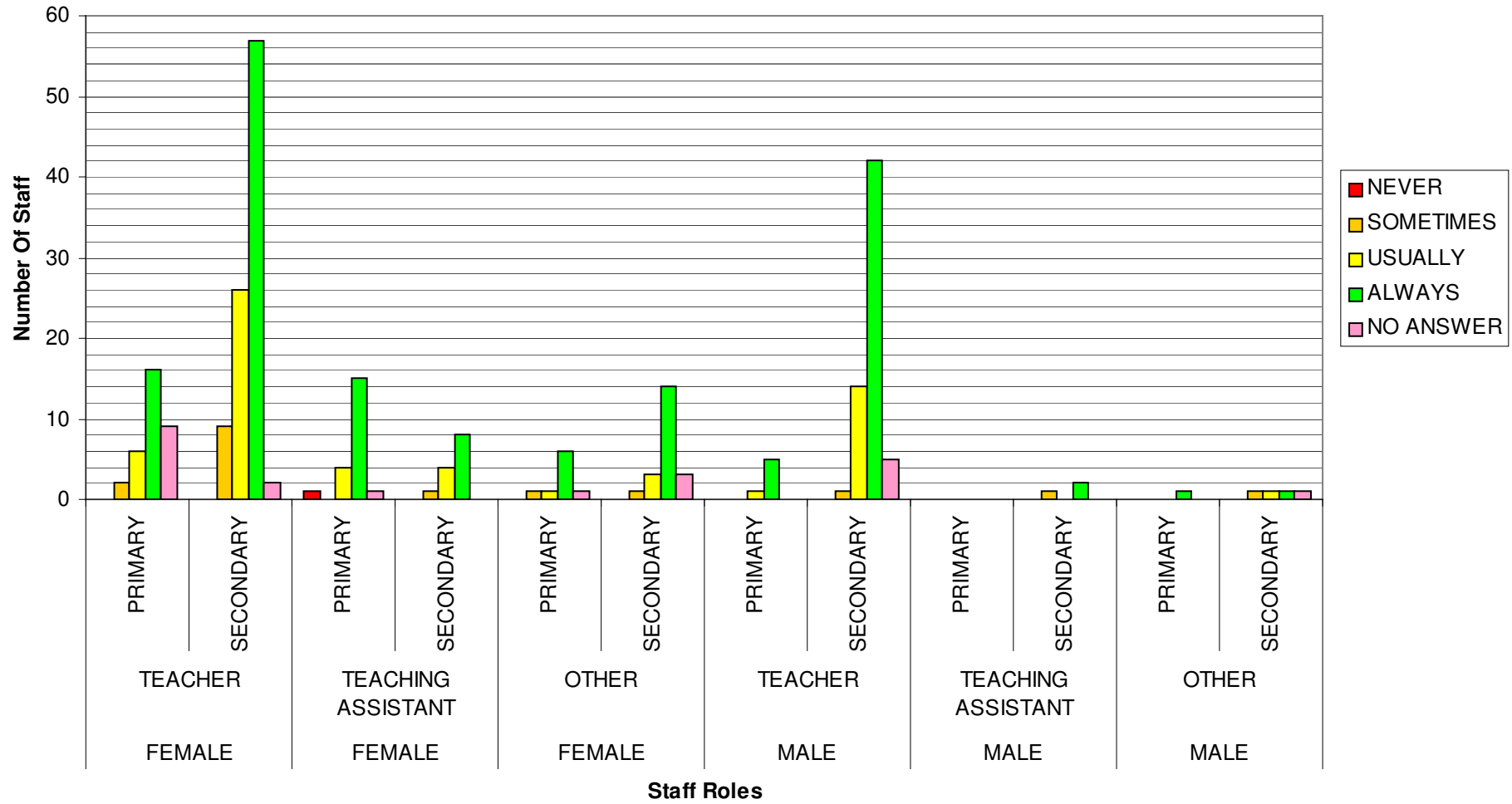
WHO IS USUALLY MORE DISRUPTIVE						
			MALES	FEMALES	NO DIFFERENCE	
FEMALE	TEACHER	PRIMARY	22		11	33
		SECONDARY	37	10	47	94
FEMALE	TEACHING ASSISTANT	PRIMARY	13		8	21
		SECONDARY	2	1	10	13
FEMALE	OTHER	PRIMARY	4	1	4	9
		SECONDARY	5	3	13	21
MALE	TEACHER	PRIMARY	5		1	6
		SECONDARY	26	2	34	62
MALE	TEACHING ASSISTANT	PRIMARY				0
		SECONDARY	1		2	3
MALE	OTHER	PRIMARY	1			1
		SECONDARY	2		2	4
						267

Which Age Range is Generally More Disruptive



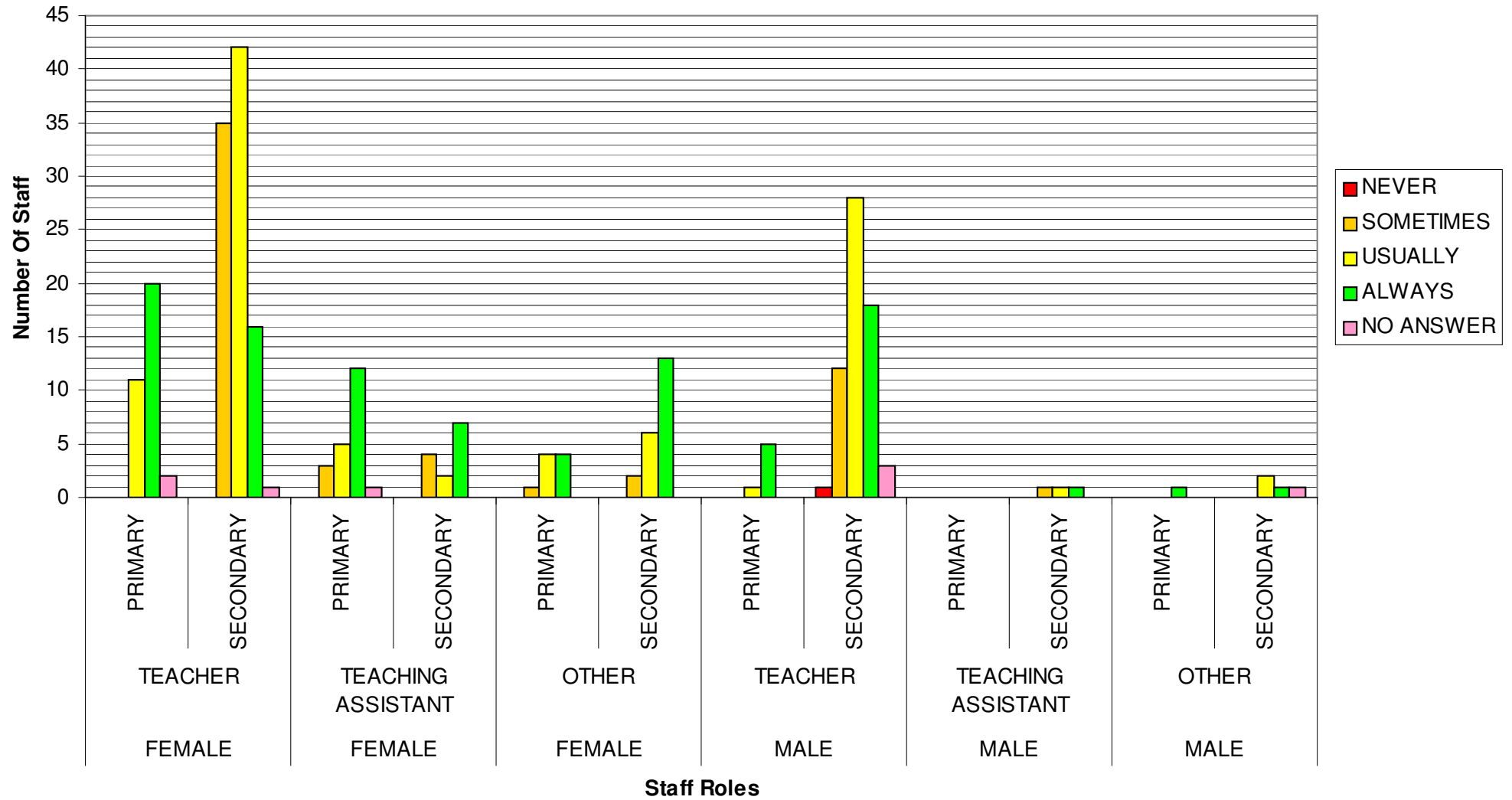
WHICH AGE RANGE IS GENERALLY MORE DISRUPTIVE?										
			R - 2	3-4	5-6	7-8	9	10-11	NO ANSWER	
FEMALE	TEACHER	PRIMARY	2	1	10		2		18	33
		SECONDARY				10	46	31	7	94
FEMALE	TEACHING ASSISTANT	PRIMARY		1	13				7	21
		SECONDARY				3	1	8	1	13
FEMALE	OTHER	PRIMARY	1		3			2	3	9
		SECONDARY				1	4	8	8	21
MALE	TEACHER	PRIMARY		1	5					6
		SECONDARY				1	25	22	14	62
MALE	TEACHING ASSISTANT	PRIMARY								0
		SECONDARY				2		1		3
MALE	OTHER	PRIMARY			1					1
		SECONDARY					1	2	1	4
										267

Do You Usually Report Serious And Disruptive Incidents?



DO YOU USUALLY REPORT SERIOUS DISRUPTIVE INCIDENTS?								
			NEVER	SOMETIMES	USUALLY	ALWAYS	NO ANSWER	
FEMALE	TEACHER	PRIMARY		2	6	16	9	33
		SECONDARY		9	26	57	2	94
FEMALE	TEACHING ASSISTANT	PRIMARY	1		4	15	1	21
		SECONDARY		1	4	8		13
FEMALE	OTHER	PRIMARY		1	1	6	1	9
		SECONDARY		1	3	14	3	21
MALE	TEACHER	PRIMARY			1	5		6
		SECONDARY		1	14	42	5	62
MALE	TEACHING ASSISTANT	PRIMARY						0
		SECONDARY		1		2		3
MALE	OTHER	PRIMARY				1		1
		SECONDARY		1	1	1	1	4
								267

Do You Believe That The Senior Management Team Works Effectly?



DO YOU BELIEVE THAT THE SENIOR MANAGEMENT TEAM WORKS EFFECTIVLY								
			NEVER	SOMETIMES	USUALLY	ALWAYS	NO ANSWER	
FEMALE	TEACHER	PRIMARY			11	20	2	33
		SECONDARY		35	42	16	1	94
FEMALE	TEACHING ASSISTANT	PRIMARY		3	5	12	1	21
		SECONDARY		4	2	7		13
FEMALE	OTHER	PRIMARY		1	4	4		9
		SECONDARY		2	6	13		21
MALE	TEACHER	PRIMARY			1	5		6
		SECONDARY	1	12	28	18	3	62
MALE	TEACHING ASSISTANT	PRIMARY						0
		SECONDARY		1	1	1		3
MALE	OTHER	PRIMARY				1		1
		SECONDARY			2	1	1	4
								267

GENDER	ROLE	COMMENT
Female	Other, Primary	My role as administrator puts me “front line” to angry/upset/unhappy parents. I see trying to calm these parents before they meet a member of SMT a part of my role. Offering tea/coffee and a quiet place to sit and reflect usually does this. However, it is sometimes frustrating that their anger is vented out on the first person they see.
Female	Other, Primary	If it is a challenging year group a ratio of 1 – 13 in a Nursery is not adequate, especially with behaviour problems.
Female	Other, Secondary	Behaviour of students is improving.
Female	Other, Secondary	I find that year 9 become more difficult when they have chosen their options and so are aware that they will not continue with a certain subject. They become difficult to motivate towards the end of the final term.
Female	Other, Secondary	The questionnaire seems angled towards teaching staff as a member of the non-teaching team who has dealings with pupils I find on the whole they are pleased and co-operative. There is a danger here of forgetting that the majority of pupils are quite normal teenagers who are finding there way in an adult world. Lets concentrate on the majority.
Female	Teacher, Primary	Since introducing a very clear system of dealing with disruptive incidents throughout the school the number of incidents has reduced.
Female	Teacher, Primary	The year listed (3-4) has been affected by a particularly disruptive student, so the answers given would not necessarily be the rule.
Female	Teacher, Primary	What are you auditing? The services of the Council or the SMT?
Female	Teacher, Primary	Questions in this survey are too general to answer – what is the benchmark? E.g. low level disruptive is different at an inner city school to an urban school.
Female	Teacher, Primary	I still enjoy teaching!!
Female	Teacher, Primary	Last four questions are not an issue with the classes I teach at this school.
Female	Teacher, Secondary	Incidents of more serious nature are fewer at this school/county than others I have worked in. But lighter degree of low-level disruption/disrespect/arguing back and have had more theft of school and personal property here than in a “rough” school I worked at in [another County]! Status of my subject not given public enough boost by SLT – therefore perceived as a “stupid/waste of time” subject to my students – especially boys.
Female	Teacher, Secondary	Lower ability sets tend to have more disruptive pupils. Many pupils these days have little respect for other people or property. However most children are great and the few should be affectively dealt with so the majority can enjoy a good education. There seems no ultimate sanction, poor pupils know schools are reluctant to exclude them – and where do they go then.
Female	Teacher, Secondary	Typical comment from current year 11 since they started is “its boring” “how much more writing?” when they have done a spider diagram. They want constant instant excitement but with no input from themselves. As teachers, they believe we should “deliver” when challenged what changes they would like, what do they enjoy

		they cant answer. The vandalism is very irritating when paid for by me but they don't care and think it is a bottomless pit of money.
Female	Teacher, Secondary	A general lack of respect at [X school] by pupils for staff, premises, equipment and each other has led to an increase in violence, anti-social behaviour, smoking and vandalism.
Female	Teacher, Secondary	Some pupils have little respect for authority and this develops into low-level disruption. These pupils are not the disaffected they are just lacking in morals and respect.
Female	Teacher, Secondary	Teaching special needs pupils' means that due to certain conditions ADHD/ASD we expect disruption, which is not necessarily deliberate.
Female	Teacher, Secondary	A significant number of pupils do not view the sanctions systems in a serious manner. A small number do not respond to it at all.
Female	Teacher, Secondary	Some low ability pupils are poorly motivated, disinterested, poorly organised and poorly behaved.
Female	Teacher, Secondary	It is the make up of the group rather than the age range that makes for disruption. Insults have been ignored more often than not – too frequent from some.
Female	Teacher, Secondary	SMT deal with disruption as best they can. If it were effective there would be no repeat offences. Sadly this is not the case.
Female	Teacher, Secondary	Pupils behaviour is more and more challenging daily. I am dismayed at the level of abuse, both verbal and physical, that pupils inflict on teachers. Pupils effectively stopping the learning process to various degrees are challenging even the most respectful and placid of teachers. Low-level disruption seems to be the constant and the most disturbing thing is the utter open defiance of pupils. I have been a teacher in 4 schools, full time for 34 years!
Female	Teacher, Secondary	Real need for whole school disruptive strategy.
Female	Teacher, Secondary	I am very concerned over the lack of control I feel the SMT have over out pupils. I feel that the school has gone downhill quite rapidly and I find teaching here very stressful because I have very little support.
Female	Teacher, Secondary	Behaviour is definitely deteriorating; it is becoming more socially acceptable to join in. General disrespect, talking at the same time as the teacher and not listening is increasing, even in top sets. Poor standards are creeping into lower years and years 7 and 8 are not as well behaved as in pervious years. I haven't been sworn at for 7 years and this year it has happened three times.
Female	Teacher, Secondary	Disruption seems to be prevalent across all year groups. There appears to be no real consistency to consequences of poor behaviour and the pupils are well aware of this. Constant low-level disruption is not dealt with. Major incidents result in very different and often delayed consequences dependant upon which member of the SMT deals with them. Staff are feeling very unsupported and morale is low. There is no SMT presence around the site and this is desperately needed.
Female	Teacher, Secondary	Comments relate to January – October 2006 as requested but only returned from maternity leave in September 2006 so only actually cover this academic year.
Female	Teacher, Secondary	There are just too many instances of poor behaviour – SMT cannot deal with them all. We need a zero tolerance policy. Pupils are coming to us at age 11 far more ready to question/challenge/defy

		us. The key word is NO/WHY?
Female	Teacher, Secondary	Every Year group has its difficulties. For the first time in my teaching career I feel disillusioned – teaching and learning is being severely compromised by disruptive behaviour throughout all the year groups I teach. Within the top sets it is generally low-level disruption but it is difficult to deal with effectively and had a detrimental effect on the pace of teaching. Within lower ability groups the behaviour is more severe – pupils seem unable to remain seated and will not stop shouting across the classroom, throwing things, eating ect. There is no clear policy across the school – we need a more united approach and it should be more effectively managed top down. There is minimal SMT presence around the site and the children defiantly appear to have the upper hand at the moment – things seem out of control. I have always loved my teaching but I feel like leaving the profession at the moment.
Female	Teaching Assistant, Secondary	Behaviour has become a big issue. Especially for Teaching Assistants who are told that behaviour is not their responsibility, but the support NQT's who are floundering. Are we supposed to let them sink?
Female	Teaching Assistant, Secondary	The most difficult thing for me is the fact that pupils don't respect teaching and non-teaching staff. Majority of the children displays this attitude. Sometimes I almost feel as if they are looking down on me. I haven't come across this sort of behaviour on such a scale in my home country. The pupils in [home Country] also misbehave, but they have more respect for teachers and older people in general. IN the Uk, the behaviour of the pupils seems to be getting out of control very often. However, I think it is not only a problem of discipline at school but it reflects in some social issues.
Male	Other, Secondary	I am not a teacher so the last four questions do not apply
Male	Teacher, Primary	It is really important that there is a whole school policy that is transparent and of which everyone applies!
Male	Teacher, Primary	Questions have confusing time scales – this year/this term, no defined time.
Male	Teacher, Secondary	Who are more disruptive? Girls usually low level but when they blow up – hey! Boy's low-level disruption is lower but they are less likely to really loose it. There are, of course, exceptions.
Male	Teacher, Secondary	Good school ethos and environment. We still have some issues but they are swiftly dealt with.
Male	Teacher, Secondary	The only difficult situation arise from a very few damaged individuals who should be removed from the society of the majority who wish to be direct members of the society. Too often one bad apple is given far to much scope to damage those around them. Too many chances are given to some who don't deserve it. Too often the disruptive child receives an excess of support whilst staff and other pupils suffer.
Male	Teacher, Secondary	The major challenge is that most groups have 3-6 disruptive students who make it difficult for the majority to learn efficiently – these are not being dealt with efficiently. Another challenge is to move management away from a perceived bullying approach to staff - this takes many forms.
Male	Teacher, Secondary	You spell “fuck” this way not “fxxk”

Male	Teacher, Secondary	Low-level disruptive comments are the biggest single problem in classes – stops progress of lessons/education
Male	Teacher, Secondary	Overall behaviour of pupils appears to be deteriorating. Pupils with poor behaviour can often be linked to a breakdown in familiar, lack of discipline at home – lack of parent guidelines. Effect of a small minority of pupils can seriously affect the learning of the majority.
Male	Teacher, Secondary	Low-level rudeness is quite regular
Male	Teacher, Secondary	There is a general trend for pupils to work together at being disruptive. Picking off individual pupils being disruptive is easy but when you have a large number in a class who egg each other on and re-enforce each others bad behaviour is much more difficult. Pupils are much more ready to challenge staff, answer back rudely and walk out of lessons. Their respect for authority and their ability to conform to a simple set of rules is certainly diminishing. (Question 11) – it is hard to answer this question effectively as communication is a problem. We are often not told what action has been taken.
Male	Teacher, Secondary	I value my SMT yet they have to put so much paper-work together for each problem student and so many teachers and pupils suffer for long periods of time. The same troublemakers keep causing trouble, by removal, permanently, of the key troublemakers and placing them in units where they are firmly dealt with is in my view, the way forward. These units were in place up to the mid 1980's and did a wonderful job. IN my view, inclusion has failed. Recent observations show the work ethic of students to be declining. Yet 90% of the students I teach are wonderful! Please let us give them a better chance in life. I feel that many of the questions are very limited e.g. so far this term (9 th October) This is not a very meaningful survey.
Male	Teacher, Secondary	The level of seriously disruptive incidents has increased dramatically over the past three years. Significant factors include: an increasing number of emotionally disturbed and unsettled pupils, the fact that [X school] has had to receive seriously disruptive pupils expelled from schools such as [Y school], this has a dramatic effect on our existing difficult pupils. A change in structure within the school which makes it harder to “prove” particular groups of difficult pupils.
Male	Teacher, Secondary	There has been a huge increase in disruptive behaviour recently. The problem is now getting to a point where disruption is commonplace and the scale of it means that many incidents cannot be dealt with properly. The referral system is cumbersome and ineffectual. Outright defiance is on the increase and pupils know that teachers have relatively little power to prevent it. The detention system does not work properly at a higher level and there is often no feedback from SMT who are then swamped. We are losing our grip.
Male	Teacher, Secondary	There needs to be a clear line over which students do not progress or they will be permanently excluded. A points system to stop repeat offenders who are a major disruption to lessons, teaching and learning but are not going to get themselves excluded by burning the school down.
Male	Teacher, Secondary	I feel that the majority seriously disruptive youngsters come from family background, which can be described, as un-functional. Much

		more help is needed outside of school to help these individuals – it seems to me that it is only the permanently excluded youngsters who are offered and help can be useful.
Male	Teacher, Secondary	A considerable amount of disruption is caused by pupils who have been permanently excluded from elsewhere and are dumped on [X school], as we are not full, they do not benefit from a fresh start and always affect the learning of others. Prevention is better than cure when considering disruption, unfortunately when you have a weak head teacher there is no deterrent and disruption gradually increases until it becomes the norm.

QUESTIONS FOR PARENTS - SUMMARY

Behaviour and Discipline Management in Schools

1. How would you rate pupil behaviour generally? (please circle)

Poor Moderate OK Good Excellent

2. Do you think children and young people are seen by the media, e.g. television, newspapers etc as generally good and well behaved?

Not at all Occasionally Quite often Very much so

3. How well do you think poor pupil behaviour is dealt with in schools?

Poor Moderate OK Good Excellent

3. What, in your view, are the main causes of poor pupils' behaviour?

- Poor diet
- Late nights – bedtimes too late
- Problems at home – analogy to a can of fizzy drink was used; stress builds up at home and goes ‘pop’ at school
- Issues with parents – different to above – more that, say, Mum has just told off her children on the way to school putting them in a bad mood
- Inappropriate curriculum (not enough differentiation; children get bored, frustrated etc)
- Lack of interest & motivation in lessons and school generally
- Tensions out of school – falling out with a friend
- Teachers sometimes make matters worse (throw petrol on the flames)
- Boredom – lack of stimulation
- Inappropriate curriculum
- Class sizes too big
- Inclusion of SEN children
- Age range in classes – too big
- Parents poor view/exp. of school
- Poor role models for both parents and children
- Parents not showing respect for school, authority etc
- Children showing less respect for adults across society
- Pressure of SATs
- Emotional issues at home
- Poor diet
- Negative impact of computer games, television etc
- Lack of parental discipline
- Too much inappropriate discipline

- Poor parenting skills
- Peer influence (eg break uniform rules)
- Bullying
- Lack of self worth (links with family)
- Class sizes too big/ poor accommodation
- Parents negative view of education (from their own past experience)
- Pupils 'fitting in' with other pupils – going along with bad behaviour for acceptance
- Poor teaching
- Pupils bored and frustrated

4. We had 28 permanent exclusions from Herefordshire schools last year – we have a duty to give them education - what do you think we should do with youngsters that get expelled?

- PRU places
- More SEN places
- Need to 'protect' secondary students standards
- Look at each case on its own merits
- Identify root cause and offer support
- Children placed in a special school

5. What do you think could be done to help pupils behave better?

- Better support for struggling families
- More support within education
- A framework to promote agencies working together
- Early intervention – early years
- More intervention/support in Primary schools, i.e. buddy system
- School to be open and honest about expectations on students re: behaviour & what is not acceptable in school
- Better consistency of responses from staff
- Listen to the students – give a voice to the child
- Lesson at appropriate levels for students – better differentiation
- Better provision to support pupils, i.e. from school nurses etc
- More parenting courses – financial reward to entice reluctant parents
- Prepare young people to be parents through the curriculum (as there is less support from extended families nowadays)
- More extra-curricular activities for pupils (divisionary)
- Better access to services (rurality a barrier for many families)
- Clear rules agreed and set by children
- Time out area (bolt hole)

- Children need to feel safe, secure and appreciated
Schools need the resources to give good support to difficult and troubled children
– not enough at the moment

Other comments:

- Bullying – No Blame Policy is used in school quite effectively

NB – of interest: one parent (also a TA in the school) was permanently excluded from her High School. She admitted that she was difficult to handle in her school but felt that teachers didn't help her and that they often made her feel worse. She spoke extremely highly of the St. David's Centre – the Pupil Referral Unit that she attended following her exclusion.

Thank you very much for your co-operation and help in completing this form. Your views will be very useful in helping the Scrutiny Committee in their review.

QUESTIONNAIRE FOR PUPILS - SUMMARY

Behaviour and Discipline Management in Schools

The Council have set up a review group to look at behaviour management in schools. We would very much like to hear your views about this and would appreciate you completing this short form. Thank you for your help.

4. How would you rate pupil behaviour generally? (please circle)

Poor Moderate OK Good Excellent

Some children behave worse when they are out of school, knocking on doors and windows and running away. They barge smaller children and do graffiti. Boys are naughtier. Most children though are polite and say hello etc. When teachers aren't there they are worse behaved. Lady Hawkins children smoke and hang around and won't play with smaller children. The children said they were used to all playing together. Lady Hawkins children let us down and give a bad example

5. Do you think children and young people are seen by the media, e.g. television, newspapers etc as generally good and well behaved?

Not at all Occasionally Quite often Very much so

6. How well do you think poor pupil behaviour is dealt with in schools?

Poor Moderate OK Good Excellent

Dependent on the teacher. There is a system but this seems to be interpreted differently by different teachers, and sometimes there are stages that are bypassed. Some teachers just give up, others make empty threats. Sometimes the poor behaviour gives people status.

4. What, in your view, are the main causes of poor pupils' behaviour?

- Stressed at home – difficult home life
- TV – inappropriate; showing bullying etc, bad influence (most had a TV in their bedrooms however)
- Parents not bringing their children up properly (not teaching respect, good manners etc)
- To get attention
- Inconsistency – parents and other adults seeing one thing but not carrying it through (empty threats – parents not able to provide clear, firm boundaries)
- Bedtimes too late – children come to school tired
- Sickness – children feeling unwell

- Not being listened to
- Attention seeking.
- Being cool.
- Tiredness.
- Showing off.
- Want to be sent out of school.
- Food and drinks.
- Drugs and alcohol.
- Work is either too hard or too easy or repeated.
- If the teacher doesn't deal with bad behaviour it carries on.
- SEN
- Not getting down to work quickly.
- Boredom.
- Work not challenging enough.
- Same teacher with the same format of lessons for several years.
- 'Turn to page 17 and do question 4.
- Turn to page 63 and do question 7...'
- Peer pressure.
- The way they have been brought up at home.
- May be a rough up bringing and this is the norm.
- Attention seeking.
- Teachers not listening.
- Medical such as ADHD.
- Problems at home.

5. Have you ever seen a pupil hit a teacher?

No – Secondary

Yes - Primary

6. What do you think could be done to help pupils behave better?

- Rewards (interesting discussion – some thought children should behave regardless of rewards and that rewards might do more damage as they could reward 'bad' children)
- More support from other children
- Sanctions – fairly applied
- TAs – more likely to 'tell off' children than teachers
- No shouting but negotiating.
- More police...but then they had a discussion and decided it would make it worse!
- Red card system.
- Talking together.
- Neighbourhood watch in school.
- Rewards and raffle ticket system that continued after the bad behaviour had been solved.
- Achievements assemblies.
- Don't try to bribe us!

- Praise.
- Your behaviour affecting your mates...i.e. reward for you and 3 mates.
- Sanctions...take away things like sports and things they like.
- Make lessons more exciting.
- The conversation concentrated on sanctions so I challenged the fact that they hadn't mentioned rewards and they said that there weren't any really. 'Housepoints are pointless as at the end of the day the house gets a cup and that's it.
- Rewards need to be more personal.
- Some sanctions become a reward after a while, as the students get isolated together with their friends.
- Lenient treatment of younger students makes the situation more difficult later.
- Badly behaved students get credit for behaviour that is expected to be the norm for the rest. This doesn't seem fair.

Thank you very much for your co-operation and help in completing this form. Your views will be very useful in helping the Scrutiny Committee in their review.