**PUPIL BEHAVIOUR**

Conference believes that it is essential that a wide range of provision is available to meet the complex needs of children with severe emotional and behavioural difficulties. Conference believes further that it is vital that provision is available in both specialist and mainstream settings.

Conference welcomes the inclusion of pupils with SEN into mainstream schools. However, Conference notes the increasing concerns raised by members about pupil behaviour. It must be recognised that this deterioration in behaviour has many causal factors rooted in the fundamental contradiction in government policy between social inclusion on the one hand and market force and meritocratic obsessions on the other. There results, as a consequence an increase in social deprivation of many young people in our schools, disaffection from a restricted curriculum that focuses too much on testing, a lack of resources and adequate funding to meet their needs adequately. Conference also notes that children who witness domestic violence can exhibit a host of emotional and behavioural problems at school.

Conference believes that the issues of children with challenging behaviour should be treated separately from those of children with disabilities and other specific special needs. These two areas are very different and cause different concerns for members. Conference notes that it is those children with disabilities who suffer most if they are incorporated into a class with many behaviour problems.

Conference instructs the Executive to develop and campaign for a strategy which protects members from violence and disruption from pupils with challenging behaviour whilst at the same time developing the capacity to meet these children’s needs and develop social inclusion. At present schools do not have the resources to cope with these problems.

Conference believes that a strategy should include:

1. the resourcing and development of whole school policies on behaviour;
2. adequate training for all staff on dealing with challenging behaviour;
3. sufficient extra staff for effective early intervention;
4. professional counsellors in every school;
5. effective support in schools from mental health agencies;
6. a more flexible approach to the placement of pupils in alternative settings such that the pupils remain on the roll of their mainstream school whilst attending on-site, off-site units, Pupil Referral Units and Emotional and Behavioural Difficulty special schools with a view to their successful reintegration into their mainstream school;
7. each LEA to have a Behaviour Support Team of experienced practitioners of sufficient size to work across all schools to reverse the break up of specialist teams caused by the fair funding formula delegating resources to schools away from local authorities;
8. extend and enhance the provision of ‘Nurture Classes’ in schools to enable children’s emotional and behavioural needs to be met in a more suitable and supportive environment;
9. a training programme for all teachers on the issues surrounding the effects of domestic violence on children and young people and how to recognise them;
10. the changing of school funding arrangements to make the above possible; and
11. the withdrawal of financial penalties and Government targets for exclusions which distort and discriminate against those schools and pupils with the most needs.

Conference instructs the Executive to:

a) press the Government to require and fund LEAs such that they are able to provide or enable access to a full and wide range of provision for pupils with emotional and behavioural difficulties, including the provision and retention of LEA funded behaviour support services;
b) ensure that all members have access to up to date guidance from the Union on unacceptable pupil behaviour;
c) urge the Government to establish clear procedures to enable effective co-ordination between the wide range of existing initiatives on challenging pupil behaviour and to audit gaps in provision in order to provide the necessary resources to fill those gaps; and
d) seek to limit the powers of appeals panels such that they may seek reviews of decisions to exclude pupils permanently but are not able to overturn those decisions by requiring schools to readmit such pupils.