

## Issues that concerned members most in 2005

With financial help from the Esmee Fairbairn Foundation, we conducted a survey of members' views, getting over 200 responses.

Table 10 summarises themes arising from a study of the open-ended responses, some of them quite lengthy. Many respondents expressed strong feelings, sometimes hinting at great stress and underlining the need for greater support and appreciation of people working with the most difficult young people under far from ideal situations. The second table (Table 11) offers a purely Scottish perspective.

*Table 10: Issues of greatest concern to SEBDA members (excluding Scottish members)*

<i>Most mentioned issues ranked from 1 to 15</i>	<i>Area</i>	<i>More detailed description</i>
1	School inclusion of children with SEBD	Shortcomings of mainstream schools in relation to the inclusion of challenging pupils/those with SEBD, related to teacher attitudes and to a lesser extent lack of training/ capacity of staff to cope. Inappropriate use of TAs to deal with SEBD pupils; lack of support for SEBD in mainstream.
2	Worsening behaviour & violence	More difficult behaviour, particularly increasing violence towards staff and between children (with 4 responses focusing on bullying; 1 noting increasingly difficult Y8s and y9s); impact of drugs and alcohol consumption ; young not sharing accepted social values
3	Premature resort to exclusions/resistance to re-inclusion	Head teachers resort to temporary and permanent exclusions too soon - unfair to the children - particularly those with SpLDs . How to reward low -excluding schools . Heads of m'stream schools resist those ready for re-inclusion.
4	Multi-agency working	The difficulties of achieving effective multi-agency working (10). Lack of social service support for SEBD in schools. Communicating by teachers to other professions who can help . Moving towards children's departments.
5	Resource issues	Lack of funding/resources (includes comments from Northern Ireland and Channel Islands)
6	Staff training	More and better training needed, particularly for student and NQTs in understanding behaviour and responding appropriately and confidently to SEBD. Train staff to see that behaviour links to teaching and learning. Difficult to find appropriate training in SEBD .Need for formal LSA training.
7	More complex needs	Children (often of a younger age) had more complex needs in need of specialist support

		that often was not there (e.g. from CAMHS)
8	Emotional 'curriculum'	Allow more space for supporting/developing the well being and emotional intelligence of children in school (noting the 'E' in EBD); SATS and NC is inappropriate for SEBD
9	Allegations and Child Protection issues	Continuing worries about false allegations and over-reactions/lack of understanding of CP professionals
10	Local authority policy and practice	LEAs exert undue pressure on some schools to accept pupils against the school's wishes/judgement or to exceed the school's official numbers. LEAs can lack suitable provision, reflecting lack of strategic policies. One-size-fits all PRU difficulties. Poor EOTAS provision. Lack of understanding of SEBD by LEAs, Ofsted,HMI
11	Staff stress	The need for greater support and understanding to underpin the emotional well-being of stressed staff
12	Staff recruitment	It is difficult to recruit and maintain good quality careworkers, TAs and sometimes teachers
13	Working better with parents	Tackling poor parenting through training; helping parents with their own mental health difficulties; ethnic minority parents needing help
14	Time	Lack of time to do job as wished (e.g. time to communicate with colleagues to co-ordinate approaches)
15	Physical restraint issues	Need for specific physical restraint training. Need for strategic approach to this issue.