

### **BEST PRACTICE – BEHAVIOUR REPORTS**

PASS has a wide and varied range of applications. In view of this, it is neither possible nor appropriate to give definitive guidance on its application in all circumstances. However PASS has been designed so that the profiles produced are readily understandable by professionals who work with children.

When using PASS with individual pupils, it is essential that it is not used in isolation from all the information that a school, teacher, psychologist or mentor will have about that pupil. A PASS profile on its own should not be used to determine actions without taking account of other information that will be available about that pupil.

Considering the PASS profile overall will provide valuable assistance to professionals in selecting areas to target, and in deciding support methods and interventions. PASS will also provide a baseline for evaluating the effectiveness of interventions for those aspects of children's development which were previously only subject to qualitative perceptions.

Only a sample of case studies are presented within this section. These are intended to provide the user with a guide to the possible applications of PASS. We will enlarge and update this section in time as more schools and LEAs submit their own examples to our web site.

Please note that these sample suggestions are in respect of these case studies only and should not be generalised. Profiles for your pupils need to be interpreted in your school/professional context and on the basis of your knowledge of the pupil(s) concerned.

**“EXAMPLE 2”**

**Background.**

This Year 8 girl was reported as having a very low level of general ability as well as being emotionally and socially immature. At school she was a target for bullying & taunting by peers. As a result she did not want to come to school. Teachers described her as "depressed".

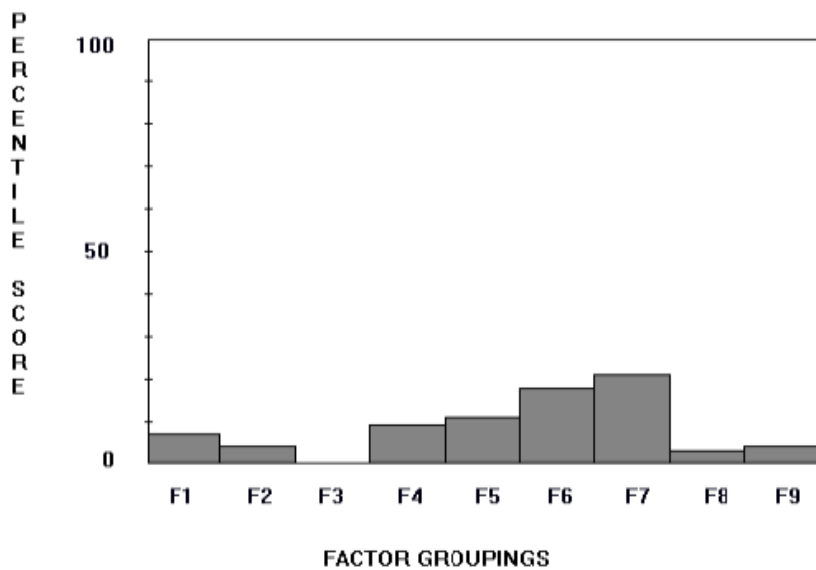
**PASS assessment**

- \* She is very negatively disposed towards her teachers and current school. She does not feel she belongs in her current school and would rather be at home (F1 & F5).
- \* Her general work ethic lies well within the lower range of average for a pupil of her age (F6).
- \* Specific motivation to undertake and complete work set in school very low (F9- response to curriculum demands).
- \* She appears to have very little regard for herself as a learner (F3).
- \* She perceives herself to have a very limited range of personal study skills (F4).

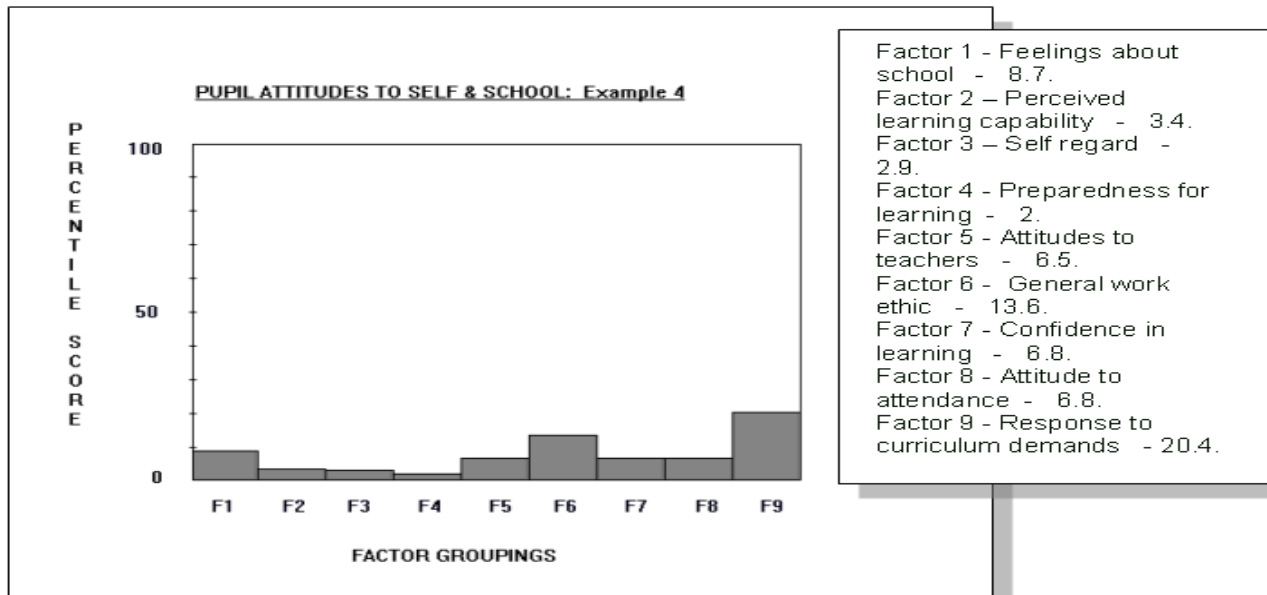
**Priorities**

- \* Her degree of disaffection within her current setting is likely to increase unless her learning and emotional needs are addressed as priorities.
  - \* Tackling her feelings of not being safe at school as a result of some ongoing exposure to bullying.
- Possible 'circle of friends' type initiative.
- \* Ensuring that she has plenty of positive feedback of her work within school.

**PUPIL ATTITUDES TO SELF & SCHOOL: Example 2**



Factor 1 - Feelings about school - 6.9.  
 Factor 2 - Perceived learning capability - 4.2.  
 Factor 3 - Self regard - 0.3.  
 Factor 4 - Preparedness for learning - 9.3.  
 Factor 5 - Attitudes to teachers - 10.8.  
 Factor 6 - General work ethic - 17.8.  
 Factor 7 - Confidence in learning - 21.1.  
 Factor 8 - Attitude to attendance - 3.2.  
 Factor 9 - Response to curriculum demands - 4.1.



#### “EXAMPLE 4 “

##### **Background:-**

This is a Year 6 boy who belongs to a travelling family and had been out of school for more than a year. He had already been diagnosed as having difficulties with poor concentration, verbal and physical aggression, lack of interest in school, low self-confidence and emotional immaturity associated with his own self image. His general level of cognitive ability was low and he shows additional, and significant, difficulties where numeracy and literacy are concerned.

##### **PASS Assessment**

His attitude profile suggests a number of possible explanations for his difficulties in school:

- \* His general work ethic (F6) and motivation to undertake and complete work set in school were the most positive parts of a very concerning profile.
- \* This is to his credit given very negative perceptions of his school (F1), his teachers (F5) and an understandably poor attitude to attendance (F8).
- \* He has a negative self image of his own learning capabilities (F2) which appears to be generalising to a broader negative self-concept (F3).
- \* In part such negative evaluations are a reflection of additional self-perceptions of his own limited study skills (F4) and are reducing his perseverance when undertaking more challenging activities (F7).

##### **Implications.**

His PASS profile suggests that there are some hopeful signs that this pupil may work in school provided teachers are warm and approachable and the work set is not too challenging until he has had an opportunity to build up his confidence (lots of "mastery learning" opportunities). He will need additional support to address his underlying negative perceptions of his study and learning skills.

If these issues are not considered his attitudes to attendance, general work ethic and perceptions of his own skills and worth as a learner are likely to continue to deteriorate

**PASS & THE BEHAVIOURAL IMPROVEMENT PROGRAMME**

Wolverhampton was one of the first of 34 LEAs nationally to receive a share in the initial wave of the Government's £60m Behaviour Improvement Programme (B.I.P.). The initiative targets truancy and bad behaviour in schools to improve levels of attainment and, in turn, local communities as a whole. Under phase two an additional 600 schools in 27 further local education authorities have joined the scheme.

In Wolverhampton PASS has been central to benchmarking, monitoring, refining and evaluating the impact of the B.I.P. initiative using pre-post test measures. Whole school PASS audits were undertaken across targeted primary and secondary B.I.P. schools, in the Autumn term of 2002, before the implementation of the programme. The same schools are to be re-measured at the end of the initiative to offer rigorous outcome evidence of programme effectiveness.

Ongoing consultation, discussion and feedback of PASS baseline data to senior LEA officers, school staff and pupils has had a decisive, and positive, influence on whole school strategic planning, individual pupil intervention, target setting, systemic organisational change and the deployment of external agency support across the LEA.

PASS has been praised by independent DFES consultants and OfSTED teams for its use with B.I.P.s and is actively endorsed as a model of good practice, in this regard, by DfES consultant, Anne Hayward.