Estyn | Dros ddysgwyr, dros Gymru
For learners, for Wales

Promoting Positive Behaviour in FE Colleges

1. Survey for staff

Your opinion matters to us. As part of the Learner Behaviour in Further Education (FE) colleges thematic review, we are interested in your views.

We would be grateful if you could complete the survey honestly. The survey is anonymous. Your responses are confidential, and we do not ask for your name. Your answers will be stored securely on our databases in line with our data retention policy.

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The survey should take no more than 20 minutes to complete. There is no requirement to fill in every section.

Do not include your college's name or the names of individuals. Responses will be saved if you pause and return to the survey at a later point.

2.

1. What is your role?

- [ ] Senior leader
- [ ] Middle leader
- [ ] Teacher/tutor/lecturer
- [ ] Teaching and learning support staff
- [ ] Business support staff
- [ ] Other (please specify):

3. Forms of behaviour

2. On a scale of 1-5, with 1 being poor and 5 being excellent, how would you rate the behaviour of learners in the college?

- [ ] 1 Poor
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5 Excellent

4. Forms of behaviours

3. In your experience, where are problematic learner behaviours more likely to take place? Choose up to three answers from the list below.

- [ ] In face-to-face taught sessions
- [ ] In online taught sessions
- [ ] In college communal areas such as libraries, canteens, toilets, etc.
- [ ] On transport to/from college
- [ ] Via social media
- [ ] There are no problematic behaviours
- [ ] Other (please provide details)

5. Forms of behaviours

4. On a scale of 1-5, with 1 being poor and 5 being excellent, how would you rate the behaviour of learners in your taught sessions?

- [ ] 1 Poor
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5 Excellent

6. Forms of behaviours

5. Based on your experiences in your classrooms or workshops this year, can you identify up to three types of negative learner behaviours that you most commonly experience?

- [ ] Bullying or harassment
- [ ] Victimisation or discrimination
- [ ] Physical violence
- [ ] Vandalism
- [ ] Theft
- [ ] Drug or alcohol abuse on college sites, trips, etc.
- [ ] Smoking or vaping in prohibited areas
- [ ] Inappropriate use of mobile phones
- [ ] Refusal to respond positively to staff member requests
- [ ] Non-attendance or poor punctuality
- [ ] Wilful disruption, lack of contribution, or refusal to complete work
- [ ] Cheating or plagiarism
- [ ] There are no problematic behaviours
- [ ] Other (please provide details)

Please use the space provided if you have any further comments about learner behaviour in taught sessions

7. Forms of behaviours

6. On a scale of 1-5, with 1 being poor and 5 being excellent, how would you rate the behaviour of learners in communal areas?

- [ ] 1 Poor
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5 Excellent

8. Forms of behaviours

7. Based on your experiences in communal areas such as libraries, canteens and toilets this year, can you identify up to three types of negative learner behaviours that you most commonly experience?

- [ ] Bullying or harassment
- [ ] Victimisation or discrimination
- [ ] Physical violence
- [ ] Vandalism
- [ ] Theft
- [ ] Drug or alcohol abuse on college sites, trips, etc.
- [ ] Smoking or vaping in prohibited areas
- [ ] Inappropriate use of mobile phones
- [ ] Refusal to respond positively to staff member requests
- [ ] There are no problematic behaviours
- [ ] Other (please provide details):

Please use the space provided if you have any further comments about learner behaviour in communal areas.

9. Forms of behaviours

8. What would you say is the most concerning behaviour displayed by learners in your college?

10. Causes and influences

9. Which factors do you think influence poor learner behaviour the most? (Select up to three)

- [ ] Personal circumstances linked to family and friends
- [ ] Relationships with staff
- [ ] Relationships with other learners
- [ ] Peer pressure
- [ ] Workload stress
- [ ] Social media
- [ ] Other (please specify):

11. Causes and influences

10. Are there patterns in behaviours among certain learner groups?

- [ ] Yes
- [ ] No
- [ ] Unsure

If yes, please provide more detail:

12. Causes and influences

11. In your experience, are there trends regarding characteristics of victims?

- [ ] Yes
- [ ] No
- [ ] Unsure

If yes, please provide more detail:

13. Causes and influences

12. In your experience, are there trends regarding characteristics of perpetrators?

- [ ] Yes
- [ ] No
- [ ] Unsure

If yes, please provide more detail

14. Responding to negative behaviour

13. In your experience, how well does the college deal with poor learner behaviour?

- [ ] Very effectively
- [ ] Somewhat effectively
- [ ] Neutral
- [ ] Somewhat ineffectively
- [ ] Very ineffectively
- [ ] I don’t know / No opinion

15. Responding to negative behaviour

14. Does your college keep records of poor learner behaviour?

- [ ] Yes
- [ ] No
- [ ] I don’t know

How are these records used?

16. Causes and influences

15. On average, how much of your working week do you spend dealing with matters related to learner behaviour?

- [ ] 0%
- [ ] 1-10%
- [ ] 11-20%
- [ ] 21-30%
- [ ] 31-40%
- [ ] 41-50%
- [ ] 51-60%
- [ ] 61-70%
- [ ] 71-80%
- [ ] 81-90%
- [ ] 91-100%

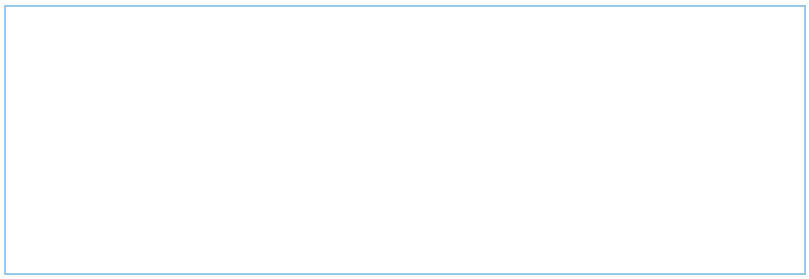
17. Causes and influences

16. In your experience, how are staff supported in addressing learner behavioural issues? Select all that apply

- [ ] Support via line manager
- [ ] Informal support from colleagues
- [ ] Clear policies and procedures
- [ ] Internal training
- [ ] External training
- [ ] Links with external organisations
- [ ] There is no support
- [ ] Other (please specify):

18. Causes and influences

17. How are decisions about learner suspensions and exclusions made?



19. Causes and influences

18. What is the impact of poor learner behaviour on staff well-being?

20. Promoting positive behaviour

19. In your experience which of the following statements about behaviour are true about the expectations of learner behaviour at your college?

- [ ] There are clear expectations in place
- [ ] The expectations are not always very clear
- [ ] There are no clear expectations

21. Promoting positive behaviour

20. If your college does set expectations about learner behaviour, how is this done? Select all that apply

- [ ] Through pre-enrolment information
- [ ] Through induction
- [ ] Through tutorial programme activities
- [ ] In lessons
- [ ] Through college messages via apps and virtual learning platforms
- [ ] Classroom posters
- [ ] Specific behaviour related events and activities such as talks from external speakers
- [ ] Other
- [ ] My college does not set clear expectations about learner behaviour
- [ ] I don't know

22. Promoting positive behaviour

21. Please describe the approach/approaches the college takes to promoting positive learner behaviour, if any?

23. Promoting positive behaviour

22. Does your college have policies and procedures to support staff with managing learner behaviour?

- [ ] Yes
- [ ] No
- [ ] I don't know

24. Promoting positive behaviour

23. If yes, in your opinion, how effective are these policies?

- [ ] Very effective
- [ ] Somewhat effective
- [ ] Not effective
- [ ] Unsure

25. Promoting positive behaviour

24. Who contributes to setting the college ethos and culture? (select all that apply)

- [ ] Staff at all levels
- [ ] Senior/middle leaders
- [ ] Governors
- [ ] Learners
- [ ] External stakeholders
- [ ] I don’t know

26. Promoting positive behaviour

25. Is there a dedicated learner behaviour team or specialist staff?

- [ ] Yes
- [ ] No
- [ ] Unsure

27. Promoting positive behaviour

26. Are there specific approaches for individual learners or groups of learners with known behavioural challenges?

- [ ] Yes
- [ ] No
- [ ] Unsure

28. Promoting positive behaviour

27. How does the college evaluate the effectiveness of its behaviour approaches?

29. Support and guidance

28. How well supported do you feel when faced with challenges relating to managing learner behaviour?

- [ ] Very well supported
- [ ] Somewhat supported
- [ ] Neutral
- [ ] Not very well supported
- [ ] Not supported at all
- [ ] Unsure

30. Support and guidance

29. How effective is the professional learning on managing learner behaviour?

- [ ] Very effective
- [ ] Somewhat effective
- [ ] Not effective
- [ ] Unsure

31. Support and guidance

30. Does the college collaborate with other organisations in relation to learner behaviour?

- [ ] Yes
- [ ] No
- [ ] I don't know

32. Support and guidance

31. Which types of organisations does the college collaborate with? (select all that apply)

- [ ] Other colleges
- [ ] Schools
- [ ] Local authority departments, such as social services, youth service etc.
- [ ] Other stakeholder organisations (please provide details):

33. Support and guidance

32. Where there is collaboration, how does the college collaborate with other organisations in relation to learner behaviour? Select all that apply:

- [ ] Sharing information
- [ ] Sharing good practice
- [ ] Accessing training
- [ ] Accessing support
- [ ] I don't know
- [ ] Other (please provide details):

34. Support and guidance

33. Is there anything further you'd like to share with us about learner behaviour in your college?