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Digital Scrapbook Assignment

AI Acknowledgement

I acknowledge the use of Copilot on 16/01/26 to help decide on a layout and structure for my assignment and summarise articles so I could get the most out of articles. I used the prompts:

- Please could you help to design a suitable layout based on my assignment brief
- Please could you summarise this article and highlight the main points that they are trying to get across

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.

Contested Issue one

Ending Corporal Punishment in the UK



Introduction

(Source: Revon News, 2024)

In this section of my scrapbook, I will be looking at Ending Corporal Punishment in the UK. It will be looking at what it is, when it was abolished and also looking into the roots of where it started and whether or not it is seen to be a good or bad form of punishment.



(Source: CNN, 2017)

According to Culture NL Museums (N.D) the term 'Corporal punishment' refers to a type of physical punishment that was used on children in schools to help discipline them. This form of punishment was very widely used and accepted not just in schools but also in homes across the country. It was found to have long term effects on children, some of these include withdrawal, anxiety, and trauma from being punished this way in schools. Some of the different tools that were used to punish these children would include a belt, the cane and a ruler etc. Corporal punishment is a contested issue as many across the country fought for it to be made illegal but there were also some people and parents that didn't see it as such a bad thing. There have been arguments since banning Corporal punishments in schools about whether or not it should be allowed to happen again or if it should stay banned. This will be looked at in detail later on in the scrapbook.

Historical Context

Next is looking at the historical context behind Corporal punishment. In this section I will be looking at a few different titles, some of those being Victorian roots of discipline, post-war shifts in thinking, legal and political turning points, and others.

Firstly, Victorian roots of discipline. So, what views did the Victorians have on Corporal punishment. According to South West Heritage Trust (2024), they found that the

Victorians felt that children were meant to behave like 'small adults' this meant that the strict disciplines of corporal punishment would help to prepare the children for their adult life, whether it be for work, obedience or their social lives. The punishment that was given out in Victorian Schools developed from a few things which included their strict moral values and their Christian religious beliefs. They believed that the ways in which they were punishing the children linked back to the Bible, with the ideas of sin, repentance and obedience. With children going to church-run schools and Sunday schools, these ideas were heavily imprinted on the children.

The next section is going to be looking at How the rise of childhood psychology affected Corporal Punishment in schools. From reading the article 'Physical punishment of children: lessons from 20 years of research' from the National Library of Medicine (2012), it can be said that the development of child psychology changed the way in which children are viewed and helped to play a major role in getting corporal punishment in schools banned. In the Victorian era they were viewed as 'Mini Adults' but this common view was held for many years until the likes of Piaget and Bowlby researched more into the minds of a child and found out that they were developing learners. Further research into the mind of a child was found to have psychological effects on a child as well as physical effects. As discussed in the article, it is shown that corporal punishment could lead to issues such as anxiety, withdrawal, aggression, and long-term trauma. This evidence helped to challenge the idea that corporal punishment is and was 'harmless and effective'.

The case that helped to have UK wide corporal punishment banned was the *Campbell & Cosans v UK* (1982). The European Court of Human Rights (n.d.) explains that the case was brought about in 1982 by two Scottish mothers, Grace Campbell and Jane Cosans, in a fight to have corporal punishment banned. Some of their arguments were that their children were being suspended when they were refusing to be punished, which violated their right to education. The court was in favour of corporal punishment being banned, so this helped push the UK government, and it was eventually banned in the UK in 1987.

Why was Corporal Punishment a contested issue?

After looking at the history of corporal punishment, we can see that it was a contested issue for a few different reasons. Some of these included that it violated children's right

to education as shown by the European Court of Human Rights (n.d.). We can also see that it was contested due to the research of child psychologists, finding out that the punishment had a lot more negative impacts rather than positive (anxiety, withdrawal, aggression, and long-term trauma).

Even though most would say how corporal punishment is an awful part of history for school children and most were glad to see that it was banned, there is also a group of people who supported the idea and would be happy for it to be reintroduced. This section is going to look more into who supports the idea and why and who doesn't support it and why they have that view.

The article 'Justifying Corporal Punishment' written by Andrew Burchell 2019 looks at why teachers and teachers' unions supported corporal punishment and why. The teachers of the time had a 'traditionalist' view and believed that 'corporal punishment was a necessary tool for maintaining order' within the schools. It was also seen that some of the teachers were heavily influenced by older and more authoritative ways of schooling.

Also, according to the article, they suggest that the teachers' unions are pro corporal punishment as the argument they had was that removing it would undermine the teacher's authority and how they were able to control the classrooms. They also showed in certain union records that they had active campaigns to 'block limitations' on corporal punishment going into the 1980's.

Now we're going to look at who was opposed to the idea of corporal punishment and why. As spoken previously, the main opposition for this was child psychologists with the likes of Piaget and Bowlby. As previously stated from the National Library of Medicine (2012), they saw the psychological harm that was happening to the children as a repercussion from the frequent physical punishments. It saw that children were developing learn term effects and issues from this. With the main being anxiety, withdrawal, and aggression.

Why does the issue of Corporal Punishment matter?

What is happening now to make sure that corporal punishment and any type of physical punishment is banned and stays that way. Looking at the NSPCC (2025) article, it shows that Wales and Scotland have banned any form of physical punishment towards children, even in the home. It states that children are not allowed to be 'smacked' in the home, along with other forms of physical punishment. But it states that this isn't the case in England, which means that parents are still legally allowed to physically discipline their children. This setback shows that it makes it harder for safeguarding professionals to do their jobs effectively if the parents are still allowed to hit their children. From continuing to look at the NSPCC (2025) article, it shows that there have been clearer frameworks put in place, with an example being the 'Working Together to Safeguard Children' guidance and the 'Keeping Children Safe in Education' framework. These included professional conduct standards, behaviour management policies that exclude physical force and training teachers on safe, non-violent behaviour strategies to name a few.

After looking at the Centre for Global Development (2024) article, it can be said the society moved to a child centred approach to schooling after the ban. It states that 'corporal punishment undermines the goals of education'. It also states that a child centred approach requires a few points to make it work and depend on. Some of these included trust, emotional safety, and autonomy. It is shown that physical punishment destroys these types of conditions and a child's relationship with their educator; this is why it is so essential that corporal punishment stays banned. While reading the same Centre for Global Development (2024) article, it states that 'bans alone don't change practice' it is shown that teachers and practitioners need essential training in positive behaviour approaches.

Conclusion

In conclusion, from looking at many different articles including, Centre for Global Development (2024), NSPCC (2025), European Court of Human Rights (n.d.). and others, it is said that corporal punishment was a massive part of the UK's history and was widely welcomed for it to be banned as further research was growing into the negative effects it could have on children throughout their lives. It is shown that if it wasn't for 2 Scottish mothers and their love for their children then corporal punishment might not have been banned for a further few years before it was investigated again. The ban aligns with the values of the country and the many views that children were 'developing learners' rather than 'mini adults' that were assumed to understand why they were getting physically punished and that they had to learn from their mistakes.

Contested issue two

ALN reform in Wales and the UK



Introduction

(Source: ADYaCH, 2023)

For the second section of my scrapbook, I will be looking at the ALN reform in Wales and the UK. This will be looking into what is ALN, when it changed from being called SEN and what influenced this change. Also why did it change from SEN to ALN. The section will also be looking at who called for and was pushing for the reform and why it is a contested issue. So, what is ALN? According to the SNAP Cymru (n.d.) page, ALN refers to a young person from the ages of 0-25 that have difficulties or learning difficulties that make it hard for the child compared to their peers of the same age. Some children have diagnoses and other children go through their lives without being diagnosed which means that in some cases they are labelled as 'naughty' children because they are not receiving the extra help that they need. ALN can have many different effects on children, some of these could include trouble with their reading and writing, they could have trouble understanding the information that is being given to them. Another issue that they could have if they had ALN is trouble with their behaviour, social skills and their

communication skills. (SNAP Cymru, n.d.). These are just a few of the difficulties that a child with Additional Learning Needs could face, this will be investigated in more detail later in the scrapbook, we will look at how these children can be supported if they do have difficulties

Historical Context

Now that I've looked at what ALN is and some of the challenges that children and young people face, I am going to look at the historical context and look at the issues of the old SEN system and why it was changing over to the new ALN system. According to the House of Commons Library (2010), the way in which the old SEN system worked was once it was flagged that a child had a learning difficulty they would require 'special educational provision'. This provision followed a plan which was 'school action' which the child was able to have extra support within school, 'school action plus' which saw external specialists becoming involved and then 'statement of SEN' which was a legal document that specified the needs and provision for the child. They also stated that 'statements took up to 26 weeks to complete and had to be reviewed annually' House of Commons Library (2010).

The House of Commons Library (2010) document also identifies the main issues with the old SEN system. Some of these included and were not limited to:

- Inconsistent and unreliable identification of SEN- looking into this more shows that Ofsted had come to find big variations between and within the local authorities. They had found that depending on where a child lived, they would be treated differently from other children with similar needs to themselves. In the report, Ofsted had also come to the conclusion that some children were being repeatedly assessed without any action being taken each time, which is a waste of time and resources but also will have long term effects on the child as they were not being given the help that they needed.
- Another issue with the old system was that the quality of school action and school action plus, it was found to be poor and that the support that the children were receiving was of a poor quality and didn't end up leading to better outcomes for the children.

- The issue that the statements that were written for the children after their diagnosis was poor and lacked clear outcomes. This led to poorly conducted annual reviews of the child, vague objectives, and this meant that parents were often having to fight for clarity of what help their child would be receiving.
- The last issue that I will point out is that parents mostly lacked confidence in the system as they ended up feeling like they had to 'fight' for support for their children and even when they did, the processes were slow.

To wrap up this section explaining the issues with the old system, I will look at in short why the SEN system needed to be reformed. It was due to it being very inconsistent, poorly aligned with the outcomes that it had and confusing for parents and professionals.

Why was the ALN reform a contested issue?

So why is the ALN reform a contested issue. According to the Senedd Research (2025) points out major concerns for the progressing reform in ALN. Some of the key points from the article believe that since the reform, the number of children being identified with having a form of additional learning needs has dropped drastically. The Senedd Research (2025) presented some statistics to show the drop; they show that in 2020/21 there were 92,668 pupils with an additional learning need, but this has dropped to 43,885 pupils in 2024/25. They state that the drop is still happening even though the Welsh Government has acknowledged that there are more children presenting more complex needs.

Another reason that the ALN reform is a contested issue is that it is putting a lot more pressure on teachers, schools and local authorities. (Senedd Research 2025) It is shown that with the reform coming around it is hard to implement it within schools due to the fact that there are staffing shortages, this also means that it makes it harder to train teachers as there are little staff to cover while the training is taking place. It also states that with the rising pressure, it is making it harder for teachers and practitioners to meet the deadlines for the Individual Development Plans.

From looking at the information from the Senedd Research (2025) page, it can be said that the UK is wanting to improve on the ALN topic and wanting to make it a lot better for the children who do have these learning difficulties. However, there is seemingly a lot of tension between the wanting and need for it to be improved to make services and help better but are struggling with the capacity to do it. An example is making more teachers aware of the difficulties that these children face and wanting to give them further training to help but not having enough funds, time and staff to make it more manageable.

Why does the ALN reform matter?

Now I've looked at what ALN is, the history behind it and why it is a contested issue, I am going to finish by looking at why the issue matters. Education Law Advice (2024) article states that when the ALN Code (2021) was rolled out in place of the old SEN system, the Welsh Government did not expect it to have such an unintended negative effect. This comes from the trend that I talked about previously stating that the number of children getting diagnosed was dropping drastically. This was shocking to the Welsh Government as there was a rising level of need after the covid pandemic, even though the numbers were dropping. The article states that they need to attempt to shift towards a 'universal provision' which would be met through the high-quality teaching from some teachers and making support more generally available for the children who need it.

The Education Law Advice (2024) clearly states that the reform really does matter. Some of the points as to why it matters are:

- The ALN reform was designed to take over the old SEN way of thinking and to fix the problems and inconsistencies that it carried with it.
- The new reform aims mainly to give every child that suffers from additional learning needs a statutory 'Independent Development Plan' and a clear path to the support that they need, deserve and are entitled to.

The only issue with the new ALN reform system is the massive shift towards universal provision poses a risk of 'masking unmet needs' of children if the schools lack the capacity to help them.

Conclusion

There is and was definitely a need for the ALN reform in the UK and especially Wales. It has faced its challenges but from looking at the facts I believe that it just needs more time and help to make it a lot more suitable for children with additional learning difficulties. With the new framework proving difficult to meet the identification rates and the fact of there being staff shortages and continuing pressure on schools to help these children, it poses the question of are the children's needs really being met under the new framework or does it need to be revisited by the necessary people to make it more beneficial to the children of Wales and the UK.

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