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Ethics Form**APPLICATION FOR ETHICAL APPROVAL****RESEARCH STUDENTS**

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the ***MyTSD Doctoral College Portal*** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Alice John			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa			

4	Campus:	Carmarthen
5	E-mail address:	2103838@student.uwtsd.ac.uk
6	Contact Telephone Number:	07548664291
For students:		
7	Student Number:	2103838
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Julia Holloway

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☒	16/11/2023	
		Institute Research Committee	☐		
		Other (write in): ECAD6010 Lecturer: Jo Bamsey	☒	16/11/2023	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u> ☒
2	UWTSD Research Data Management Policy ☒
3	BERA Guidelines (2018) EWC Professional Code of Conduct GDPR (2018) UNCRC Rights of the Child (2012) ☒

SECTION D: External Collaborative Research Activity

If there are external collaborators, then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators, then leave this section blank and continue to section E.

1	Institution	N/A				
2	Contact person name	N/A				
3	Contact person e-mail address	N/A				
4	Is your research externally funded?	YES	☐	NO	☒	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☒	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
7		Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES, then the permission question below does not need to be answered.	YES	☐	NO	☒
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).					

SECTION E: Details of Research Activity

1	Indicative title:	How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3?			
2	Proposed start date:	27.11.2023	Proposed end date:	01.12.2023	
Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i>					

	Objectives of Research Activity Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>
3	Purpose of Research Activity The purpose of this exploratory research project is to understand the environmental factors that influence behaviours of learners in Progression Step 3. Oliver et al., 2020 suggests that environmental influences need to be taken into consideration such as learned behaviour and their ability to communicate. This is something I would like to explore in more detail during this research project. (this box should expand as you type)
4	Research Question How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3? (this box should expand as you type)
5	Aims of Research Activity The aim of this research project is to explore the relationship between learners in Progression Step 3 and the school environment to find out what factors can influence the behaviour of these learners. (this box should expand as you type)
6	Objectives of Research Activity • To conduct a review of the relevant literature. • To conduct structured / semi-structured observations needed to achieve the research aims. • To conduct these observations in a variety of locations around the school, e.g. the classroom, dinner hall, outdoor areas etc and contract the outcomes. • To conduct interviews with classroom staff e.g. teacher and teaching assistants. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	During my research, I will aim to collect research data using the Leuven Scale method of observation of learners while also aiming to conduct questionnaires from the teaching staff, and semi structured interviews with staff such as the ALNCo. Oliver et al, 2020 suggest there are seven cognitive and emotional characteristics which can influence the behaviour of an ALN child. They propose these triggers to be pain and discomfort, sensory impairment, anxiety, sleep deprivation, inability to regulate emotions, cognitive difference, and atypical social behaviour (Oliver et al., 2020). They also add that environmental influences need to be taken into consideration such as learned behaviour and their ability to communicate. Sugai et al., 2000, has proposed that managing challenging behaviour takes up a disproportionate amount of

	time in education settings which then has a negative impact on more proactive learning strategies being implemented (Sugai et al., 2000). This is an area in which I would like to conduct further research from the perspective of the class teacher and learners within a mainstream setting. During an observation research project, Webster and Blatchford, 2014 stated that they experienced learners with additional learning needs to experience a “high degree of separation” from the classroom environment compared to those without ALN (Webster and Professor Blatchford, 2014). They also noted that 25% of the ALN learners time was spent out of mainstream lessons and with the classroom teaching assistant. This form of interventions and inclusions is an area I would like to further my research, and if this time out of the classroom has a direct correlation to their behaviour in the classroom. During the observations in classrooms, I will make the learners aware that I am there to observe their classroom environment. Additional observations will be conducted in different locations throughout the school, such as the dinner hall, assemblies, and communal areas. I will inform the learners that I will be taking notes and potentially taking pictures of the environment during the session. If they should feel uncomfortable with this, they will be told that they can leave at any time. These learners will not be forced to take part in observations and will be made aware that they can leave during any time. I will continuously check throughout the observations if all participants are happy to continue, but I will not record any names or personal details of the participant. I will also collect research data from a questionnaire which will be posted online for all staff to input their experiences and observations on how learners react in various locations throughout the school. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	This research task will take place in a large urban primary school situated within a Welsh City Centre. Within the school, observations will take place throughout the school including classrooms, lunch halls, playgrounds, communal areas. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research, then please state this.
9	N/A (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	This research task relates to 'A more equal Wales's as part of the seven aims of the Well-Being of Future Generations (Wales) Act 2015 as this research aims to focus on learners in Progression step 3. (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☒	☐
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒

16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☒	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: N/A (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Approximately 90 Learners and approximately 20 members of staff. (this box should expand as you type)
11	Who will the participants be?	All observations will be conducted to observe the learners within Progression Step 3.

		<i>(this box should expand as you type)</i>
12	How will you identify the participants?	All learners will be observed due to their age group. <i>(this box should expand as you type)</i>

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	<i>(this box should expand as you type)</i>			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☐
		No	☐
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: Participants may feel pressure during observation to conduct themselves differently than how they would usually behave. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to participants:</i> I will consistently make the learners aware that I am not there to judge their performance during the activity. Participants will also be informed regularly that that they have the right to withdraw at any time without explanation. <i>(this box should expand as you type)</i>	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or illegal is discovered during a project, it may need to be disclosed to the proper authorities		
	N/A <i>(this box should expand as you type)</i>		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: Risk of accusation of fabrication or falsification of data. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> I will follow the UWTSD and BERA (2018) ethical guidelines when conducting primary research in a school. <i>(this box should expand as you type)</i>	
5	University/institutional risks For example: adverse publicity, financial loss, data protection		
	Risk to the University:	<i>How you will mitigate the risk to the University:</i>	

	Not behaving in a way that could impact the relationship between school and university. <i>(this box should expand as you type)</i>	I will behave in a professional manner, always. I will also collect my data on a password protected file and all data will be confidential and anonymous. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: N/A <i>(this box should expand as you type)</i>

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available, please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Arrange a suitable time with the teacher to feedback my findings to the learners. Feedback will be given to adult participants during a feedback session at the conclusion of the Electives week. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	A letter of consent will be sent out to the school which will then be distributed to parents by the school in accordance with BERA (2018). <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Confidentiality will be maintained at all times, and only the researcher will know the names of the learners participating in the research. These will not be recorded during the research collection and names will not be disclosed during the research findings. The school's name will remain anonymised. All learners' names will be replaced with pseudonyms.

	Confidentiality will be preferred over anonymity during this research collection for the purposes of triangulation. Only the researcher will have access to this data and all relevant safeguarding procedures will be adhered to using BERA Guidelines (2018). <i>(this box should expand as you type)</i>
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SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is personal data.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	The researcher will require data regarding the learners age, academic performance achievements and targets and Individual Development Plans. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	<i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐

10	"Cloud" storage or websites?	☐	☒
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data collected will be stored on a memory stick which will be password protected. <i>(this box should expand as you type)</i>		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	The researcher <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The researcher <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why.		
	All data collected will be stored on a memory stick which will be password protected. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so, please explain. (Most relevant to academic staff)		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application, I hereby confirm that I undertake to ensure that the above-named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	A. John Date: 16.11.2023

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Jo Bamsey	Date: 19.11.23
3	Signature:	<i>Joanna Bamsey</i>	

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☒	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above-named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

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STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Year 5 Observation Schedule

Research Question: How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3?

Environmental factors influencing levels of behaviour (adapted to the Leuven scale)

<u>Leuven Scale Model</u>		<u>Classroom</u>	<u>Assembly Hall</u>	<u>Free Time</u>
<u>1</u> <u>Extremely Low</u>	No disruptive behaviours shown			
	Is extremely focused and motivated and is consistently engaged on the current task			
	Works to their full potential and achieve their capabilities using their independence and abilities			X
	Shows ability and understanding to achieves their capabilities using their independence and abilities			X
<u>2</u> <u>Low</u>	Some disruptive behaviours are shown but learners can refocus independently			
	Focused on the current activity and task		X	X
	Is distracted momentarily but regains concentration independently		X	
	Motivated to achieve targets and to overcome challenges		X	
<u>3</u> <u>Moderate</u>	Some disruptive behaviours shown but learners can refocus while supported by staff	X	X	
	Limited motivation to work towards target(s)			
	Does not use capabilities to their full extent	X		
<u>4</u> <u>High</u>	Disruptive behaviours increasingly shown by learners with staff support no longer effective			X

<u>Leuven Scale Model</u>		<u>Classroom</u>	<u>Assembly Hall</u>	<u>Free Time</u>
	Limited focus on activity, tends to zone in and out of concentrations	X		
	Easily distracted	X		
	Actions lead to limited outcomes			
<u>5</u> <u>Extremely High</u>	Highly disruptive behaviour shown with learners actively choosing to defy staff			
	No focus with task, absent or uninvolved attitudes			
	No end goal to achieve target(s), no active involvement			
	No enthusiasm shown			

Additional Observation

<u>Additional Observation</u>	
<u>Classroom</u>	- Lesson was based on expressive arts with a link to literacy. Learners were asked to discuss a piece of art chosen by the teacher and write a written reflection. - Classroom environment is very busy; however, the room was bright and airy with space to move around. - Learners were very fussy, and not all were engaged in the introduction. Some learners were fidgeting with pens, fidget toys etc. Some learners had their heads on the desk not engaging, others were wandering around the classroom. - The classroom was a very noisy environment, with noise coming from the communal areas in the hall. - Classroom displays were very bright and colourful with examples of learner's work displayed as a 'working wall.' - During the lesson intro, there were verbal outbursts from a learner with ASC, but they did not seem to be bothered or distracted. - Lots of movement during the lesson task, learners were walking around the classroom with no purpose. Staff attempted to keep learners on task with their work however distractions were not monitored. - Classroom noise level was kept around a quiet chatter, but calming

	music was played in the background to promote a calming atmosphere. • No disruptive behaviour was observed. • 'C3B4ME' policy introduced whereby learners ask their peers for support before staff, some follow this. • Hands up policy is adapted by some in the class but others in the class will stand and queue, following the teacher around the class. • Some learners were observed to struggle with being sat for a lengthy period, with some needing brain breaks by standing to do work.
<u>Assembly Hall</u> <i>Singing Assembly</i>	• Singing assembly with Year 4, 5 and 6 in preparation for the Christmas concert. • Engaging brain break activities for the learners to take part in during walking into the hall. • Lots of 'off – track' chatter in between songs, learners become fidgety and fussy as the session went on. • Call and response used to learn lyrics of the songs. • Staff called out negative behaviour. • Whole school engagement in singing from most. • Lyrics were fully explained to learners to gain a full understanding. • 2 ALN learners were given coping strategies, such as both sitting on the side benches with playdough and iPads. • Some year 6 learners were observed to be showing signs of boredom, such as lying down or distracting others. • Dojo points used as positive reinforcements.
<u>Free Time</u> <i>Outdoor Play</i>	• Year 5 and 6 learners out on the yard at the same time. • The yard is a small area with a sports pitch set just off the yard area. • Small slide and climbing apparatus to the side which the learners take turns using in class rotations. • There is a 'Y Caban' outhouse where the learners can use during play times to play board games, connect 4 etc. • All learners showing signs of disruptive behaviour, but which is acceptable during play times. • Learners congregate in self-selected social circles. • Behaviour includes shouting, singing, running etc. • Resources available such as balance boards, bat and balls, soft football / rugby balls.

Year 6 Observation Schedule

Research Question: How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3?

Environmental factors influencing levels of behaviour (adapted to the Leuven scale)

<u>Leuven Scale Model</u>		<u>Classroom</u>	<u>Assembly Hall</u>	<u>Free Time</u>
<u>1</u> <u>Extremely Low</u>	No disruptive behaviours shown	X		
	Is extremely focused and motivated and is consistently engaged on the current task			
	Works to their full potential and achieves their capabilities using their independence and abilities			X
	Shows ability and understanding to achieves their capabilities using their independence and abilities			X
<u>2</u> <u>Low</u>	Some disruptive behaviours shown but learners can refocus independently			
	Focused on the current activity and task	X	X	X
	Is distracted momentarily but regains concentration independently	X		
	Motivated to achieve targets and to overcome challenges	X		
<u>3</u> <u>Moderate</u>	Some disruptive behaviours are shown but learners can refocus while supported by staff		X	
	Limited motivation to work towards target(s)		X	
	Does not use capabilities to their full extent		X	
<u>4</u> <u>High</u>	Disruptive behaviours increasingly shown by learners with staff support no longer effective			X

<u>Leuven Scale Model</u>		<u>Classroom</u>	<u>Assembly Hall</u>	<u>Free Time</u>
	Limited focus on activity, tends to zone in and out of concentrations			
	Easily distracted			
	Actions lead to limited outcomes			
<u>5</u> <u>Extremely High</u>	Highly disruptive behaviour shown with learners actively choosing to defy staff			
	No focus with task, absent or uninvolved attitudes			
	No end goal to achieve target(s), no active involvement			
	No enthusiasm shown			

Additional Observation

<u>Additional Observation</u>	
<u>Classroom</u>	● Lesson was a maths recap on fractions, decimals, and percentages. ● Starter activity – class teacher discussed the use of a fast-paced starter reduces any potential for distraction or disruption. ● Some shouting out from a learner with ADHD diagnosis, this was addressed with positive feedback. ● It was clear that there was a mutual respect between the teacher and the learners, clear expectations had been set. ● All classroom displays were backed with hessian for a neutral colour. This is an attempt at a school wide approach to reduce visual sensory overload. ● Learners are encouraged to be 'C.O.O.L', "In control of their own learning." ● Whiteboard tasks to encourage this. ● Teacher used consistent positive reinforcement throughout the lesson. ● 'C.O.O.L' challenges are available for those learners who have completed their work. ● Teacher discussed that if the learners are constantly kept busy with tasks throughout the day, they have no chance to cause disruption. ● 'C.O.O.L' learners are given the responsibility on how they control

	their learning environment. They have the choice to stay in the classroom or make use of the many rooms and areas available to them. • The date, aim, and success criteria are always displayed on the board. • Calming music is played in the background (no lyrics). • Calming influences on the environment are being trialled with fairy lights in a 'cwtch corner' for a low-lighted area. • The class teacher discussed the 'cwtch corner' where AT and LA learners are taken out into a different environment to boost morale and increase productivity as it is seen as a reward. • The learners chose seating arrangements; they decided to sit in rows, but a random seating plan is rotated on a 2-week basis. • Dojo points are given out as a reward, if learners reach a certain number of points, they win the reward of choosing where they sit. There is a 'no returns, no refund' system where if they become distracted or disruptive, they are moved back with no second chances. • Learners seem to respond well to these expectations with an outcome of a positive working environment. • Minimal displays around the board at the front of the classroom to reduce the potential for over stimulation. • Low level lighting for 'wind down' activities. • Class charter for behavioural expectations created by the learners to encourage greater engagement. • ALN learners were on track during directed tasks, but some became distracted during self-directed learning, • 'C3B4ME' policy introduced whereby learners ask their peers for support before staff, most followed this. This means that classroom noise will always be at low – mid level chatter. • Call and response behaviour management used and responded to well as learners have chosen which catchphrases they would like to use. • Learners all are responding positively to their environment and understand the responsibility that comes with the freedom.
<u>Assembly Hall</u> <i>Singing Assembly</i>	• Singing assembly with Year 4, 5 and 6 in preparation for the Christmas concert. • Engaging brain break activities for the learners to take part in during walking into the hall. • Lots of 'off – track' chatter in between songs, learners become fidgety and fussy as the session went on. • Call and response used to learn lyrics of the songs. • Staff called out negative behaviour. • Whole school engagement in singing from most. • Lyrics were fully explained to learners to gain a full understanding. • 2 ALN learners were given coping strategies, such as both sitting on the side benches with playdough and iPads.

	● Some year 6 learners were observed to be showing signs of boredom, such as lying down or distracting others. ● Dojo points used as positive reinforcements.
<u>Free Time</u> <i>Outdoor Play</i>	● Year 5 and 6 learners out on the yard at the same time. ● Yard is a small area with sports pitch set just off the yard area. ● Small slide and climbing apparatus to the side which the learners take turns using in class rotations. ● There is a 'Y Caban' outhouse where the learners can use during play times to play board games, connect 4 etc. ● All learners "Showing signs of disruptive behaviour, but..." but acceptable during play times. ● Learners congregate in self-selected social circles. ● Behaviour includes shouting, signing, running etc. ● Resources available such as balance boards, bat and balls, soft football / rugby balls.

Staff Interview Questions

- 1. As a whole school initiative, how do you establish and communicate behavioural expectations throughout the school? What strategies would you use to achieve this?***
- 2. Do you have a whole school behaviour policy? If so, how does this get compiled? Who is involved in the making of this?***
- 3. What features/resources do you add to the classroom environment to promote engaged learning outcomes and encourage positive behaviour outcomes?***
- 4. How would you collaborate with parents, colleagues, and other school staff to address behaviour concerns?***
- 5. Has there been an increase in challenging behaviour displayed in school? What would you put this down to?***
- 6. How would you differentiate your approach when dealing with various types of challenging behaviour? Does this change when dealing with learners with additional learning needs?***
- 7. How do you stay informed about current best practices in behaviour management?***
- 8. What behaviour management training do you offer your staff?***
- 9. How do you, as SLT, reflect on your practices in terms of behaviour management? How would you adjust if needed?***

Staff Interview Responses

1. As a whole school initiative, how do you establish and communicate behavioural expectations throughout the school? What strategies would you use to achieve this?	
Interviewee 1	At the centre of it all must be that the child's needs come before anything, and we must be able to adapt our teaching styles and strategies to suit that child. It's pointless us sticking to a select number of strategies religiously if a child doesn't respond well to them. If a child is regulating, and they have ADHD or Autism who are rushing around the classroom, spinning, and jumping around I know there's not much point in me asking them to slow down as they're not going to be able to register and understand what I've said. Whereas 20 years ago when I first started out in my teaching career anyone who ran past me, I would be shouting "stop...walk...remember you're inside" however if that child needs to regulate their emotions, yelling at them is going to have the opposite effect. So, I think it's difficult to have a general expectation for behaviour as, from an equity point of view, there are those children who need to run around to be able to regulate, they can't necessarily line up appropriately. But if you are asking them to line up and come in off the yard, but they're standing lined up for 10 minutes, you're already setting them up to fail because they're going to get restless, they're going to walk off, they're not going to listen. So, it's a matter of sitting down and explaining, and it does massively differ with the age of the children, it's never clear cut but we always try and stick to the equity model rather than equality where everybody gets the same experience when the experience is linked to the children's needs.
Interviewee 2	I think it is difficult, if not impossible to create a set of behaviour expectations which will be successful for every child in our setting. We have children with ODD (Oppositional Defiance Disorder) for example, whereby if we ask them "stop running in the corridors please", there will only be 1 outcome and it's not going to be the one we want. So, I think setting guidelines as to what makes a 'good choice' for the children creates a more positive outcome and a more trusting environment. What some people don't see is that some of our children come from a home life where they are consistently shouted at by adults in their lives and often don't understand why, so if we as a school did this all we would create is a mistrust in that child. So, if we set out guidelines as to what makes a good choice, and explain this, then we have a better chance of acceptable behaviour from our children.

2. Do you have a whole school behaviour policy? If so, how does this get compiled? Who is involved in the making of this?	
Interviewee 1	I think like we said about the behavioural expectations, it would be extremely difficult, and, counter proactive to introduce a behaviour policy. To set a behaviour policy which is very black and white defeats the point of what our children need. Yes, they need to understand that some behaviour is unacceptable but we as teachers and trusted adults need to understand why the children react the way they do, and what is the cause of their reaction and then work on a plan on how to stop this situation happening again. Each class are encouraged at the start of the year to create a class charter with their teacher and set our clear expectations and what would happen if those expectations were not met.
Interviewee 2	We tried doing this a few years ago but it was a non-starter, how are we meant to hold every child to the same expectations when they all not have the same start to their day, it's the equity vs equality argument. Ideally yes, all our children would have the same start to their morning but that isn't the case, and we must nurture those who have a difficult start to be able to allow them to have a proactive day. If not, we are already setting them up to fail.

3. What features/resources do you add to the classroom environment to promote engaged learning outcomes and encourage positive behaviour outcomes?	
Interviewee 1	Each teacher has their own likes and dislikes as to what they put into their classroom and we as a school tend to leave that down to the individuals, within reason. They all have free reign as to how they set up their classrooms and what they use to create a safe space that they enjoy working in as well as the children. I know some of the progression step 3 teachers ask the children "do you want the tables in rows... do you want them in groups etc". It all depends on how the children in that class learn or what the activities are, you will have to explain to them how if you're sat in groups that most seats won't be forward facing, there will be more faces rather than backs of heads which could mean more distractions, so within the first few weeks at the start of term it's a case of trial and error to get the children settled in. Some teachers will limit the amount of carpet space in the class to increase table space which is more traditional in the old school set

	up of foundation phase and Key Stage 2 where the set-up is more focused and structured. Our year 3 classes now have a very relaxed 'KS2' set-up as we've found that some of the children really struggled with that transition into the more structured classrooms, so this way, a very relaxed 'KS2' set up as we've found that some of the children really struggled with that transition into the more structured classrooms so this way they still have a safe space to work and regulate in. The classroom routines are also more relaxed for year 3 as they have more structured lessons in the morning sessions, whereas in the afternoon they incorporate more of the foundation phase model with more challenges and learning through play. Our year 4 class with a greater level of need, they also need that space as well. Even things as small as having their own pencil cases, I know that's something Mrs Dennis has implemented, it may not sound like much but if they have their own pencil cases, they've got that ownership and responsibility to look after it. There's also the case of if everyone needs a pencil to do art or a certain coloured pen to do some self-assessment, they're not all getting up and wondering around and collating in one area which could then potentially cause challenges. It also eliminates the problems of it taking 5 minutes for 1 child to give them all out and then they say "I don't want that one because the lid is chewed... I can't use that it's not sharp" etc, so they have their own things and that can help with dynamic of the classroom. From there then, you could put into their pencil cases things such as word banks, information or sentence starters, all things that child may need which forms that extra support from hidden differentiation.
Interviewee 2	It's all-personal choice for our teachers here, obviously we have to say there is a limit in terms of budget for displays but we welcome the individuality of our teachers. Some of our older classes have individual trays under their desks which limits the time the children spend walking around the classroom, where they can have their pencil cases as well as their notebooks, word banks and maths cheat cards etc. I know some teachers have resources out across the room and on displays, again so if they need support with a spelling word, all they would have to do is refer to something which is up on the wall. We have introduced the 'C3B4ME' project that reduces the time the children go and have to speak to the teacher to give them an option to increase their independent learning and not rely on the teacher every time. Another option that I've heard another school in the area are trailing is having an 'Alexa' in the classroom so you can ask that for any spellings your children will need. It's important to

	make it clear to the children that you as a teacher are not perfect and you do need help with thing just as they do. So, I think that's a very inclusive way of bringing technology into the classroom.
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4. How would you collaborate with parents, colleagues, and other school staff to address behaviour concerns?

Interviewee 1	With the new ALN reform coming out now, the most pressing issue is early identification. Now, I can only speak for this school, but we have a vast number of children coming up through our nursery with considerable additional learning needs but there are those ones which you need to identify and look at. From a school point of view, to negate the conversations at the photocopier or listening in to someone's conversations in the corridor I've set up a QR code for the teachers to use, so it holds them accountable in the sense that this is the child, this is my concern. It's broken down initially into the 4 areas of the ALN reform bill. It asks what they've observed, what they have done already (encouraging the teacher to put in intervention into place and monitor their progress over 8 weeks). If the gap between the learner and their peers narrows, that is the progress which needs to be continued whereas if the gap in learning widens, that is the point where the ALNCo will continue to track their progress but will enlist the support of outside agencies such as the educational psychologist referral. I will then do these referrals on the back of the information which was given by the teacher on the QR code. It also states on there if the parents are aware of these concerns, did the parents bring it to the school, did it come from the both of you etc. The parents need to be informed of this, so sometimes the form is filled out on the back of the parent teacher consultations, so it can be that a parent has brought this concern to the teacher, they can't see an issue in class. It makes the process of interventions and identification of ALN so much easier if both the school and parents are on the same page, if not it becomes very challenging. For example, there's always a concern that it's just bad parenting. The child is terrible in the house, can't sit still and is trashing the bedroom, parents are often keen for a reason for this behaviour and want a label for this. If it's down to the fact that they're not engaging with their child and are watching TV, on their phones or working themselves, the only way for that child to get any form of attention is to get bad attention because that's better than nothing. Having that discussion with parents can be very challenging as they might feel you are blaming them but sometimes you must have those
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	difficult conversations so address the triggers and give tips to help that behaviour. There are scoring systems we use in house where we can fill out a form to record behaviours exhibited by the learners to get a more focused overview on what we are working with. Often, we've seen that LAC children or children with attachment issues often show the same signs as neurodivergent children so making sure they go through the right processes and pathways can be challenging. That's where I can start building up a file of evidence which will then be submitted to the ED Psych. However, it is important that while we are waiting for a referral to the ED Psych, we are still being proactive and going back to the class teacher within house interventions and targets (such as language link) to work on in the meantime.
Interviewee 2	Working with parents is difficult now, attendance has not recovered to pre-covid numbers and there has been a shift in parental views. Parents do not view school as important as they once did, and attendance is reflecting that. Parents trust in the school system can be because of bad personal experiences or feeling of not being listened to. Having those difficult conversations with the parents about their children's behaviour can be challenging, as parents can often react in a confrontational manner, or as if we as a school are blaming them. It is important that we work with the families rather than against to benefit the child, as that cohesive plan can create the outcomes they are looking for. There are many things that we as a school can do to try and build trust with the parents in our community. We currently have a parent and child group running for our nursery children, to help parents with their children's phonics and reading skills. We are also trailing a cooking class where our parents can come during the day to build their skills and learn how to provide meals for their family on a budget. We try to keep at the forefront of our mind that there is a difference in parental involvement and parental engagement. We try to engage out parents in their children's lives as best as possible to benefit both parties.

5. Has there been an increase in challenging behaviour displayed in school? What would you put this down to?

Interviewee 1	Yes definitely, you're right in thinking that there has been an increase in challenging behaviour in recent years. Personally, I have noticed that this is down to several causes, it could be an increase in ALN coming through. I think COVID has a lot to answer for in terms of children's mental health and their ability to cope with social situations. I would say that the increase of ALN numbers is more to
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	do with more awareness and earlier identification rather than a higher population of ALN. Post COVID I think many of our children struggled with returning to school and having that normality back. Many of our children do not have particularly healthy home lives so it was good for them to be back in school, however that long period of time at home made a negative impact on them. A lot of our children came back with ACEs which had occurred during the lockdowns, many of them had severe attachment issues when they came back to school which is completely understandable. These have without doubt influenced the children's behaviour, but now rather than looking at ways to manage their behaviour we have started to address the reasoning behind it. At the start of this year, we introduced a new role for one of our pastoral support workers to help with this. This member of staff was already one of our ELSA trained support staff but now she has the title of family engagement and community support officer. This means that she's been taken off timetable to have the availability to work with these children. We've only had this role in motion since September, but we are already seeing a decrease in low level disruptive behaviour in the children she is working with.
Interviewee 2	That's a tricky one for me to answer, because I don't like the term 'challenging'. To me, challenging behaviour is another way of saying naughty. I have an issue with that word because I don't believe children are naughty without a reason, there is normally a reason for disruptive behaviour. Many of our children who act out have a lot going on in their home lives which makes them extremely unpredictable and turbulent. School can often be the only constant they have in their lives, which is why we have trained up several of our staff with skills which can really help these children. We have introduced training for our staff such as trauma informed practise, emotional based school avoidance, emotional literacy support assistants and we have more in the future. We have also introduced new areas for the children to regulate and be calm in. we have the hangout which is a calm space for the children to work independently as well as a space to relax when overstimulated. We have also just finished a new sensory room where typically our younger learners go when they need to regulate their emotions. We have also started to introduce a school-wide approach to use all neutral colours on displays throughout the school including corridors and the PE hall. We hope this can promote a calming, safe space for all our learners as we start to roll this out throughout the school.

6. How would you differentiate your approach when dealing with various types of challenging behaviour? Does this change when dealing with learners with additional learning needs?

Interviewee 1	Additional learning needs is such a wide description, I think it's easy to say that you shouldn't differentiate with children but in real life it happens. Some children need strict boundaries and routines, whilst others would crumble under that strict behaviour and need nurturing from adults. I think with the issues that our children are experiencing now; we must differentiate our approach to be able to understand what is going on in their lives. We try our best to follow an equity approach rather than equality, although that can be very hard sometimes. When you have other children noticing that you are going about things differently with different children, you must have that conversation that a child may need to have a softly spoken discussion about their behaviour rather than get shouted at. They tend to understand that more the older they get and start to use that behaviour and approach themselves. With our ALN children, they need a different approach again, as each child responds differently to certain adults. I think the best way to deal with that is to really understand the child and what works best for them. Anything other than this would be counterproductive.
Interviewee 2	I think we must differentiate our approach for the needs of our children. Over the last few years, and especially since COVID, we have seen a massive increase in the mental health needs of our learners which can often take priority over their education. We've learned that if their mental well-being isn't where it needs to be, there is no chance that they are in the right space to learn so we prioritise their mental health at the time and make sure they are safe. Additional learning needs is another kettle of fish, as these children sometimes can't understand the reasoning behind your actions, so they need further explanation.

7. How do you stay informed about current best practices in behaviour management?

Interviewee 1	We work with local authority and Welsh government closely to keep up to date and informed with current practices. We liaise with outside agencies to work out the best plan of action with our children at the forefront of what we do.
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Interviewee 2	I think it's often difficult to keep up with new theories and strategies because they change so quickly. Something which is strongly advised this year could be discredited by next year so it's important that we mix within the circles of people who are 'in the know'. We work alongside the university and Estyn on what shows good practise, and we get outside agencies involved to improve the provisions we have for our children.
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8. What behaviour management training do you offer your staff?

Interviewee 1	We offer our staff lots of training throughout the year which covers many things from safeguarding to the curriculum. Behaviour management is something which we feel develops in our staff with experience and knowledge of the children. Some of our training can work alongside behaviour management, trauma informed practise for example, but we don't address behaviour management directly.
Interviewee 2	A lot of the behaviour management strategies we use in school come from the teacher's personal preference. I know some of our teachers allow the children to choose to call and response phrases which they respond to more effectively. I think it would be hard to give training for this as it is personal choice but the training, we do offer can cross over with behaviour management.

9. How do you, as SLT, reflect on your practices in terms of behaviour management? How would you adjust if needed?

Interviewee 1	Each of the members of SLT have 'professional reflective journals' which we can detail what we would like to develop in terms of our practise. We have meetings every Monday where we all meet and discuss anything which crops up during the week and any upcoming events we have going on.
Interviewee 2	We have a weekly meeting on a Monday where all SLT get together to discuss any upcoming events, or new practices that we are implementing. Our teaching staff have weekly journals where they note their professional development targets and how they are working towards them. We have our SDP which we are continually striving towards, which we discuss during the meetings, too.

Blank Staff Questionnaire

Yr Athrofa - BA3 Environmental influences on Behaviour Research Study

I am researching into how the environmental factors in schools can have an influence on behaviour outcomes and how staff combat this.

My research will be based around the following question:

How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3?

The questionnaire contains questions relating to behaviour and classroom management strategies in the primary school. The questionnaire should take between 5 and 10 minutes to complete. Participation is completely voluntary, and you can withdraw at any time. You will complete the questionnaire anonymously and all information will be kept confidential and in accordance with the Data Protection Act (2018).

Thank you very much for taking part in our research.

1. Which Progression Step are you currently teaching in?

☐ Progression Step 1

☐ Progression Step 2

☐ Progression Step 3

☐ Other

2. How long have you been teaching in this Progression step?

Enter your answer

3. How would you define positive behaviour in your classroom?

Enter your answer

4. What features/resources do you add to your classroom environment to promote engaged learning outcomes?

Enter your answer

5. In your opinion, what are the most common challenges teachers face in managing student behaviour?

Enter your answer

6. Is there a difference in the behaviour that you have noticed between ALN and non-ALN learners? Please describe these.

Enter your answer

7. What strategies do you currently use to create a positive and inclusive classroom atmosphere? Do these strategies differ with learners with additional learning needs?

Enter your answer

8. Do you have clearly defined behavioural expectations in your classroom? How do you communicate these expectations to your learners?

Enter your answer

9. Do your learners contribute to developing classroom rules/routines or behaviour expectations?

Enter your answer

10. Do you collaborate with other staff members to address behavioural concerns? How would you go about this?

Enter your answer

11. Have you participated in any professional development or training related to behaviour management in the last year?

Enter your answer

12. Are there any specific areas of behaviour management where you feel you could benefit from additional training or support?

Enter your answer

13. How do you reflect on your practice in managing behaviour? What changes (if any) have you made based on these reflections?

Enter your answer

14. What future goals do you have for improving behaviour management in your classroom?

Enter your answer

Staff Questionnaire Responses

1. Which Progression Step are you currently teaching in?

[More Details](#)

● Progression Step 1	0
● Progression Step 2	0
● Progression Step 3	2
● Other	0



2. How long have you been teaching in this Progression step?

2 Responses

ID ↑	Name	Responses
1	anonymous	12 Years
2	anonymous	10 years

3. How would you define positive behaviour in your classroom?

2 Responses

ID ↑	Name	Responses
1	anonymous	Behaviours that match expectations of the teacher.
2	anonymous	Children engaging with their learning. Pupils displaying enthusiasm with a desire to extend their learning. Children discussing the task in hand with their peers without being promoted to. Children feeling safe to ask questions and take risks with their learning without fear of making mistakes.

4. What features/resources do you add to your classroom environment to promote engaged learning outcomes?

2 Responses

ID ↑	Name	Responses
1	anonymous	Low level calm music with no lyrics, mood lighting, defined seating plan which takes into account situation of specific learners,
2	anonymous	Access to a range of online material. The children understand specific online resources they can go to to help e.g. Britannica encyclopedia, bbc bitesize, nat geo kids etc. Concrete Maths resources such as numicon, number lines and blocks should be readily available. Mini whiteboards are a great AfL tool.

5. In your opinion, what are the most common challenges teachers face in managing student behaviour?

2 Responses

ID ↑	Name	Responses
1	anonymous	Lack of ability to manage behaviours on an individual basis. Equity
2	anonymous	Addressing low level disruption i.e. ensuring children that are 'off task' are returned to their learning asap.

6. Is there a difference in the behaviour that you have noticed between ALN and non-ALN learners? Please describe these.

2 Responses

ID ↑	Name	Responses
1	anonymous	ALN - Learners have specific needs and triggers which result in certain behaviours Non ALN - May have behaviours linked to ACEs or instabilities with home.
2	anonymous	I feel because ALN covers such a wide range that this is a tricky one to answer.

7. What strategies do you currently use to create a positive and inclusive classroom atmosphere? Do these strategies differ with learners with additional learning needs?

2 Responses

ID ↑	Name	Responses
1	anonymous	Class Dojo - Play through speakers and children have opportunity to 'buy' rewards. Positive Praise.
2	anonymous	Ensuring there is a culture where children regularly receive praise is vital. Ensuring character strengths such as Kindness are regularly discussed with the class. As well as classroom tasks being differentiated appropriately, Children with ALN may often benefit from being spoken to after the task has been explained to the class so they fully understand what is expected of them.

8. Do you have clearly defined behavioural expectations in your classroom? How do you communicate these expectations to your learners?

2 Responses

ID ↑	Name	Responses
1	anonymous	Ready, Respectful, Safe - Link with school expectations.
2	anonymous	School rules Be ready, be respectful, be safe

9. Do your learners contribute to developing classroom rules/routines or behaviour expectations?

2 Responses

ID ↑	Name	Responses
1	anonymous	Class Charter created at start of year linking to Children's rights.
2	anonymous	We regularly discuss the reasoning behind specific rules and character strengths during Pse/circle times

10. Do you collaborate with other staff members to address behavioural concerns? How would you go about this?

2 Responses

ID ↑	Name	Responses
1	anonymous	Speak to previous teachers to see what strategies worked. Liase with TA to ensure consistent approach.
2	anonymous	Yes. Firstly it is vital that any adults working directly with a child with behavioural concerns implement a consistent approach so that the child has clearly defined boundaries/expectations. The head and deputy head are easily approachable to ask for advice when there is a specific concern you need support with.

11. Have you participated in any professional development or training related to behaviour management in the last year?

2 Responses

ID ↑	Name	Responses
1	anonymous	No
2	anonymous	No

12. Are there any specific areas of behaviour management where you feel you could benefit from additional training or support?

1 Responses

ID ↑	Name	Responses
1	anonymous	How to support children displaying challenging physical behaviour

13. How do you reflect on your practice in managing behaviour? What changes (if any) have you made based on these reflections?

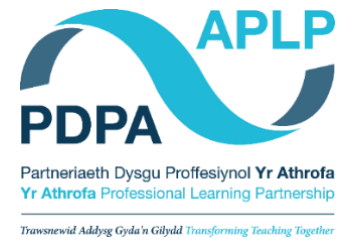
1 Responses

ID ↑	Name	Responses
1	anonymous	We have a reflective journal which all teaching staff complete fortnightly. I've probably made a number of changes over my career. Trying your best to appear calm so that you always appear in control is vital. Displaying a 'high empathy/high guidance' approach to a child displaying challenging behaviour is important. Finally, not trying to provide guidance to a child who is dysregulated. Waiting for a child to be calm before you can address/discuss any challenging behaviour with them is important

14. What future goals do you have for improving behaviour management in your classroom?

2 Responses

ID ↑	Name	Responses
1	anonymous	Ensure that high expectations are there for all staff members, not just class teacher and TA
2	anonymous	Keep getting to know the children as best as I can. The more you invest in a child, the more they will trust that you want the best for them. As a teacher the more you know a child the more you will pick up on specific triggers that lead to challenging behaviour.

Parental Information Sheet**Information Sheet****Project Title**

How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3?

Dear Parent / Guardian,

My name is Alice John, and I am studying for a BAEd qualification in Primary Education at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within [REDACTED] School and will be conducting research in your child's class.

I would like to invite your child to participate in my research project. The title of the project is 'How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3?'. The aim of this research project is to explore the relationship between learners in Years 4, 5, and 6 and the school environment to find out what factors can influence the behaviour of these learners. Through your child's participation, I hope to ascertain how different environments around the school setting have influence on their behaviour and actions throughout the school day.

To do this, I aim to conduct observations in the classroom where I will make the learners aware that I am there to observe their classroom environment. Additional observations will be conducted in different locations throughout the school, such as the diner hall, assemblies, and communal areas. I will inform the learners that I will be taking notes and potentially taking pictures of the environment during the session. If they should feel uncomfortable with this, they will be told that they can leave at any time. These learners will not be forced to take part in observations and will be made aware that they can leave during any time. I will continuously check throughout the observations if all participants are happy to continue, but I will not record any names or personal details of the participant.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

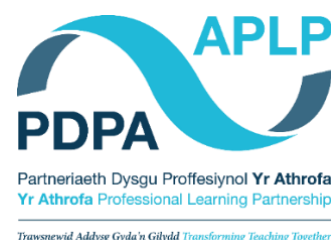
After careful and precise analysis of the data obtained from the lesson observation, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment only, that will contribute to my BAEd course. The results of this study will be stored on a secure, password protected memory stick and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours faithfully,

Alice John.

Consent form



Consent Form for Parents / Guardians

Project Title

How do environmental factors within an educational setting influence the behaviour of learners in Progression Step 3?

Name of Researcher: *Alice John*

Please initial box

1. I confirm that I have read and understand the information sheet dated 27th November 2023 for the above study. ☐
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐
3. I understand that my child can choose to withdraw at any time, without giving a reason. ☐
4. I understand that the information given by my child will be used in a university assignment only. ☐
5. I understand that my child's name will not appear at any time. ☐
6. I agree for my child to take part in the above study. ☐

Child's name

Parent signature

Date

When completed, please return to the front office by the morning of 27th November 2023.

Thank you.