



Challenging Behaviours: Children with Special Educational Needs (SEN) and Specific Learning Difference (SpLD)

Rebecca Marie Gravell

ECGE6003Q

19th May 2023

Yr Athrofa: Education and Humanities

DECLARATION FORM



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Name of the Programme of Study: Sociology

Name of Student (Capital Letters): REBECCA MARIE GRAVELL

DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

Signed: R. M. Gravell (Student)

Date: 25/05/2023

DECLARATION

I am satisfied that this work is the result of the student's effort.

Signed

(Lecturer)

Date 25/05/2023

CONTENTS

DECLARATION FORM	2
CONTENTS.....	4
ACKNOWLEDGEMENTS	5
ABSTRACT.....	6
ACRONYM	7
1. INTRODUCTION.....	8
2. LITERATURE REVIEW	10
2.1. Introduction	10
2.2. Defining Specific Learning Difference (SpLD) and Additional Learning Needs (ALN)	10
2.3. The Development of Education for Children with SEN/SpLD	11
2.4. Challenges and Possibilities: ALN and SpLD and teaching in the classroom.	14
2.5. Challenging Behaviour in the Classroom.....	16
2.6. Pupils with ALN and Challenging Behaviour in Pupil Referral Units ..	20
2.7. Conclusion.....	28
3. 3. DISCUSSION AND RESULTS	31
3.1. Introduction	31
3.2. Theme 1	31
3.3. Theme 2	33
3.4. Theme 3	35
3.5. Conclusion.....	36
4. CONCLUSION AND RECOMMENDATIONS.....	38
5. REFERENCES.....	41
6. APPENDICES	58
6.1. Appendix 1: Proposal.....	59
6.2. Appendix 2: Ethics Form.....	62
6.3. Appendix 3: xxx.....	76

ACKNOWLEDGEMENTS

I would like to take this opportunity to express my deepest appreciation to my dissertation supervisor Ken Dicks for showing me the up most respect and support throughout the process of this dissertation. Secondly, I would like to thank my support mentor Susanne Phillips for ensuring I stayed on track and giving me emotional support when I needed it. I am grateful for the support from Phillip Morgan in the planning process of this. I would also like to acknowledge Dr Caroline-Lohmann Hancock for providing support over the years and Laura Jenkins for providing support on the build of completing my dissertation.

Finally, I would like to show my appreciation to my husband Reuben Dunne for giving me support throughout my journey at university and with my time completing my dissertation.

ABSTRACT

This dissertation will focus on the research question How do staff support children when they present challenging behaviour and SEN/SpLD followed by a Sub-question: Are the current protocols effect, appropriate and are there new means of child development which best suit contemporary society. This question is important to research because children around the country are being misdiagnosed or mistreated due to staff being under trained and having no knowledge about challenging behaviour, ALN or SpLD.

The key research findings from the dissertation research were PRU's are becoming a popular source of education and Teaching staff do not have enough credit or appreciation for the level of the work they complete. The implications of PRU's becoming popular could mean that children do not have access to a full curriculum and teachers are leaving their professions which may result in school closures.

Keywords- Challenging Behaviour, ALN, SpLD, PRU and SEN.

ACRONYM

ACE- Adverse Childhood Experience

ADHD- Attention-Deficit/Hyperactivity Disorder

ALN – Additional Learning Needs

ALNCo- Additional Learning Needs Coordinator

ALP- Additional Learning Plan

CBT- Cognitive Behavioural Therapy

ELSA- Emotional Literacy Support Assistant

FE- Further Education

IDP- Individual Development Plan

LDD- Learning Difficulties and/or Disabilities

PBS- Positive Behaviour Support

PRN- Pro Re Nata

PRU- Pupil Referral Unit

SEN – Special Educational Needs

SENCo- Special Educational Needs Coordinator

SENDA- Special Educational Needs and Disability Act

SpLD – Specific Learning Difference

1. INTRODUCTION

This dissertation will investigate how children with challenging behaviour are being supported in PRUs. This area of education has been of interest to the researcher for a long time due to employment and first-hand experiences working with children with challenging behaviour. The study will also examine how teachers/ teaching staff are undervalued for their contribution to the child's life. The research question is how do staff support children when they present challenging behaviour and SEN/SpLD with a sub-question: Are the current protocols effective and appropriate, and are there new means of child development which best suit contemporary society? This is an important topic because every child has the right to a good education. They also deserve to be supported, accepted, and treated with respect (Children's Commissioner for Wales, 2014).

The critical statistics shown within the literature review was that 27,000 people were newly qualified as a teacher in the years 2011 to 2020 in England. However, 81,000 of those people left shortly after due to workload and staff shortages (Walker, 2023). Also, it is shown that even though the numbers of PRUs in Wales have dropped by 9%, there were still 11 864 pupils registered to PRUs during 2021/22 (Department of Education, 2022). It also shows that changes have been made in special education from 1978 by the Warnock Report (The Warnock Report, 1978). As shown in the research below ALN is the new system used in schools, PRU and Further Education. The new system comes under the new Curriculum Cymraeg framework in Wales (Welsh Government, 2022). Finally, this dissertation shows how children can succeed in the educational system without following a full 'traditional' curriculum. This explored different vocational subjects available to the children along with the transferable skills they may develop along the way.

To explore this issue, the literature review will examine all education aspects. To start the literature review, there will be a definition of ALN/ SEN and SpLD. They are followed by the history of special education within the UK. This will look at what it was like to what it has become in contemporary society. The themes that have emerged from the literature review are the amount of PRUs in Wales, the challenges teachers face whilst teaching in PRUs and the positive outcomes children get from attending a PRU. These will be explored in the discussion and results section. Finally, the conclusion and recommendation section will summarise all the information provided within the dissertation and make any recommendations if required.

2. LITERATURE REVIEW

2.1. Introduction

This next chapter will be a literature review. It will examine all the evidence surrounding challenging behaviour by pupils in PRUs. There are five themes to this literature review, and each theme will be explored to explain how vital supporting children with challenging behaviour is and how ALN are catered for in education. This section will provide the reader with all the statistics and core information needed to understand challenging behaviour. This section also mentions the 5 models of behaviour for individuals to understand behaviour. All behaviour happens for a reason. The main reason behind behaviour is communication but can vary in each child. At the end of the literature review there is an image of a time intensity chart to illustrate how behaviours are monitored and recorded in a PRU. One of the objectives of the literature review is to identify and critically explore contested definitions of challenging behaviour and SEN and SpLD. This section will contain information from different legislations, codes of practice and history within education.

2.2. Defining Specific Learning Difference (SpLD) and Additional Learning Needs (ALN)

Additional learning needs (ALN) is when an individual has a learning difficulty or disability and needs additional learning provisions in education. A child with ALN has greater difficulty in learning compared to their class peers (Additional Learning Needs and Education Tribunal (Wales) Act, 2018). ALN is a new system that replaces Special Educational Needs (SEN) for schools, Pupil Referral Units (PRU) and Further Education (FE) under the new Curriculum Cymraeg framework to support children and young adults with learning difficulties and/or disabilities (LDD). ALN is now the

new term used instead of SEN and LDD. However, SEN and LDD are still used in some content (Welsh Government, 2022). Therefore, throughout this paper, the terms SEN or LDD will be used due to the time the information was created. However, it all comes under ALN.

Specific Learning Difficulties (SpLD) are one of the most common areas of difficulty in learning. SpLD occurs when a child has a weakness of cognition, and other areas may be unimpaired. Examples of SpLD are Dyslexia, Developmental Language Disorder (DLN), Dyscalculia, Dyspraxia and Attention Deficit Disorder or attention deficit hyperactivity disorder (ADHD) (Government Office for Science, 2020).

Children with ALN may not always have a disability. SpLD is a type of Additional Learning Need, and it comes under cognition and learning because SpLD covers conditions such as dyslexia and dyspraxia, which affect a child's learning (Swansea Council, ND).

2.3. The Development of Education for Children with SEN/SpLD

The social model of disability came from the Union of Physically Impaired Against Segregation (UPIAS) (Shakespeare, T. 2006). The social model of disability argues that society is disorganised and makes people feel excluded from society. For example, a wheelchair user cannot access a building due to no ramps or doors not being wide enough for the wheelchair. The social model of disability was created to remove barriers to create a more equal society where people with disabilities can have the same opportunities. (Scope, 2014). However, the medical model of disability looks at what is 'wrong' with the person and tries to find ways how to 'fix' them. The medical model makes disabled people lose independence, choice, and control of their own lives. This model was introduced before people had any knowledge of disabilities. Professionals automatically thought they needed to be fixed (Disability

Nottinghamshire, ND). In Britain, the social model of disability has provided a structural understanding of disabled people's social exclusion. In Britain society tries to change for people with disabilities for example placing ramps into building, wider doors for wheelchairs, hearing piece in public places such as post offices and banks (Hassler. F, 1993 Cited in Shakespeare, T. 2006). In 1963, Psychologist Samuel Kirk introduced the term 'Learning Disabilities' to refer to children with a brain-related disability that affected their learning (Robaey P. 2013).

Children with learning disabilities were segregated from society and their families until the 1960s. Brown Vs the Board of Education ensured equal education for all children. In the 1960s, children with a disability now had the right to an education. However, modifications were not made to the schools or lessons provided. Also, in this fight for education, it did not state that the school could not exclude children from activities or schoolwork (Ashleigh Lacey, ND). In the mid-1960s to 1970s, the education board used fine motor skills activities to alleviate academic problems in children with learning disabilities. These activities were tracing figures and connecting the dots. Education for All Handicapped Children Act was passed in 1975, later named the Individuals with Disabilities Act. This Act was created to ensure children with learning disabilities receive special education provisions whilst attending educational institutions (Education State University, ND).

In 1978 Mary Warnock led a Committee of Enquiry to review educational provisions. The Warnock Report 1978 suggested a range of Special Educational Provisions should exist. Warnock concluded that one in five children would require Special Educational Provisions at some point in their education. Special Provisions are also needed in mainstream schools. Warnock was convinced that special schools would always be required, especially for these groups of people; severe or complex physical,

sensory, or intellectual disabilities, severe emotional or behavioural disorders and less severe disabilities (Warnock Report 1978). The Warnock recommendations became a foundation for the Education Act 1981, which gave parents new rights concerning special needs. Once the enquiry was completed, there were 220 new recommendations for change in education provisions for children with SEN. Some of the recommendations were Headteachers are responsible for creating annual reviews on each child with SEN to review their academic work. In addition, local Education Authorities need to keep a record of every child under the special educational needs provisions, and each child should be given the proper support they need to succeed academically. Finally, every local authority should have an educational officer responsible for the SEN provisions (Education England, ND). Another main point from the Education Act 1981 was that children previously referred to as handicapped should now be known as children with special educational needs. Also, the children needed a written statement of their needs, and the Act emphasised integrated provisions (Archives, 2022).

In the 1980s-1990s, there was a decline in the number of children attending 'special schools' and an increase in children diagnosed with SEN. In 1997 the new labour government passed the green paper called Excellence for All Children Meeting Special Educational Needs. This was to extend the capacity of children in mainstream schools and for the staff to provide support to children with a wide range of needs (Parliament, 2006). In 2001 Special Educational Needs and Disability Act (SENDA) was passed by the government for disabled children to have more rights in schools. (UK Government, 2010) The Equality Act 2010 was introduced. It protects certain characteristics, which include disability, and therefore is illegal to discriminate against someone due to their disability (The Alliance for Inclusive Education, ND).

(Welsh Government, 2022) Today, the ALN Act is the new system to support individuals aged 0-25 with additional learning needs. The system provides up-to-date information and advice to support the children and early and effective interventions to ensure they reach their full potential. All children will be entitled to Additional Learning Provisions (ALP), which gives them personalised support and access to different resources and external support if needed. Their Individual Development Plan (IDP) will identify the support and resources needed. (Senedd Wales, 2022) The ALN system was implemented on 1st September 2022 for children that have been newly identified with additional learning needs. Over the subsequent three years, children on the old SEN system will be transferred to the new ALN system, and the three years allow the schools, PRUs and FEI to complete reports, assessments, and support plans for each child (Gov. Wales, 2022).

2.4. Challenges and Possibilities: ALN and SpLD and teaching in the classroom.

Teachers working in a specifically designed Additional Learning Needs class or school will need a teaching degree but will need to be open to attending training and completing courses specifically made for children with ALN to develop their knowledge and understanding of how the children learn and develop. Apart from the educational qualifications, ALN teachers will need specific skills they will use daily in the classroom (National Careers Service, ND). All staff that are employed in a PRU need to attend Positive Behaviour Training. In positive behaviour training staff can learn how to communicate effectively when a child is displaying challenging behaviour. This training will equipped staff with de-escalation and crisis interventions to manage conflict and minimise risk to others. During this training staff will also

have time to practice and complete safeholds and restraint training (TeamTeach, ND). Depending on the needs of the children registered in the PRU, staff are required to complete trauma informed training. The trauma informed training is a framework used in schools, PRU and further education. The aim of this framework is that staff can support children that have experienced trauma and ensure they have no negative impacts. This training shows staff how to be empathetic and compassionate towards children dealing with trauma (ACE Hub Wales, ND).

The teacher needs to be patient and empathetic towards the children because children with ALN learn at different paces, and not every child has the same support available at home. The teaching staff will need to have the ability to remain calm in stressful situations because two children may start shouting or fighting in class out of frustration which could disrupt the whole class. They will also need to create an environment in which the children want to learn and have different teaching techniques available, and finally, they will need to work well as a team and understand people's emotions (Career Teachers, ND; National careers service, ND).

ALN teachers face many challenges in their job, which can come from the classroom and day-to-day tasks, but most of the challenges come from background work teachers are expected to do to complete their job role. The top six challenges are the need for more appreciation from other staff members, Senior Leadership Team (SLT), parents and other working professionals. They have a variety of conditions and disabilities based in one classroom, and all need a high level of support. All teachers need to be prepared for any quick changes in timetables or challenges in the classroom. For example, the school may be short-staffed, a child may become unwell, and a classroom of children still needs to be taught. (Hart, 2013) Even though some PRUs can appear understaffed at times, the staff have a less formal approach,

allowing them to be more child centred. Pomeroy (1998) believes mainstream schools display a hierarchical structure compared to PRUs. ALN teachers need to find the time to prepare for meetings with other professionals and complete any IDPs for a progress meeting with the school's Special Education Needs Coordinator (SENCo) or Additional Learning Needs Coordinator (ALNCo). Finally, teachers may not have up-to-date training due to the lack of funding available (Coxton, 2021).

2.5. Challenging Behaviour in the Classroom

Emerson, 1995 (*Cited in* Male, D. 2003) defines challenging behaviour as ‘Culturally abnormal behaviour(s) of such intensity, frequency, or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities’. Children that display challenging behaviour does not automatically have a learning disability. However, children with learning disabilities tend to show challenging behaviour a lot more because they may have difficulty expressing themselves (Mencap, ND).

Teachers need to be able to understand behaviour before a strategy is used because it is needs to be beneficial and sustainable for that individual. The following 5 models ensure a clear understanding of a child’s behaviour, and they are biological, behavioural, cognitive, systemic, and psychodynamic. Biological model believes that children behave in a certain way due to their genetics. The behavioural model shows that behaviour can be changed through conditioning. Classic conditioning focuses on routine and operant conditioning is connected to receiving rewards for positive behaviour. Cognitive model shows that an individual knows how they are behaving due to the front cortex part of the brain which is used for rational thinking. The

systemic model looks at each of the child's relationships and identifies any issues. Finally, psychodynamic is only used in clinical settings (Welsh Government, 2012).

To work with children which displays challenging behaviour, the teaching staff need a certain set of skills because the job can be mentally and physically demanding. The staff need to be patient all day because some children may have difficulty expressing themselves verbally and when confronted with challenging behaviour it is important that everyone remains calm and patient to ensure the situation does not escalate more (Gagnon, 2019). Teachers and Teaching Assistants (TA) need to be creative, but it is not an essential skill. Being creative or having creative thinking allows staff members to think on their feet and adapt any schoolwork or change the activity if needed. Having the ability to think on your feet is a good skill to have because one child may display challenging behaviour and disrupt the rest of the class, therefore it is important for staff to think of a quick and safe resolution. All children learn in diverse ways therefore the staff members need to have a range of different techniques. Enthusiasm is an essential skill to have because teaching staff need to love their job to ensure they give the best support (Bright Network, 2019).

Challenging behaviour can be shown in different ways. Being defiant towards people by refusing to do things can be a sign of challenging behaviour. Being overly fussy about food or clothing can also be sign. If a child is demanding control of their surroundings it can be a sign because they may want to become abusive in their surroundings. Challenging behaviour can come from internal factors such as being unwell, not enough sleep, poor diet, hunger, trauma, pain, mental health difficulties or poor communication skills. However, there are also external factors to consider such as change in routine, change in environment (new school), too much noise,

temperature of the environment, crowds or not enough stimulation (The Royal Children's Hospital Melbourne, 2018).

(NHS, 2021) Children display diverse types and levels of challenging behaviour. Some children show low level risk to themselves and others which can be easier when a staff member is trying to deescalate a situation. The children at low level risk may only need an open conversation with their staff member and positive reinforcement. However, Children with high level risk to others may need to be escorted away from the situation to ensure everyone's safety (Mukherji, P. 2001). In young children a good technique to managing their challenging behaviour is distracting them. Whilst they are displaying challenging behaviour ask the child about their favourite activity or item and hopefully, they will slowly transition out of their behaviour (Mukherji, P, 2001). Teachers for children with challenging behaviour must respond calmly to situations and mirror positive behaviour. This will show the children that you do not need to shout or scream to make yourself heard. Teachers should also praise any positive behaviour shown in each child because they may not get praised at home depending on their home situation. To prevent challenging behaviour being displayed in the classroom the teacher should create a routine and be consistent with the routine. This will allow the children understand what they need to do throughout the day, and it will lower their anxiety levels (ProSolutions, ND).

Along with having challenges and difficulties within the classroom, teaching staff also have challenges outside the classroom for example, resources, training, and support can be difficult for teaching staff to get from local authorities. For children that find it difficult to communicate can use resources such as Picture Exchange Communication System (PECS) also known as communication books. This is a book of pictures and words which allows the child to point at what they need, and children are encouraged

to say the word along with pointing at the picture. Communication resources can come in a variety of apps or technology. Electronic devices that are designed to ‘talk’ on behalf of the person using it are called Voice Output Communication Aid (VOCA). VOCA is a system that is used on computers, phones, laptops, wheelchairs, and tablets/ iPad. It is designed to speak the phrase or sentence they individual has typed onto the screen. VOCA can be controlled and used in different ways such as imagery is used when the individual presses on an image and it says what is on the picture. For example, it could be an image of a cup of water which will be translated to a parent, teacher or carer as Water. This indicates the person wants water. It can be controlled through movement of the head or leg. This is used on wheelchairs which allows the wheelchair use left or right paddles to give a yes or no answer. Finally, it can be used just by typing a sentence on the screen (Ability Net, ND).

(CAHMS, 2018) This can lower the risk of challenging behaviour being displayed by the child because they will not be as frustrated with communicating. In young children, breaking down sentences can allow them to better understand what they are being asked and they will not feel as overwhelmed with information (Challenging Behaviour Foundation, ND).

The children that display challenging behaviour can be medicated especially if they have an underlining health condition. It is shown that there has been a long history of inappropriate use of medication when trying to ‘fix’ children with challenging behaviour. Family members and medical professionals may have had a misunderstanding with the medication provided. There is no official medication registered for challenging behaviour but can normally be prescribed anti-depressants which can make a child feel sedated or tranquillised. Some children are prescribed diazepam at a low dosage to sedate them if their behaviour is uncontrollable.

However, this type of medication is only to be used as a Pro Re Nata (PRN) (Holland and Roy, ND). Methylphenidate/ Ritalin is prescribed to treat ADHD, but this medication is strong and can leave you drowsy or sleepy. Loss of appetite is ‘normal’ for this medication. Feeling aggressive, agitated, depressed or anxious can be a side effect of this medication (NHS, 2021).

Teaching staff in schools and PRU’s can find it emotionally and physically draining at times. With the amount of teaching staff leaving the profession, a member of the labour party reported to the Guardian newspaper that ‘just under 270,000 qualified in England between 2011 and 2020, more than 81,000 people have left the profession’ (Walker,2023). These figures show that staff are over worked with less staff, and this can put a big strain on all the staff. The Welsh Government started the school Wellbeing Service. This service provides support and advice for children and staff within schools. Faye McGuinness, Director of Programmes, Education Support states ‘Teachers, leaders and school staff play a vital role in shaping the lives of children and young people, and good mental and emotional health is central to their ability to do their jobs effectively’ (Gov.wales, 2023).

2.6. Pupils with ALN and Challenging Behaviour in Pupil Referral Units

At the beginning of 2013, Wales had 41 pupil referral units open. Five hundred seventy-four individual children were enrolled across these PRUs (Children's Commissioner for Wales, 2014). In 2015/16, 353 pupil referral units were open across Wales, with 15,015 registered pupils. However, by 2021/22, the number of PRUs dropped to 338, with only 11,684 pupils registered. This is a decrease of approximately 9% through the covid-19 period (Department for Education, 2022). Children that display challenging behaviour may have many emotional and

behavioural needs. ASEN school and a PRU have daily challenges with children with this type of need who may need extra support. Emotional or behavioural needs can be when children suffer from anxiety, depression, Pervasive developmental disorders and being disruptive. Childhood emotional and behavioural needs can have a negative impact on their relationships with friends, family, and even teaching staff (Ogundele, 2018).

In SEN and PRU settings, different interventions and therapies are available, such as emotional literacy support assistants (ELSAs). Teaching staff need to go through training provided by child psychologists. ELSA staff need to have a warm personality, show initiative whilst working alone, and be good at planning and providing intervention sessions. They need to be trustworthy for the child to have the best support. ELSA supports children with their emotional well-being through play/creative therapy. The sessions allow children to understand their emotions and other people's emotions and feelings (ELSA Network, 2017).

Creative therapy is used when children cannot communicate or do not like communicating their emotions. In a session of creative therapy, children can express themselves through music, art, movement, and drama. Each of these activities allows the child to explore and express their emotions and feelings (Young Minds, ND). Creative therapy can show many different emotions without the child speaking. (Cherry. K, 2022) When children are colouring or painting, colour psychology shows that the use of warm colours such as yellow, red, and orange can indicate the child is comfortable, passionate, powerful and/or angry. Whereas cool colours such as blue, purple, and green can indicate, the child is calm and content in the moment in time (Master Class, 2022).

Cognitive Behaviour Therapy (CBT) helps children understand how and why overwhelming and emotional situations affect them. CBT breaks down a situation into five main areas, and they are what is the situation? What are your initial thoughts on the situation? How are you feeling? How do you physically feel? And finally, how did you act in the situation? (Mind, 2021). CBT is used in schools and PRUs to get children talking about their emotions. This is a highly structured session, and it only focuses on the current problems. This therapy is suitable for identifying specific problems and enables the child to work with the therapist to resolve them. CBT aims to change an individual's thought process. This is an effective way to make someone feel good about themselves again and achieve any future goals (NHS, 2019). Talking about emotions can impact a person's outlook and grow better relationships with friends, families, and teachers (Kids Health, ND).

Another useful therapy used in ALN schools or PRUs is equine therapy. This therapy is a specialised therapy designed around horses. Throughout an equine therapy session, a child carries out small tasks such as grooming, feeding and leading the horse. Equine therapy is suitable for people who cannot or find it difficult to express their feelings because when they work with the horse, they may find themselves talking to the horse about anything, such as their day or how they are feeling. Horses are naturally calm animals; therefore, equine therapy is known to reduce stress and anxiety in people (Priory Group, ND).

Lego therapy is usually aimed at primary school-aged children but can be just as effective with older children. Lego therapy helps autistic or any child with social communication difficulties. Using Lego can allow two children or more to play together without communication, and it increases social interaction (LeGoff, 2004, Cited in Barakova et al, 2015). This will allow the children to build trust in their peers

and communicate over time (LeGoff, 2010). Lego therapy helps to improve a child's development and skills, such as fine motor skills and social awareness (HSR Psychology, ND). Lego therapy can teach children how to play with other children if they are unfamiliar with it. It can reduce the maladaptive behaviours within children, including tantrums, bed wetting and physical aggression (Celestine, 2021; Owens, Granader, Humphrey, & Baron-Cohen, 2008).

Nurture therapy views a child's learning needs just as equal as their emotional needs. Nurture therapy focuses on an individual's emotional needs to make them feel more safe and secure in different settings. Nurture therapy increases self-confidence, increased sense of empathy and an increase in positive well-being (HSR Psychology, ND). Finally, animal therapy can build a child's empathy, responsibility, and all-round enjoyment. Animal therapy can encourage children to focus in class to ensure they learn better through reading, communication, observation and teamworking. Animal therapy is suitable for children with ALN because it may be their only encounter with an animal, and they may enjoy the sensory side of the animal. Animals can be used as a reward for the children, which can result in better overall behaviour (Blue Cross, ND).

PRUs do a lot of work outside the school and in the community. This helps the children build relationships with 'outside people.' Children that attend PRUs tend not to like school or the way it is structured. Therefore, it may be more beneficial for them to complete practical tasks outside, for example, gardening, litter picking, bike riding, swimming, and survival skills (forest work or water rafting) (Harvey, 2022). Vocational subjects are available to children across schools, colleges, and work-based learning settings. Vocational qualifications make up a large proportion of qualifications across Wales. Vocational qualifications are for children aged 14-16

years old. Vocational subjects are normally completed alongside traditional GCSE's. However, some vocational subjects can be the equivalent to GCSE's which are called BTEC qualifications. Subjects available at BTEC or GCSE level are Hair and beauty, Construction, mechanics, sports, gardening, and cooking (Qualifications Wales, 2023). While the children are completing these vocational subjects they learn important and transferable skills. In hair and beauty, they learn patience, teamwork, and lone working, build upon communication and it builds their motivation to achieve something in life (Gov.wales, 2022). In construction they learn problem solving, organisational skills, time management and flexibility (Target Jobs, ND). In gardening they gain responsibility, creativity, nutritional knowledge, promotes health and fitness and they gain self-confidence (Campbell-Preston, 2017). In sports they learn teamwork, leadership skills, time management, responsibility, and commitment (Bright Network, 2019). Finally cooking gives them the opportunity to work under pressure, develop leadership skills and teamwork skills (Service.Gov.UK, 2019).

PRUs still have a stigma surrounding them, and the children are still being labelled for attending. Children get labelled from an early age. For example, if they do not listen to their parents, they will be labelled as 'naughty.' The danger of labelling children is that they may lose their identity and become labelled. If children get labelled as useless, naughty, unwanted and shy. They will feel everyone sees them this way, and this can influence their outlook in life. Labelling a child does not always have to be a negative name. Someone can be labelled as 'the brainy one', but labelling one child can also influence the children around that individual and make the others feel unworthy or 'thick' (University of Nevada, ND). The one negative to a PRU is that teachers do not have to follow a full curriculum, but they try as much as they can. They focus on teaching English, Maths, Science, and life skills such as Cooking and

gardening. With the limited amount of work being provided to and produced by them leaves a broad section of their education they are not completing (The School Run, ND). Children that display challenging behaviour or attend a PRU can have Adverse Childhood Experiences (ACEs). ACEs are an individual's life experiences which have left them with trauma. For example, being abused or neglected or even experiencing the death or suicide of a close family member. ACEs can have long-term effects on an individual's health, well-being, and life opportunities (Centers for Disease Control and Prevention, 2020; Ford et al., 2019). ACEs can disrupt child development. This means they can suffer with cognitive, social, emotional, and behavioural deficits. Research was conducted by Violence Prevention Unit (ND), and it is found that compared to people with no ACEs, People with ACEs are 4 times more likely to be a high risk drinker. They are 11 times more likely to have smoked cannabis and 16 times more like to have used cocaine or heroin. They are 14 times more likely to be a victim of a crime and 15 times more like to commit a crime towards another person. Finally, they are 20 times more likely to have been to prison or detention centres.

Children in PRUs may have a lack of support at home or even in school, which will result in the child not reaching their fullest potential in education. This is known as school to prison pipeline, 'The pipeline can be described as a process that criminalises youth through the execution of disciplinary policies and practices within schools that put students into contact with law enforcement. Behavioural issues result in detentions, suspensions, and temporary exclusions' (Breakthrough, n.d.). Only 1% of children that attend PRU leave education with 5 GCSEs. This will impact their further education and job opportunities which may result in criminal behaviour. The Institute of Public Policy 2017 shows that there are 85,975 people in UK prisons, and 54,164

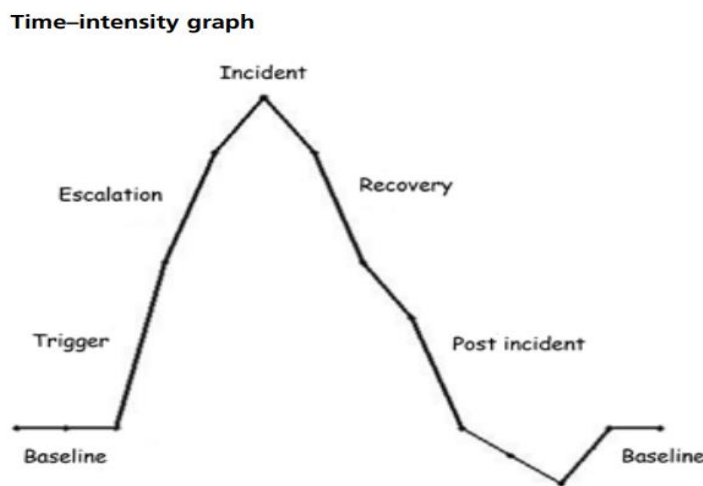
of those people said they were excluded from school (Gill, Quilter-Pinner, and Swift, 2017).

In PRU, the term Positive Behaviour Support (PBS) is used to acknowledge the behaviours of children that display challenging behaviour and help reduce the risk of those children to themselves and others. The PBS framework focuses on strategies to prevent challenging behaviour, for example, avoiding sensory overload for children known to have a rise in anxiety. This framework is a strong person-centred approach which ensures teaching staff understand the child's needs and wants from each session (HM Government, 2019). PBS is training available for staff to ensure the children get their needs and wants met and it is a way staff improve the quality of life for those children (BILD, 2022).

Social pedagogy is a framework to be used to offer stability to young people. This allows both their needs and strengths to be recognised (Cooper, 2007). Eichsteller and Holhoff (2011) identified four core pillars to their 'diamond model', which are well-being and happiness, relationships, holistic learning, and empowerment. All these four pillars are reliant on one another to ensure the overall goal of social pedagogy is met. The overall goal is that the children have positive experiences.

In schools and PRU, the term 'reasonable force' or 'restraint' is used when staff need to involve physical contact with a child to either guide them away by the arm to intervene in a situation before it escalates to break up a fight where a child needs to be restrained to prevent injury to themselves or others. All staff members need to be trained in safe holds and restraints to be able to use them (Department for Education, 2013). Physical restraint can have a negative impact on an individual's mental health and well-being and their physical health. Being restrained can lead to the child developing Post Traumatic Stress Disorder (PTSD), anxiety about being around the

staff member that did the restraint, and even injury to the child can happen. In a restraint, physical injury can happen quickly to a child because they still have not fully developed, and if a staff member does a restraint wrong, it can hurt the child (Team teach, ND).



(Image 1: Welsh Government, 2012)

In PRU's a time intensity chart is used to identify and follow their behaviour. The image above is an example of what a chart looks like. Baseline is when a child is calm, happy, and content. However, someone or something annoys them and triggers their behaviour. At this point the child may only be showing small signs of anger or frustration therefore at this point the staff member would use proactive strategies to distract the child from the behaviour. Normally a proactive strategy is something they like to do for example, going outside, kicking a ball or colouring. At times when a proactive strategy is not successful the child's behaviour starts to escalate this is when they reach crisis point. At this point talking to them is going to be unsuccessful and other children need to be placed into safety. This is when reactive strategies are used for example an escorted walk or a 2 person restraint. After the incident they have a

moment where they are starting to calm down this is called recovery. However, they are not fully back to baseline and can always return to crisis. In post incident the child is normally tired, withdrawn from their peers and show lack of energy this is due to their adrenaline levels have dropped back to normal (Welsh government, 2012)

Forty-eight children were interviewed regarding their experiences at a PRU. These children said, 'they felt respected, listened to, and appreciated the way teachers treated them like adults' (McCluskey et al. 2015). Smith (2019) interviewed children from a PRU to have first-hand experience of what it is like in their PRU. One child described the PRU as 'safe and the best place he needed to be in as it is supporting my emotional well-being' Another child described the PRU as 'as a school for children who go through difficulties, well-being, behaviour, and mental health. They come here and get the school life they deserve. We are one big family here'.

2.7. Conclusion

To conclude this section, the information above gives an overview of SpLD, ALN and Challenging behaviour in schools and PRUs. As shown above, in section 2.2 it provides definitions of SpLD and ALN from legislation, policies, and other government sources. Along with the definitions, there are examples of SpLD and ALN. It also shows how the terminology has changed over time from Special Educational Needs (SEN) to Additional Learning Needs (ALN). This information is essential to ensure the reader knows the exact definitions and terminology.

In section 2.3 is all about the development of education for children with SpLD and ALN throughout the different years. This section shows what education was like for children with SpLD and ALN, which was formally known as SEN. This section takes the reader on a journey from the 1960s to contemporary society. It does show that

1978 was when special education had a turning point because of the Warnock Report and its recommendations. The reader can see through the years that the Warnock Report was a baseline for education after 1978. This section is rounded off with information on how education is portrayed in contemporary society.

The next section is Section 2.4, which is all about the challenges and possibilities for teachers working with children with SpLD, ALN and challenging behaviour. This section illustrates how mentally and physically demanding the job can be. This section focuses on the demands and challenges teaching staff can have daily. This can be from no support from SLT to physical or verbal abuse from children.

Section 2.5 is all about challenging behaviour in the classroom. As previously read, it gives a definition of challenging behaviour from Emerson in 1995. It explains what skills the teachers need to work successfully in a classroom of children with challenging behaviour, for example, creative thinking, patience, effective communication and listening skills. This part briefly describes how different children can display varying levels of risk when displaying challenging behaviours, with recommendations on how to lower the risk of challenging behaviours being displayed by creating a calm environment. Children with ADHD or signs of ADHD are typically prescribed Ritalin medication, affecting their energy levels. This section ends with a quote from Faye McGuinness, Director of Programmes, Education Support.

Finally, the literature review ends with section 2.6, focusing on children with ALN and challenging behaviour in PRUS. This section starts with strong statistics about how many PRUs are open across Wales and how many children are enrolled. Next, it shows various interventions and therapies available to children attending PRUs which leads to labelling theory. This explains why we should not label children and the long-

term effect it can have on a child. This next section explains what ACEs are and how they can adversely affect children. Next, it shows statistics from UK prisoners stating they have aces and attendance and attended a PRU when they were younger. Finally, it explains how safe holds and restraints are used safely in PRUs, along with the mental health challenges children face whilst being restrained. For example, it could lead them to have PTSD soon.

This conclusion leads to the next part of the research. The information placed in this conclusion allows readers to have a refresh of the information ready for section 3.

3. 3. DISCUSSION AND RESULTS

3.1. Introduction

This section highlights 3 concerns or issues found in the literature review. Each issue or concern has its own theme, and each theme will be unpacked within this section to provide more information explaining how it is a concern or issue. Each theme is important because these are concerns coming from inside educational institutions.

3.2. Theme 1

This theme will focus on PRU's. One of the key issues or concerns found in the literature review above is children attending PRU's supported correctly and prepared for the future or are children set up to fail. The main issue with PRU's is that there are too many open and there are too many children being sent to PRU's. Looking at the most recent statistics from 2021/22 there were 338 PRU's open across Wales with 11,684 pupils registered across these PRU's. However, this figure dropped by approximately 9% from 2015/16 with figures recorded at 353 PRU's open with 15,015 people attending (Department for Education, 2022). The latest figure shown from 2021/22 was recorded during covid-19 pandemic. Therefore, can impact the results on what PRU's were actively open and teaching. Also, some of the children attending PRU's throughout the pandemic may have been missed.

Another issue is children that attend PRU's are labelled as naughty, troublemakers, delinquents, or future criminals. Labelling children will influence their perspective on their own life and their behaviour. Children will become their label after hearing it for a long time. For example, the label troublemaker or future criminals will be the future of that child. 54,164 adult prisoners in the UK stated they were excluded from mainstream school and attended a PRU. These prisoners are evidence that children

attending PRU's could end up in prison or detention centres. Children with behavioural issues can lead to suspensions or temporary exclusions which in turn will result in children being in contact with the law enforcement (Gill, Quilter-Pinner, and Swift, 2017).

In PRU's they provide interventions and therapies for children that need it. However, there is no evidence showing that they are 100% successful with the children's behavioural, social, and emotional issues. In PRU's they focus on developing the children's social and emotional needs. They provide ELSA therapy which is meant to allow the children to communicate through literacy, art or verbally but it is also recorded that children with social, emotional and behavioural needs do not like communicating because they have no trust in adults or they are not confident enough to communicate (ELSA Network, 2017) Animal or equine therapy is popular to use with older children because it helps develop their responsibility and trust. Equine therapy also reduces anxiety because horses are a naturally calm animal. Whilst they care for these animals it gives them the opportunity to develop care and love for animals (Priory Group, ND). The most popular therapy used with children of all ages is creative therapy. This therapy allows children to express themselves through different forms of art. This can come from painting a picture to creating and writing a drama play. Different forms of art can show different emotions about the child. Looking at the colour psychology each colour has their own emotion and reasons why the colour represents that emotion (Young Minds, ND). There are different therapies and interventions available for the children in PRU's. The therapies available support the child on controlling their behaviour outbursts but none of them prepare the children for the 'outside world' when they leave education. There is no evidence of PRU's giving children the life skills they need when leaving school. Some children

attending PRU's are medicated with Ritalin which can make some children drowsy, and this medication makes children lose a bit of their identity because when they are medicated the children are not capable of reaching their full potential. This medication is meant to be used as an ADHD controlled medication, but children can be prescribed it if they present signs of ADHD without a diagnosis (NHS, 2021).

Pupil Referral Units need to be more supportive to children and preparing them for the 'outside world.' Local authorities need to change their strategy on 'naughty children' because putting them in a PRU is automatically excluding them from society. Local authorities can easily provide more staff and training to teachers in mainstream schools to prevent children being placed in PRU's. Mainstream schools will still allow them to complete their GCSE's to their best ability and they will still have the structure to their day. By allowing children to receive the support they need in mainstream schools it gives them a better chance of not being a statistic on the school to prison pipeline journey (Gill, Quilter-Pinner, and Swift, 2017).

3.3. Theme 2

This theme will focus on the challenges teachers face whilst teaching children with ALN and Challenging behaviour. Teachers that work in PRU's or specialist schools are very under appreciated by the children, parents, or carers, SLT and Local Authority. Daily teachers face verbal and physical abuse from children when the child has not managed to get what they want or if a child does not like a certain teacher. In a PRU or specialist school for ALN there are small numbers of children in each class but those children in one class all have different disabilities and needs. Therefore, teachers need more TA's in the classroom to provide support to the children and provide support to the teacher (Coxton, 2021). Teachers are overworked because not

only do they need to provide a lesson plan for the week they also have to complete IDP's for each child in their class. With the teachers being overworked it can affect their mental health and energy levels throughout the day which will affect the children because the teachers may become impatient and not provide a good standard of care towards the children. A teachers mental health could also be affected when they need to participate in a safe hold or restraint when children are displaying challenging behaviour. This can affect the teachers because it can be an upsetting situation to be in especially when it is a child that is never involved in restraints or safeholds (Team Teach, ND).

In certain county's there may be a funding shortage. Funding from local authorities provide staffing, training, and equipment for schools. Without funding or lack of funding staff cannot attend up to date or new training to ensure their knowledge is fresh and it allows them to learn any new skills or techniques to use with the children (Pro Solutions, ND). When staff are unable to get frequent and new training it could mean that the children could be learning on old curriculum's, and they will not develop their own new skills. This means that the children will be behind in their academic work.

To ensure teachers remain in their jobs and keep the passion for teaching, schools need more staff to ensure the workload is shared and SLT need to provide better support to the teachers and TA's. teachers also need to attend as much training days as possible to keep up to date with information and techniques. To ensure staff are looking after their own mental health, they can plan their day or week to fit in an activity they enjoy in their spare time. They always need to ensure they are having their basic needs met such as sleep, water and food. Staff need to feel comfortable to share thoughts and feeling or concerns with their managerial team. However, they can

always confide in a staff member they trust. Remembering why they started this role as a teacher and putting things into perspective and also finding distraction techniques that can be used in difficult times. (Challenging Behaviour Foundation, ND).

3.4. Theme 3

Throughout this whole paper, it has focused on the negatives of teaching children with challenging behaviour and PRUs. Therefore, this next theme will focus on the positive outcomes and experiences in a PRU. This will include looking at the positives of therapies used in PRUs, Real life stories about attending PRU and experiences of people going further in life than people anticipated children in PRUs go.

This section will start by looking at the therapies used in PRUs and the impact or change it has on children's behaviour. Lego therapy is used in education based on primary-aged school children. Lego therapy was originally created for children with autism (LeGoff, 2010). This therapy makes a positive impact on the child's social, emotional, and cognitive development. By the children experimenting and playing with Lego blocks, they can improve their fine motor skills, special awareness, communication skills and social skills (HSR Psychology, ND).

As stated in the most recent chapter, CBT is a therapy used to feel involved with your own emotions. As explained in the previous chapter CBT is completed in five stages (Mind, 2021). CBT allows children to express feelings and grow positive relationships with teaching staff. Strong and positive relationships with teaching staff can make children feel safe and content whilst at school. This will result in issues

being resolved more quickly. Being in touch with your own emotions can help reduce stress and anxiety (Kids Health, ND).

These therapies are a steppingstone for the children to learn a whole new set of life skills. Being accepted and treated with respect by teachers can form a strong relationship between children and staff and can positively impact a child's life. Eichsteller and Holhoff's (2011) 'Diamond model' clearly illustrates that positive experiences are the core point of a child's life. When a child looks back at their time in a PRU or any educational institute, they will never forget the teacher that made them laugh, made them feel safe, looked after them and even supported them.

Children attending PRUs do not always have the best support, as explained in the earlier chapter, and the children do not always have the correct level of appreciation for how hard they try. This can impact a child's experience negatively about education. However, the research Smith (2019) conducted shows that some children enjoy attending a PRU. Smith found that children felt that their PRU was a safe place with staff respecting them as people. In addition, these children felt they had positive role models within the school to use as inspiration

3.5. Conclusion

In this chapter we have identified that therapies used in PRU's can be a positive change and support can be given through different ways. It is shown above that children feel safe in PRUs, and the staff ensure they feel like family. One of the issues identified was children being labelled which attend PRU's and chapter 3 has highlighted that PRU's can be a positive alternative for education. It clearly states that children that participated in a research experiment loved the PRU they attended, and it helped cave a path in their life. As shown above teachers struggle with mental health

along with the children. It is important staff are not under pressure because their mental health is important.

4. CONCLUSION AND RECOMMENDATIONS

In this section, a summary of all the important information found in the research will be given, and any recommendations needed will also be given. Initially, this assignment investigated how staff support children when they present challenging behaviour and SEN/SpLD with a sub-question: Are the current protocols effective and appropriate and are there new means of child development that best suit contemporary society. This topic is essential to understand because children have the right to a good education and deserve to be treated and supported with respect. While conducting the research, I discovered that teachers are overworked and underappreciated. This impacts the education system and a child's life if teachers leave after creating bonds with the children. I have also found out that PRUs offer a variety of therapies and interventions for children to ensure they can manage their challenging behaviour.

Three themes emerged from the literature review: PRUs, Challenges the teachers face and positive outcomes of children attending PRUs. These will now be considered, and recommendations and improvements given that could benefit future policies.

Theme from the section above

The first theme is PRUs: the main issue of PRU is that there is too many PRUs open and are being used as a popular source of education outside mainstream schools due to the fact there is no support for children with ALN, SpLD or challenging behaviour in mainstream schools. The other issue is that a PRU has no 'mainstream school' structure due to the children learning core subjects only instead of the whole curriculum. PRU's can be beneficial to children but they do still carry a lot of stigma for attending a PRU because they are still labelled as the 'naughty schools'. Therefore, the children are automatically being labelled as 'naughty'.

·Recommendation 1: Provide training to mainstream school staff to ensure they can provide support to children. This will result in fewer children attending PRUs.

· Recommendation 2: Use the entire curriculum in PRUs to ensure the children can benefit from different subject other than those on the core list.

Theme from the section above

Theme Two focuses on the challenges teachers face daily whilst teaching children with challenging behaviour, ALN and SpLD. The main issue in this theme was staff are overworked and underappreciated. This can impact a teacher's mental health and a child's education if there are not enough teachers available. Teachers need to ensure their mental health is being looked after along with their physical health. Being a teacher can be a stressful job especially when schools are short staffed.

· Recommendation 1: Provide free therapy sessions to teachers that are experiencing with low mental health.

· Recommendation 2: Get more funding to hire more staff. Once the staff are hired, ensure training is refreshed regularly.

Theme from the section above

Theme Three focuses on the positive outcomes that have appeared from children that attended PRUs. In this theme, there is only one issue, and that is not every child is going to be successful in life, and they may not want or even receive support in school. Children in PRUs may be labelled as 'naughty' but is has -been recorded as evidence above that children do feel safe when attending their PRU and they feel it is

the correct place for them. However, not all children will feel this way and can be upsetting to see children feel unsafe or unwanted in a setting.

- ***Recommendation: Ensure every child is considered when trying to better their future.***

As the research ends it is clear that children with challenging behaviour needs to have further research conducted. It is also clear that schools and FE needs to consider more support for children with social, emotional and communication difficulties. Further research will need to be conducted in the future to ensure these issues or concerns around PRUs, challenging behaviour and teachers have disappeared.

5. REFERENCES

Ability Net (n.d.). *Communication Aids* | AbilityNet. [online] Available at:

https://abilitynet.org.uk/factsheets/communication-aids-0?gclid=CjwKCAjwvJyjBhApEiwAWz2nLWqTdDXWlq4pjinjvO5NTA3aeQaiZEZlzZqkKlo8Vgarl-0PxFaYOURoCzgAQAvD_BwE#simple-table-of-contents-7 (Accessed 19/05/2023).

ACE Hub Wales. (n.d.). *Trauma Framework*. [online] Available at:

<https://acehubwales.com/trauma-framework/> (Accessed 18/05/2023).

Additional Learning Needs and Education Tribunal (Wales) Act 2018, C.1. Available

at <https://www.legislation.gov.uk/anaw/2018/2/part/2/enacted> (Accessed: 12/01/2023).

Archives (2022). *Summary of key legislation* - Archives. [online] Norfolk.gov.uk.

Available at: <https://www.archives.norfolk.gov.uk/help-with-your-research/education/special-schools/summary-of-key-legislation#:~:text=The%20Education%20Act%201981&text=The%20main%20points%20of%20the> (Accessed 06/04/2023).

Ashleigh Lacey (ND), *History of Educational Disabilities Timeline*. Available at

<https://www.sutori.com/en/story/history-of-educational-disabilities-timeline--wbqBYJimfBGm92HWcpqLH2tm> (Accessed 18/01/2023).

Barakova, E.I., Bajracharya, P., Willemsen, M., Lourens, T. and Huskens, B. (2015).

Long-term LEGO therapy with humanoid robot for children with ASD. *Expert Systems*, 32(6), pp.698-709 (Accessed 17/05/2023).

BILD (2022). *Bild and Positive Behaviour Support* | bild. [online] Available at:

<https://www.bild.org.uk/bild-and-pbs/> (Accessed 22/05/2023).

- Blue Cross. (ND). *Pets in schools*. [online] Available at:
<https://www.bluecross.org.uk/advice/pets/pets-in-schools#:~:text=Benefits%20of%20school%20pets&text=Pets%20can%20encourage%20a%20child> (Accessed 11/05/2023).
- Boscardin, Garrod, A. & Rodis, P. (2001). *Learning disabilities and life stories*. Allyn and Bacon.
- Breakthrough. (ND). *Break the cycle: ending school-to-prison pipelines in the UK*. [online] Available at: <https://www.wearebreakthrough.org/blog/break-the-cycle-ending-school-to-prison-pipelines-in-the-uk#:~:text=The%20pipeline%20can%20be%20described> (Accessed 03/05/2023).
- Bright Network (2019). *How to Develop the 8 Key Skills You Need to Work in Education*. [online] Brightnetwork.co.uk. Available at:
<https://www.brightnetwork.co.uk/career-path-guides/education-teaching/key-skills/> (Accessed 30/03/2023).
- Bright Network (2019). *Seven Key Career skills you pick up playing sport*. [online] Brightnetwork.co.uk. Available at: <https://www.brightnetwork.co.uk/graduate-career-advice/key-career-skills/five-things-every-young-person-needs-know-about-getting-ahead-your-career/seven-key-career-skills-you-pick-playing-sport/> (Accessed 22/05/2023).
- CAMHS (2018). *Challenging Behaviour*. [online] CAMHS. Available at:
<https://www.camhsnorthderbyshire.nhs.uk/learning-disabilities-challenging-behaviour> (Accessed 25/05/2023).

- Campbell-Preston, C. (2017). *Valuable Life Skills that Children Can Learn from Gardening*. [online] Capital Gardens. Available at: <https://www.capitalgardens.co.uk/blog/valuable-life-skills-that-children-can-learn-from-gardening/#:~:text=From%20planting%2C%20digging%2C%20and%20growing> (Accessed 22/05/2023).
- Career Teachers. (ND). *Special Education Needs and Disability Teacher Job Description*. [online] Available at: <https://www.careerteachers.co.uk/find-a-job/send-jobs/special-education-needs-and-disability-teacher-job-description> (Accessed 17/04/2023).
- Celestine, N. (2021). *Lego Therapy: How Play Can Heal People (+ Resources)*. [online] PositivePsychology.com. Available at: <https://positivepsychology.com/lego-therapy/> (Accessed 11/05/2023).
- Centers for Disease Control and Prevention (2020). *Preventing adverse childhood experiences*. [online] www.cdc.gov. Available at: <https://www.cdc.gov/violenceprevention/aces/fastfact.html> (Accessed 03/05/2023).
- Challenging Behaviour Foundation. (n.d.). *Challenging communication*. [online] Available at: <https://www.challengingbehaviour.org.uk/information-and-guidance/person-centred-support/challenging-communication/> (Accessed 06/04/2023).
- Cherry, K. (2022). *Color psychology: Does it affect how you feel?* [online] Very well Mind. Available at: <https://www.verywellmind.com/color-psychology-2795824> (Accessed 15/05/2023).

Children's Commissioner for Wales (2014). Available at:
[https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Right to learn eng-F.pdf](https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Right_to_learn_eng-F.pdf) (Accessed 25/04/2023).

Cooper, S. (2007). Social Pedagogy: Fad or Future. *Children and Young People Now*. London: Haymarket Business Publications Ltd (Accessed 17/05/2023).

Coxton, S. (2021). SENPLOY. *Top 10 Challenges of Special Education Workers*.

Available at: <https://www.senploy.co.uk/blog/2021/5/28/top-10-challenges-of-special-education-workers> (Accessed 28/02/2023).

Department for Education (2013). *Use of reasonable force Advice for headteachers, staff and governing bodies*. [online] Available at:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) (Accessed 11/05/2023).

Department for Education (2022). *Schools, Pupils and Their characteristics, Academic Year 2021/22*. [online] explore-education-statistics.service.gov.uk. Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics> (Accessed 25/04/2023).

Disability Nottinghamshire (ND). *Social Model vs Medical Model of disability*. [online] Available at:
<https://www.disabilitynottinghamshire.org.uk/index.php/about/social-model-vs-medical-model-ofdisability/#:~:text=The%20social%20model%20of%20disability> (Accessed 06/04/2023).

Education England (ND). Warnock Report (1978) - notes on the text. [online] Available at:

<http://www.educationengland.org.uk/documents/warnock/#:~:text=Two%20years%20later%2C%20the%20Warnock> (Accessed 19/01/2023).

Education.State University (ND). *Education of Individuals with Learning Disabilities*.

[online] Available at:

<https://education.stateuniversity.com/pages/2173/Learning-Disabilities-Education-Individuals->

[with.html#:~:text=Early%20attempts%20\(i.e.%2C%20in%20the](with.html#:~:text=Early%20attempts%20(i.e.%2C%20in%20the) [Accessed 19 Jan. 2023].

Eichsteller, G. and Holthoff, S. (2011). Conceptual Foundations of Social Pedagogy:

A Transnational Perspective from Germany. In: Cameron, C. and Moss, P. Eds.

Social Pedagogy and Working with Children and Young People: Where Care and Education Meet. London: Jessica Kingsley Publishers (Accessed 17/05/2023).

ELSA Network. (2017). *Support*. [online] Available at:

<https://www.elsanetwork.org/about/support/> (Accessed 06/04/2023).

Emerson, E. (1995) *Challenging Behaviour: Analysis and Intervention in People with*

Learning Disabilities. Cambridge: *Cambridge University Press*. (Accessed 13/03/2023).

Ford, K., Barton, E., Newbury, A., Hughes, K., Bezeczky, Z., Roderick, J. and Bellis,

M. (2019). *The Prisoner ACE Survey*. [online] Available at:

<https://phw.nhs.wales/files/aces/the-prisoner-ace-survey/> (Accessed 08/05/2023).

Gagnon, D. (2019). *10 Qualities of a Good Teacher*. [online] www.snhu.edu.

Available at: <https://www.snhu.edu/about-us/newsroom/education/qualities-of-a-good-teacher#:~:text=Some%20qualities%20of%20a%20good> (Accessed 11/05/2023).

Gill, K., Quilter-Pinner, H. and Swift, D. (2017). *MAKING THE DIFFERENCE BREAKING THE LINK BETWEEN SCHOOL EXCLUSION AND SOCIAL EXCLUSION* Institute for Public Policy Research. [online] Available at: <https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf> (Accessed 03/05/2023).

Gov.wales. (2022). *Job Information*. [online] Available at: <https://careerswales.gov.wales/job-information/salon-assistant/skills-and-qualities> (Accessed 25/05/2023).

GOV.WALES. (2022) *The additional learning needs transformation programme: frequently asked questions* [HTML]. [online] Available at: <https://www.gov.wales/additional-learning-needs-transformation-programme-frequently-asked-questions-html> (Accessed 28/02/2023).

GOV.WALES. (2023). *School Wellbeing Service extended as part of £600k funding package*. [online] Available at: <https://www.gov.wales/school-wellbeing-service-extended-part-600k-funding-package#:~:text=The%20School%20Wellbeing%20Service%20provides> (Accessed 11/05/2023).

Government Office for Science (2020), *Current Understanding, Support Systems, and Technology-led Interventions for Specific Learning Difficulties*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/926052/specific-learning-difficulties-spld-cst-report.pdf (Accessed: 12/01/2023).

Hart, N. (2013) What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff. *Emotional and Behavioural Difficulties* (Accessed 17/05/2023).

- Harvey, D. (2022). *5 key benefits of outdoor learning*. [online] Learning through Landscapes. Available at: <https://ltl.org.uk/news/5-key-benefits-of-outdoor-learning/#:~:text=Research%20has%20even%20suggested%20that> (Accessed 11/05/2023).
- Hasler, F. (1993). "Developments in the Disabled People's Movement." In *Disabling Barriers, Enabling Environments*, edited by J. Swain, S. French, C. Barnes, C. Thomas et al. London: Sage (Accessed 06/04/2023).
- Hewett. (1998). *Challenging behaviour: principles and practice*. David Fulton.
- HM Government (2019) *Reducing the Need for Restraint and Restrictive Intervention*. Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf (Accessed 11/05/2023).
- Holland, T. and Roy, A. (ND). *Information sheet The Use of Medication for Challenging Behaviour*. [online] Available at: <https://www.challengingbehaviour.org.uk/wp-content/uploads/2023/01/11-Use-of-Medication-2023-1.pdf> (Accessed 25 Apr. 2023).
- HSR Psychology (n.d.). *Lego therapy interventions - Specialist interventions - Interventions - Services - HSR Psychology - Clinical and educational psychology service for children and young people, based in Manchester*. [online] Available at: <https://www.hsrpsychology.co.uk/services/intervention/specialist-interventions/lego-therapy/#:~:text=The%20young%20person%20or%20child> (Accessed 17/05/2023).

- HSR psychology (ND). *Nurture approach - Specialist interventions - Interventions - Services - HSR Psychology - Clinical and educational psychology service for children and young people, based in Manchester*. [online] Available at: <https://www.hsrpsychology.co.uk/services/intervention/specialist-interventions/nurtureapproach/#:~:text=A%20nurture%20approach%20views%20a> (Accessed 11/05/2023).
- Kids health (ND). *The Power of Positive Emotions (for teens)* - Nemours Kids Health. [online] Available at: <https://kidshealth.org/en/teens/power-positive.html#:~:text=When%20positive%20emotions%20open%20us> (Accessed 17/05/2023).
- LEGOFF, D. (2004) Use of LEGO(c) as a therapeutic medium for improving social competence, *Journal of Autism and Developmental Disorders*. No5,34, 557–571 (Accessed 17/05/2023).
- LeGoff, D., Krauss, G. & Allen Levin, S. (2010) LEGO®-based Play Therapy for Autistic Spectrum children. In Drewes, A. and Schaefer, C. *School-based play therapy* (2nd Edition). Hoboken: Wiley & Sons (Accessed 11/05/2023).
- Male, D., (2003) Challenging behaviour: the perceptions of teachers of children and young people with severe learning disabilities. *Journal of Research in Special Educational Needs*, 3(3), pp.162-171 (Accessed 13/03/2023).
- Master Class (2022), *How Color Can Affect Your Mood: All About Colors and Emotions*. Available at <https://www.masterclass.com/articles/how-color-can-affect-your-mood> (Accessed 15/05/2023).
- Mencap. (ND). *Challenging behaviour*. [online] Available at: <https://www.mencap.org.uk/learning-disability-explained/conditions-linked->

[learning-disability/challenging-behaviour#:~:text=become%20more%20complicated](#) (Accessed 06/04/2023).

Mind (2021). *What is cognitive behavioural therapy (CBT)?* [online]

www.mind.org.uk. Available at: [https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/cognitive-behavioural-therapy-cbt/#:~:text=Cognitive%20behavioural%20therapy%20\(CBT\)%20is](https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/cognitive-behavioural-therapy-cbt/#:~:text=Cognitive%20behavioural%20therapy%20(CBT)%20is) (Accessed 03/05/2023).

Mukherji, Frankel, J., & Hobart, C. (2001). *Understanding children's challenging behaviour*. Nelson Thornes.

Mukherji, P., (2001). *Understanding Children's Challenging Behaviour*. Nelson Thornes (Accessed 30/03/2023).

National careers service (ND). *Special educational needs (SEN) teacher | Explore careers | National Careers Service*. [online] Available at: <https://nationalcareers.service.gov.uk/job-profiles/special-educational-needs-sen-teacher> (Accessed 28/02/2023).

NHS (2019). *How it works - Cognitive behavioural therapy (CBT)*. [online] nhs.uk. Available at: <https://www.nhs.uk/mental-health/talking-therapies-medicine-treatments/talking-therapies-and-counselling/cognitive-behavioural-therapy-cbt/how-it-works/> (Accessed 25/04/2023).

NHS (2021). *Methylphenidate: a medicine used to treat attention deficit hyperactivity disorder (ADHD)*. [online] nhs.uk. Available at: <https://www.nhs.uk/medicines/methylphenidate-adults/> (Accessed 11/05/2023).

- Ogundele, M.O. (2018). Behavioural and emotional disorders in childhood: A brief overview for paediatricians. *World Journal of Clinical Paediatrics*, 7(1), pp.9–26. Doi: [HTTPS://doi.org/10.5409/wjcp.v7.i1.9](https://doi.org/10.5409/wjcp.v7.i1.9). (Accessed 11/05/2023).
- Owens, G., Granader, Y., Humphrey, A., & Baron-Cohen, S. (2008). LEGO® therapy and the social use of language programme: An evaluation of two social skills interventions for children with high functioning autism and Asperger syndrome. *Journal of Autism and Developmental Disorders*, 38(10), 1944–1957 (Accessed 11/05/2023).
- Parliament (2006). *House of Commons - Education and Skills - Third Report*. [online] Parliament.uk. Available at: <https://publications.parliament.uk/pa/cm200506/cmselect/cmeduski/478/47805.htm> (Accessed 08/05/2023).
- Pomeroy, E. (1998). The teacher-student relationship in secondary school: insights from excluded students. *British Journal of Sociology of Education* 20(4), pp. 465-482 (Accessed 17/05/2023).
- Priory Group. (ND). *Equine Therapy*. [online] Available at: <https://www.priorygroup.com/priory-treatment-programmes/therapy-types/equine-therapy> (Accessed 11/05/2023).
- Qualifications Wales (2023). *Vocational Qualifications | Qualifications Wales*. [online] Available at: <https://www.qualificationswales.org/english/qualifications/vocational-qualifications/> (Accessed 19/05/2023).
- Robaey P. (2013) Rethinking Learning Disabilities – Understanding Children Who Struggle in School. *J Can Acad Child Adolesc Psychiatry*. PMID: PMC3647639. (Accessed 18/01/2023).

- Scope (2014). *Social model of disability*. [online] Scope. Available at:
<https://www.scope.org.uk/about-us/social-model-of-disability/> (Accessed 17/04/2023).
- Senedd. Wales. (n.d.). *Mind Over Matter* [online] Available at:
<https://senedd.wales/laid%20documents/cr-ld11522/cr-ld11522-e.pdf>
 (Accessed 17/04/2023).
- Senedd Wales (2022) *Going live: Rolling out the new curriculum from this September*. Available at <https://research.senedd.wales/research-articles/going-live-rolling-out-the-new-curriculum-from-this-september/> (Accessed 11/05/2023).
- Service.gov.uk. (2019). *Chef | Explore careers*. [online] Available at:
<https://nationalcareers.service.gov.uk/job-profiles/chef> (Accessed 22/05/2023).
- Shakespeare, T., (2006) The social model of disability. *The disability studies reader*, 2, pp.197-204. (Accessed 06/04/2023).
- Smith, P. (2019). A View from a PRU: An Ethnographic Study of Pupil Referral Unit Practice in Wales. [online] Available at:
<https://orca.cardiff.ac.uk/id/eprint/135177/1/Updated%20Phil%20Smith.%20Thesis%2018.9.20docx.pdf> [Accessed 17 May 2023].
- Swansea Council (ND), *Types of Additional Learning Needs*. Available at:
<https://www.swansea.gov.uk/article/3293/Types-of-Additional-Learning-Needs> (Accessed: 12/01/2023).
- Target jobs (ND). *The top seven soft skills all construction, engineering and surveying graduates need*. [online] Available at: <https://targetjobs.co.uk/careers-advice/construction-and-property/top-seven-soft-skills-all-construction-engineering-and-surveying-graduates-need> (Accessed 22/05/2023).

TeamTeach. (ND). *Our courses*. [online] Available at:

<https://www.teamteach.co.uk/our-courses/> (Accessed 18/05/2023).

Team Teach (ND) *Balancing the Risks of Seclusion and Physical Restraint*. Available

at: <https://www.teamteach.co.uk/wp-content/uploads/2020/08/Balancing-the-Risks-of-Seclusion-and-Physical-Restraint.pdf> (Accessed 11/05/2023).

The Alliance for Inclusive Education (ND). *How Was School? Timeline*. [online]

Available at: <https://howwasschool.allfie.org.uk/timeline/> (Accessed 08/05/2023).

The Royal Children's Hospital Melbourne (2018). *Kids Health Info: Challenging*

behaviour – school-aged children. [online] www.rch.org.au. Available at:

https://www.rch.org.au/kidsinfo/fact_sheets/Challenging_behaviour_school_age_children/ (Accessed 22/05/2023).

The School Run (n.d.). *What is a pupil referral unit?* [online] Available at:

<https://www.theschoolrun.com/what-pupil-referral-unit#:~:text=What%20are%20the%20drawbacks%3F> (Accessed 03/05/2023).

UK Government (2010). *Equality Act 2010*. [online] [Legislation.gov.uk](http://legislation.gov.uk). Available at:

<https://www.legislation.gov.uk/ukpga/2010/15/contents> (Accessed 08/05/2023).

University of Nevada, Reno (ND). *Avoid labelling your child*. [online] Available at:

<https://extension.unr.edu/publication.aspx?PubID=3011#:~:text=Labeling%20affects%20the%20way%20children> (Accessed 11/05/2023).

Violence Prevention Unit (n.d.). *Adverse Childhood Experiences (ACEs)*. [online]

Available at: <https://www.violencepreventionwales.co.uk/cy/ymchwil-thystiolaeth/adverse-childhood-experiences->

[aces#:~:text=Exposure%20to%20ACEs%20can%20disrupt](https://www.violencepreventionwales.co.uk/cy/ymchwil-thystiolaeth/adverse-childhood-experiences-aces#:~:text=Exposure%20to%20ACEs%20can%20disrupt) (Accessed 22/05/2023).

Walker, P. (2023). *Third of England's teachers who qualified in last decade 'have left profession.'* [online] the Guardian. Available at:
<https://www.theguardian.com/education/2023/jan/09/third-of-englands-teachers-who-qualified-in-last-decade-have-left-profession> (Accessed 11/05/2023).

Warnock Report (1978), *Special Educational Needs*. Available at
<http://www.educationengland.org.uk/documents/warnock/warnock1978.html>
(Accessed 18/01/2023).

Welsh Government (2022) *Implementing the additional learning needs system between September 2021 and August 2024*. Available at
<https://www.gov.wales/sites/default/files/publications/2022-09/implementing-the-additional-learning-needs-system-between-september-2021-and-august-2024-a-guide-for-parents-and-families.pdf> (Accessed 11/05/2023).

Welsh Government (2022), *The additional learning needs transformation programme: frequently asked questions*. Available at
[https://www.gov.wales/additional-learning-needs-transformation-programme-frequently-asked-questions-html#:~:text=The%20additional%20learning%20needs%20\(ALN,%20For%20disabilities%20\(LDD\).](https://www.gov.wales/additional-learning-needs-transformation-programme-frequently-asked-questions-html#:~:text=The%20additional%20learning%20needs%20(ALN,%20For%20disabilities%20(LDD).) (Accessed 18/01/2023).

Welsh Government (2012). *Practical approaches to behaviour management in the classroom A handbook for classroom teachers in primary schools*
Information. [online] Available at:
<https://www.gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-primary-schools.pdf> (Accessed 25/05/2023).

www.prosolutionstraining.com. (ND). - *ProSolutions Training*. [online] Available at:

<https://www.prosolutionstraining.com/resources/articles/five-strategies-for-reducing-challenging-behavior.cfm> (Accessed 30/03/2023).

Young Minds. (n.d.). *How Creative Therapy Has Helped Me | Real Stories*. [online]

Available at: <https://www.youngminds.org.uk/young-person/blog/how-creative-therapy-has-helped-me/#:~:text=Creative%20therapy%20is%20a%20type> (Accessed 15/05/2023).

6. APPENDICES

6.1. Appendix 1: Proposal

Institute of Education and Humanities/
Yr Athrofa Addysg a'r Dyniaethau

ECGE6003Q Dissertation Approval Form/ Ffurflen Gymeradwyo Traethawd Hir ECGE6003Q

Student Name/ <i>Enw Myfyriwr</i>	Rebecca Marie Gravell
Degree Scheme/ <i>Cynllun Gradd</i>	Undergraduate BA Hons Sociology
Start date/ <i>Dyddiad cychwyn</i>	05/10/2022

I have completed about to complete* Part 1 of my degree.

*Please delete as appropriate.

Yr wyf wedi/ ar fun cwblhau Rhan 1 o fy ngradd

** Dileu fel sy'n briodol*

Title of Dissertation: <i>Teitl eich Traethawd Hir</i>
Challenging Behaviours: Children with Special Educational Needs (SEN) and Specific Learning Difference (SpLD)
Research Question <i>Cwestiwn Ymchwil</i>
- How do staff support children when they present challenging behaviour and SEN/SpLD. - Sub-question: Are the current protocols effect, appropriate and are there new means of child development which best suit contemporary society
Aims and Objectives: <i>Nodau ac Amcanion</i>
- Aims: - The aim of this research is to critically evaluate if current practice of child behaviour management remains valid and appropriate in contemporary society. - Objectives: - To identify current practices and 'best practice' as derived from approved sources (codes of practice, legislation etc) - Identify and critically explore contested definitions of

• ‘challenging behaviour’ to what challenging behaviour and SEN and SpLD is. ○ Critically evaluate the theoretical models of managing challenging behaviours to identify their efficacy.
•
Dissertation Plan
<u>Literature Review</u> ○ Theme 1: Defining Specific Learning Difference (SpLD) and Additional Learning Needs (ALN) ○ Looking at ALN from policy/legislation and theory ○ Looking at SpLD from policy/legislation and theory ○ Then compare. ○ Theme 2: The Development of Education for Children with SEN/SpLD ▪ Going back to the 1960s ▪ then move onto Warnock Report SEN ▪ then move onto the policy for SpLD/ /ALN ○ Theme 3 Challenges and Possibilities: ALN and SpLD and teaching in the classroom ▪ Explain what is needed to teach ALN & SpLD ▪ Explain how it may ‘go wrong.’ ▪ <u>int</u>erventions/strategies to increase learning. ▪ How to manage challenging behaviours- different support, different styles/ methods, and any resources available. ○
Short Introductory Bibliography: <i>Llyfryddiaeth rhagarweiniol byr</i>
Boscardin, Garrod, A. 1937-, & Rodis, P. (2001). Learning disabilities and life stories. Allyn and Bacon. Hewett. (1998). Challenging behaviour: principles and practice. David Fulton. Mukherji, Frankel, J., & Hobart, C. (2001). Understanding children’s challenging behaviour. Nelson Thornes.
Proposed Supervisor: <i>Goruchwyliwr awgrymedig</i>

- Ethics Form will be required.

The above topic, proposal, and supervisor have been agreed:
Cytunwyd ar y pwnc, y cynnig a'r goruchwyliwr uchod:

Signed: sign here..... Student/
Llofnod Myfyriwr

Date..... date here.....
Dyddiad

Signed: ...P Morgan Programme Director/
Llofnod Cyfarwyddwr y rhaglen

Date 25.10.2022

Please return this form to your Module Coordinator/Supervisor.
Dychwelwch y ffurflen hon at eich Cyfarwyddwr Rhaglen.

6.2. Appendix 2: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

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:	Rebecca Gravell			
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:	University of Wales Trinity Saint David			
4	Campus:	Carmarthen			
5	E-mail address:	2000880@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07908068826			
For students:					
7	Student Number:	2000880			
8	Programme of Study:	Sociology BA			
9	Director of Studies/Supervisor:	Caroline Lohmann-Hancock			

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	☐		
		Institute Research Committee	☐		
		Other P Morgan	☒	26.10.2022	

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	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	British Educational Research Association (BERA)	☒
4	British Psychological Association (BPA)	☒
5	British Sociological Association (BSA)	☒

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	NONE			
2	Contact person name	NONE			
3	Contact person e-mail address.	NONE			
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:	Challenging Behaviours: Children with Special Educational Needs (SEN) and Specific Learning Difference (SpLD)		
2	Proposed start date:	15 th November 2022	Proposed end date:	14 th July 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> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> 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 research activity is to find out how staff support children when they present challenging behaviour and SEN/SpLD. This activity will show different methods being used and training available for the staff to ensure they have up to date information.			

	(This box should expand as you type)
4	Research Question How do staff support children when they present challenging behaviour and SEN/SpLD. Sub-question: Are the current protocols effect and appropriate. (This box should expand as you type)
5	Aims of Research Activity The aim of this research is to critically evaluate if current practice of child behaviour management remains valid and appropriate in contemporary society. (This box should expand as you type)
6	Objectives of Research Activity To identify current practices and 'best practice' as derived from approved sources (codes of practice, legislation etc). Identify and critically explore contested definitions of 'challenging behaviour' to what challenging behaviour and SEN and SpLD is. Critically evaluate the theoretical models of managing challenging behaviours to identify their efficacy. (This box should expand as you type)
	Proposed methods (maximum 600 words) Provide a 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	This research activity will be desk based and will be a critical literature review that explores other researchers work to find out the information I need to meet my aims and objectives. (This box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	University of Wales Trinity Saint David's Desk based. (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 <i>(This box should expand as you type)</i>

10	Use of documentation not in the public domain: Are any documents <u>NOT</u> 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. <i>(This box should expand as you type)</i>		

	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:		
	 <i>(This box should expand as you type)</i>		

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) minimal 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 eighteen and competent to give consent)?	☐	☒
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of eighteen? (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: (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?	N/A (This box should expand as you type)
11	Who will the participants be?	N/A (This box should expand as you type)
12	How will you identify the participants?	N/A (This box should expand as you type)

	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			
	There will be no participants due to it being desk-based research activity. <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: NA <i>(This box should expand as you type)</i>	How you will mitigate the risk to participants: NA <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: Finding sensitive information whilst researching other information. It may trigger memories of a traumatic experience. <i>(This box should expand as you type)</i>	How you will mitigate the risk to the investigator: I will self-refer to student services for professional help if needed to. <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: Student uploading inappropriate content online. <i>(This box should expand as you type)</i>	How you will mitigate the risk to the University: I will attend all my supervisions. <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: Paper copies could be produced of this document. <i>(This box should expand as you type)</i>	How you will mitigate the risk to environment: I will not develop any paper copies of the document. <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.	Pending		

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?
	N/A

	(This box should expand as you type)
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.
	N/A (This box should expand as you type)
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.
	N/A (This box should expand as you type)

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	 (This box should expand as you type)		
	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	 		

	(This box should expand as you type)
--	--------------------------------------

	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:		
	(This box should expand as you type)		

	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):		
	(This box should expand as you type)		
22	List all who will have access to the data generated by the research activity:		
	N/A		

	<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:		
	N/A <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.		
	N/A <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. <i>(Most relevant to academic staff)</i>		
	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: 	R.M. Gravell Date: 01/11/2022

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Ken Dicks	Date: 22/11/2022
3	Signature:		

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 AND 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.

You will be informed of the outcome of your claim by email; therefore, **it is important that you check your University and personal email accounts regularly.**

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.

This form is available electronically from the Academic Office web pages:

<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

6.3. Appendix 3: xxx