

Chapter 7: Appendices

Appendix 1



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

Full Name:	David Ross Evans		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		

Faculty/School/Centre:	SWWCTE: Yr Athrofa		
Campus:	Carmarthen		
E-mail address:	1601599@student.uwtsd.ac.uk		
Contact Telephone Number:	07815 562335		

For students:

Student Number:	1601599	Undergraduate	☒
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐

SECTION B: Approval for Research Activity

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	☒	N	☐
Date				
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other: Module Coordinator, ECAD6003, ITET	☒		08.02.2019

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

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SECTION C: 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, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
The research is within the bounds of the normal classroom and in accordance with the ATHROFA school guidelines for parental consent as per ATHROFA letter	✓
The research will be conducted within BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research, 2018	✓
The research will adhere to the University research guidelines	✓
The research will adhere to the Education Workforce	✓

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

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

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				

SECTION E: Details of Research Activity

Indicative title:	An exploration into effective strategies for engaging disruptive pupils Sub questions How do learners respond to current behaviour management strategies What impact do the strategies have on engagement and attainment What impact do the strategies have on pupil well-being What impact do the strategies have on the learning environment (impact on other learners)		
Proposed start date:	11.02.2019	Proposed end date:	29.04.2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
This research project aims to explore effective behaviour management strategies. The research aims to capture the views of our current generation of practitioners and students in order to contribute to an informed discussion regarding the true value of behaviour strategies. The study will analyse how behaviour strategies impact learner: engagement; attainment; and well-being. Best practice policies identified by ESTYN (2013), highlight the following successful strategies: * including pupils and teachers in the process; * creation of a fair process to deal with incidents; * use of questions to focus pupils on how they could improve any situation that arises and to encourage pupils to express emotions freely.			

The primary research that I wish to undertake will provide insight into the best strategies for controlling behaviour and ensuring pupil progress. A secondary area of focus will be to consider the broader implications for the broader learning environment and impact on other learners.

(this box should expand as you type)

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Interviews – children from FP, KS2 and KS3 will be involved in a semi-structured interview where they will be invited to respond to key questions. For example: Do you think the school have effective behaviour management policies? Are behaviour management policies fair? Were you involved in developing the policies? (the language of the questions will be adapted according to the age of the learners). The children will be in an informal setting and I will make a note of their responses. The children will not be forced into participating and no direct individual questioning will take place if a child does not wish to respond. **EXIT:** The children will have an exit strategy (traffic light fans, emojis) and if at any point they wish to leave the interview or withdraw then they may do so. I will check on the children's feelings regularly. No names will be used in the writing. I will interview teachers across all three phases and members of the leadership team to see explore which behaviour strategies they use and what measures they use to assess effectiveness.

Observations / Field Notes – I will observe teachers and pupils during any behaviour related activities. I will observe the strategies teachers use to manage disruptive behaviour and note the impact on the students. Notes will be kept in my observational book / diary. Once again, no names shall be mentioned however, a pseudonym may be used if necessary. To further enhance my research, I may discuss my notes with the children or teachers to gather a more detailed perspective or explanation for certain actions or attributes displayed. On occasions, I may observe participants without their knowledge and make notes on their attitudes and behaviour.

Video or Audio Taping – I may record certain discipline management encounters that I believe will contribute towards my research project. Video or audio taping will be used during group or individual interviews (with the interviewees prior permission) and later used to contribute to my discussion and synthesis. Recording of good practice or interviews with teachers and other members of staff may also be gathered to contribute towards the research project. Prior to recording any research participant, I will gather their permission initially and act in an ethical manner throughout. **Exit:** Children and teachers will not be forced to participate or respond to questions. Staff and children will be informed they can request recording to stop at any time without providing notice.

Questionnaire - Depending on the responses of children and staff throughout the research period, I may create and administer a questionnaire if I believe this will assist me to gather quality data. Throughout the creation of my questionnaire, I will adhere input provided during my second year of University, when we designed and distributed a questionnaire for a specific module. The questionnaire may focus on qualitative or quantitative data or both. The questionnaire may be administered to learners or staff or both. Questionnaire participants will not be required to list their name or personal information. However, they may be asked their status (i.e. pupil or teacher). A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the research questionnaire. The questionnaire will be distributed by physical means only. Once questionnaires have been completed, they will be placed within the response pool for analysis. **Exit:** Before participants submit their questionnaire, they have the right to retain their response. However, once I receive the response and it is added to the pool, there will be no fair means of identifying their response in order to return it to them. This will be explained in the cover letter.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The proposed study will take place at a large comprehensive school and a partnership primary school (school details have yet to be released by faculty).

(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, particular cultural sensitivities or vulnerabilities of participants.

Not applicable

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☒	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☒	☐
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box	☐	☒

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

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

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☐
Children under 18?	☒	☐
Prisoners?	☐	☐
Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
People engaged in illegal activities?	☐	☐
Others (please identify):	☐	☐

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

The estimated numbers are 60 children aged 6-16 years-old in KS2 and KS3. 2 Head Teachers, 8 teachers. However, this number is subject to change.

Prior to conducting research, I will obtain consent for the head teacher or senior mentor in the school setting.

(this box should expand as you type)

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

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

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. Full risk assessment completed and appended? No
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information The risk to participants is that they are involved in research without their consent. Therefore, I will ensure that all consent procedures are in place by informing the children and staff of my research. I will explain to the children and staff that they have the right to withdraw and can leave the research or express that they do not wish for their data to be used at any time. For example, I will ask the children if I can use their answers from their interviews in my research and offer to share my notes. I will also monitor the children's wellbeing and stop any activity, if children become upset / uncomfortable. (this box should expand as you type)
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 actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities Not applicable. (this box should expand as you type)
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest The risk to the researcher is that I may be accused of unprofessional practice. I will manage this risk by adhering to BERA guidelines and following my plan of ethical practice.

(this box should expand as you type)

University/institutional risks
For example: adverse publicity, financial loss, data protection

There should be no risk to the University if I manage the risk to the participant and the researcher as detailed above. I will conduct the research and represent the results honestly. I will always comply with ethical, legal and professional frameworks, obligations and standards, as required by the statutory and regulatory authorities, as well as with the University's Research Integrity and Ethics Code of Practice.

(this box should expand as you type)

Adverse outcomes
List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice. I will always comply with ethical, legal and professional frameworks, obligations and standards, as required by the statutory and regulatory authorities, as well as with the University's Research Integrity and Ethics Code of Practice.

Loss of data – upon collection of research I will assume full responsibility for the safekeeping of the data. To ensure the participant response is safe, it will be kept in a folder on my person until the research has been analysed and utilised at which time the data will be destroyed.

In the event that a participant's response is lost at the fault of the author or third party then the individual will not be identifiable, as no personal details will be listed.

(this box should expand as you type)

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
Has a DBS certificate been obtained?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to participant's as it is not relevant for the research. If participant's request feedback from the response then I, as the author, will provide a summary of the data collected.

(this box should expand as you type)

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.

Participant Assent – Children
I will converse with the relevant teachers and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children identified to participate, whether they wish to take part, e.g use traffic light fans to support the children. If they use a green face, then I know they are happy to participate. If they show the red face, then I know they are not willing. This will be an individual exercise so that children are

encouraged to respond honestly with their interest and wellbeing in mind. Children will also be informed that they can approach me at any time and discuss their contribution to the research project and explain whether they wish to participate.

Participant Consent – Teachers

For the teachers, I will ask them to sign a document if they agree to take part in the research. If they are not willing to sign the document, then I shall not use them in the research. The consent form will include a tick box for participants signal their agreement e.g. I confirm that I have read and understand the sheet dated 11.02.19 for the above study; I understand my participation is voluntary and that I am free to withdraw at any time, without giving reason; I agree to participate in the study.

(this box should expand as you type)

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.

I will ensure that no individual data is made available to schools/parents. Only non-identifiable summary/aggregate data can be provided in this way.

I will also place a statement on the consent form indicating that anonymity will be a priority and practical precautions will be taken to disguise identities.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>"personal data" means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>"Sensitive personal data" means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		

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PG2 / E1 FORM

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒

For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:

Confidentiality will be upheld by not requesting participant names on any piece of data collected. Data will be stored in a locked cupboard and password protected computer. Any correspondence between my tutor and myself will be through a password protected email account.
(this box should expand as you type)

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

The researcher, supervisor and module coordinator.
(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Ross Evans – The researcher
(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

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Participants that provide responses will have their data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed, so there is no physical trace of the data. This process will be in accordance with the Data Protection Act (1998).

The data collection period will range from 11.02.2019 until 29.04.2019. Following 29.04.2019, there will no longer be a use for the data and it will all be destroyed at this point in time.

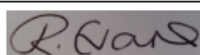
(this box should expand as you type)

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](#)

Signature of applicant:



Date: 08.02.2019

For students:

Teacher / Senior Mentor / Headteacher:	Sioned V. Hughes
Signature:	<i>S.V. Hughes</i>
Date:	09.02.19

Supervisor:	
Signature:	
Date:	

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 (and have NOT completed Section H of this form) (where appropriate)
☒	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 Head of School.

**PG2 / E1 FORM****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:

<http://www.uwtsd.ac.uk/academic-office/>

Appendix 2

Pupil Questionnaire

(the actual questionnaire was completed online using google forms)

Question 1: *Does behaviour often impact learning at this school?*

Yes / No

Question 2: *Roughly how much time each lesson is lost due to disruptive behaviour in the class?*

5 mins – 10 mins – 15 mins – 20 mins – 25 mins – 30+ mins – 0 mins

Question 3: *Do you know what restorative practice is? Please explain your answer*

Yes / No (Free text)

Question 4: *If you misbehave, it is important to reflect and think about your behaviour.*

Strongly agree – Agree – Not sure – Disagree – Strongly disagree

Question 5: *What do the best teachers do to make sure behaviour doesn't impact lessons?*

(Free text)

Question 6: *Sometimes teachers need to shout*

Strongly agree – Agree – Not sure – Disagree – Strongly disagree

Question 7: *Do all teachers deal with behaviour issues in the same way? Please explain your answer.*

Yes / No (Free text)

Question 8: *What typically happens when someone is badly behaved?*

(Free text box)

Question 9: *How often is a child removed from class?*

Every lesson / Most lessons / Some lessons / Not very often / Never

Question 10: *How would you manage children who were not behaving?*

(Free text)

Appendix 3

Staff Questionnaire

(Proposed questionnaire for staff *Red questions were removed or reworded by the school)

Question 1: *Does poor behaviour often impact learning at this school?*

Yes / No

Question 2: *Roughly how much time each lesson is lost due to disruptive behaviour?*

5 or less mins – 10 mins – 15 mins – 20 mins – 25 mins – 30+ mins

Question 3: *The behaviour policies at this school are adequate for the needs of the teachers*

Strongly agree – Agree – Not sure – Disagree – Strongly disagree

Question 4: *Restorative practice has improved behaviour at this school*

Strongly agree – Agree – Not sure – Disagree – Strongly disagree

Question 5: *I used restorative practice when dealing with all behaviour related incidents*

Yes / No

Question 6: *Sometimes teachers need to shout*

Strongly agree – Agree – Not sure – Disagree – Strongly disagree

Question 7: *Do all teachers deal with behaviour issues in the same way? Please explain your answer.*

Yes / No (Free text)

Question 8: *Teachers at this school still issue punitive punishments?*

Strongly agree – Agree – Not sure – Disagree – Strongly disagree

Question 9: *How often is a child removed from your class for misbehaving?*

Every lesson / Most lessons / Some lessons / Not very often / Never

Question 10: *What changes would you like to see to the behaviour management policy?*

(Free text)

Appendix 4 – Elective report presented to school.



Ysgol Yr Esgob Gore
Bishop Gore School
Virtue and Good Literature

A COLLABORATIVE APPROACH TO SUPPORT POSITIVE BEHAVIOUR



Ross Evans 21.02.2019

PUPILS AT BISHOP GORE ARE EXPECTED TO TAKE RESPONSIBILITY FOR THEIR OWN BEHAVIOUR AND ARE MADE FULLY AWARE OF THE SCHOOL POLICY, PROCEDURE AND EXPECTATIONS. ALL PUPILS ARE EXPECTED TO PRIORITISE THEIR LEARNING AND UNDERSTAND THE IMPORTANCE OF RESPECT AND GOOD MANNERS. GOOD BEHAVIOUR IS THE 'NORM'; POOR OR OFF-TASK BEHAVIOUR IS A HINDRANCE TO LEARNING.

Golden Rule: Please follow instructions the first time you are asked



Ysgol Yr Esgob Gore
Bishop Gore School
Virtue and Good Literature



Ysgol Yr Esgob Gore
Bishop Gore School
Virtue and Good Literature

INFORMATION ABOUT THE SCHOOL

- Number of pupils: 1260
- Age range: 11-18
- Vision: *Every child that walks through the schools gates is provided with THE best possible education and opportunities to achieve their potential'*
- 23% Free school meals. 38% live in the 20% most deprived areas in Wales.
- 27% Identified as having an Additional Learning Need
- Schools serves a diverse ethnic community with 37 languages spoken by pupils
- 12% of children speak English as an additional language



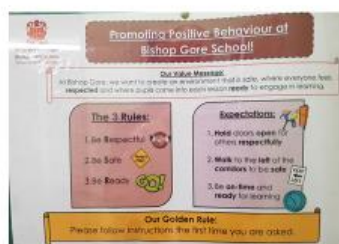
Ysgol Yr Esgob Gore
Bishop Gore School
Virtue and Good Literature



THE PIVOTAL APPROACH

PIVOTAL STARTS WITH THE BEHAVIOUR OF ADULTS.
WE SHAPE IT TO REACH A LEVEL OF CONSISTENCY
THAT MOST WILL NEVER HAVE EXPERIENCED. WE
CREATE A PLATFORM FOR CHANGE BASED AROUND
THE ONE BEHAVIOUR WE CAN CONTROL ABSOLUTELY
.....OUR OWN





Ysgol Yr Esgob Gore
Bishop Gore School
 Virtue and Good Literature



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NATURE OF STRATEGY

- The schools positive behaviour policy is built upon the five pillars of pivotal practice:
 - Consistent, calm adult behaviour
 - First attention for best conduct
 - Relentless routines
 - Scripting difficult interventions
 - Restorative follow-up



NATURE OF STRATEGY



Ysgol Yr Esgob Gore
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The school's model of positive behaviour requires collaboration between all stakeholders. Effective implementation of the pivotal approach begins with the staff.

Teachers use consistent, calm and collaborative approaches to ensure disruptive behaviour is minimised and children are focused on learning. Learners are treated with respect, regardless of their behaviour. A central philosophy being that adult behaviour is NEVER compromised by learner behaviour.

Teachers focus on good behaviour and avoid naming and shaming pupils who are not making the right choices. Although teachers try to resolve situations in class, the school also has a range of innovative strategies that can be implemented if poor behaviour escalates. Positive peer influences are evident in vertical tutor group settings. House Teams develop excellent knowledge of their children and use this to ensure dialogue is tailored to the needs of individual learners.



INNOVATION



Ysgol Yr Esgob Gore
Bishop Gore School
Virtue and Good Literature

Vertical Tutor Groups
Hub

GORE Provision

ELEV8

Reflection Room
Restorative
Conversations

BI5

My Pod





OBSERVATIONS

- Calm and consistent approaches to behaviour management
- Collaborative discussions between pupils and teachers
- In most instances, children were given the opportunity to change their behaviour before sanctions were escalated
- Effective restorative conversations
- Focus on positive behaviour



"SOUND BITES" STAFF



"Well done to all the children who are behaving safely and respectfully..."

"Good boy for making the right decision"

"We focus on positive behaviour. By focusing on the negative, you can end up naming and faming"

"You have made an excellent start to the lesson, lets make sure it continues and your report doesn't need to go in a different direction"



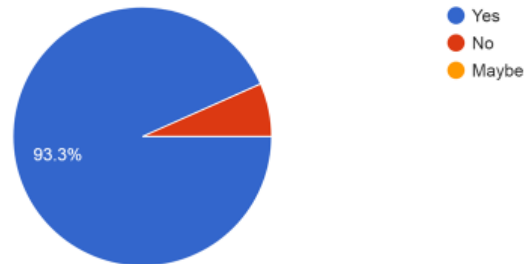


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PUPIL FEEDBACK

Does disruptive behaviour often impact your learning?

30 responses

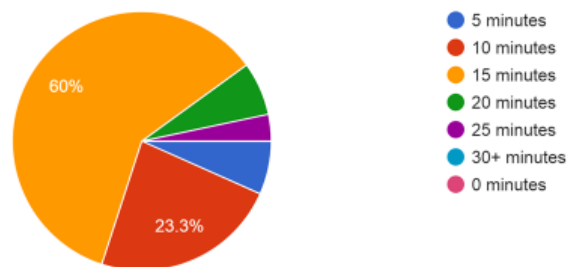


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PUPIL FEEDBACK

Roughly how much time each lesson is lost due to disruptions in the class?

30 responses





INTERVIEW FEEDBACK

- 80% of children identified supply teachers as a factor influencing behaviour
- 50% of children identify teachers being on their phones as an issue influencing behaviour
- 20% of children identify ability groups as a factor influencing behaviour
- 43% of children find class disruptions 'amusing'
- 23% of children have negative feelings during class disruptions



"SOUND BITES" PUPILS



"When teachers respect you, you respect them"

"The best teachers understand you and support you"

"You work harder for teachers you like and respect. If they give you chances and don't just shout, you are more likely to be good"

"If teachers shout at me, I will shout at them"





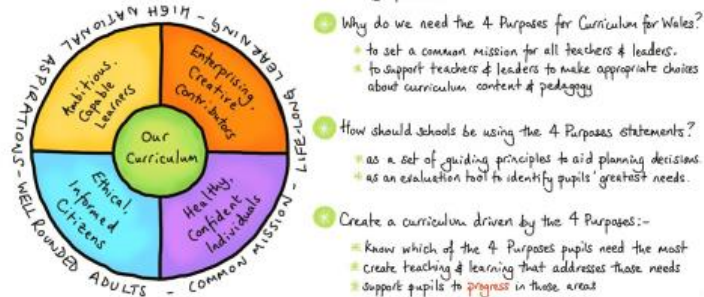
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For bespoke support to create learning
 driven by the 4 Purposes, contact us
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THE 4 PURPOSES of Curriculum for Wales

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The 4 Purposes of Curriculum for Wales are underpinned by:

Principles enshrined by UNITED NATIONS Convention on the Rights of the Child	Welsh Language and Culture	Principles of inclusive education	Community & civic role of schools	Health & well-being of pupils
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SUCCESSFUL FUTURES

A Pivotal Approach ensures:

- Adults are role models for positive behavior. This will help children develop as ethical citizens
- Reduces low level disruptions and keep children focused on learning
- Children are treated with respect. This will boost self-esteem and increase confidence
- Through restorative conversations, children think about their actions and consider the impact on others.



IMPACT

Children feel respected and valued. Relationships between pupils and staff are built on mutual respect.

In most instances staff are able to skilfully de-escalate disruptions, while ensuring minimal disruption to learning.

House teams extremely effective at re-engaging learners.

Restorative conversations. In the reflection room, I witnessed how a child's attitude to his behaviour changed when he considered his actions and the impact on others.

A survey by the DfE found that 97% of schools found restorative practice to be beneficial.

Consistent methodology – Flexible application.



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Thank you for your time, input and support.

