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What are the effective strategies to develop children's social and emotional competence in order to enhance their learning and resilience?

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Frontispiece

This is to confirm that the work in this research project is conducted by the student, except where specific reference is made. This research project is being submitted as part of the degree of BA (Hons) in Primary Education with QTS of the University of Wales Trinity Saint David. I understand that any work I use without reference constitutes as plagiarism, which will lead to the failure of this module.

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Chapter 1: Introduction

Donaldson's (2015) emphasis on the importance of well-being and its influence in creating 'ethical', 'healthy and confident' individuals and Ken Robinson's (2017) and Goleman's (1996) thoughts on the significance of being able to understand and communicate with other people in different situations (emotional intelligence), are key concepts that have led to the interest of exploring children's social and emotional development. Articles that highlight the impact of the '21st century skill' of empathy, where individuals can collaborate successfully (MindShift, 2016) have also provoked curiosity.

Acknowledging these contemporary matters in education informs practitioners that there is a strong link between behaviour and socio-economic background, resilience and learning as identified and observed during PTE. For example, I was placed in a school of a socio-economically deprived area, and a child in year 3 would often refuse to do work, become angry and frustrated, and would quarrel with her friends. This disrupted her learning. I was informed that she was experiencing difficulties within her family environment, and for this reason she was supported with a counsellor. The class teacher and I struggled to manage her behaviour at times, though we managed to overcome this occasionally through speaking to her in a calm manner and allowing her to complete tasks in her own time. Through this experience, I took the opportunity to undertake a counselling course with the university. This has developed my understanding of some of the strategies to address children who seek emotional support in the classroom and has influenced my thinking in terms of how children have varying needs, whether it be at home or in the classroom and its severity.

Research from the Joseph Rowntree Foundation (2018) suggests that enhancing children's social-emotional skills through school-based programmes can support those in overcoming issues of poverty, as educational attainment is the 'biggest drivers' of poverty. Those living in poverty are more likely to endure physical and mental health conditions. As a result, relationships between parents and their children can be negatively impacted because of the stress of financial deprivation. Children from disadvantaged backgrounds have a higher chance of:

"receiving little or no home support for their learning; have weaker language and communication skills... experience frequent behavioural difficulties and are less likely to believe that they have any control over events that affect them." (Welsh Government, 2015, p.5)

Nevertheless, despite a school's area of socio-economic status, from experience, it is inevitable that teachers will encounter children with diverse social, emotional and behavioural needs regardless of their socio-economic background. This is a barrier to learning, hence, schools have a responsibility to provide social and emotional support for all learners.

This research project will explore, synthesise and analyse current and progressive strategies to develop children's diverse social and emotional competencies and its effectiveness; looking at how it can develop their ability to overcome difficulties in this

area, and improve their educational attainment. The main purpose of the research is to identify the effective strategies across the nation (but focusing on Wales) through secondary research; subsequently evaluating whether some of these strategies are implemented in schools and its effectiveness.

Social and emotional competencies can be developed through Personal and Social Education lessons and supporting learners who may have difficulties with their behaviour. This could be support from agencies outside of the school context as well.

Through conducting primary research in a primary school, corresponding with the school's strategies and procedures to obtain the data required for my research was important. To acquire the necessary data, interviews (some audio recorded) of staff, observations and questionnaires (for pupils and staff) were carried out. One of the main aims of collecting the data was to find out whether their current approaches produced beneficial outcomes.

Chapter 2: Literature Review

Defining key terms

Social competence can be viewed as the ability to be independent and connect with other people and **emotional competence** is the ability to generate and express a variety of feelings (Gov.uk, 2012). Topping (1998, cited in Weare and Gray, 2003, p.17) adds it is about “processing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes valued in the host context and culture.”

There are five ‘broad’ aspects of social and emotional learning according to Goleman (1996) and this includes: ‘self-awareness, managing feelings, empathy, motivation and social skills.’ These are essential aspects to consider especially for those with BESD (Behavioural, Emotional, Social Development) difficulties (Gov.uk, 2012). The result of developing these skills will help children effectively interact with others around them as Bronfenbrenner views this as a vital part of a child’s life, as their micro-system, that includes the relationship with their family and community, has the greatest impact on their development (Paquette and Ryan, 2001). With creating the correct environment alongside cultivating these skills, children become more prepared and driven to deal with conflict and manage their feelings, maintain healthy relationships, persevere through adversity and respect and value the differences of others (Primary National Strategy, 2005).

Donaldson (2015) and Doyle (2016) highlight the significance of interpersonal competences, empathy, respect and tolerance as key aspects to develop. Individuals would need to be able to understand how others are feeling and respond accordingly in the workplace as well as at home. Doyle continues to write that these aspects can help individuals collaborate more effectively because they are able to relate to one another and work civilly alongside each other. The process of cultivating these aspects will be different for everyone, though an element that all individuals need is **resilience**. This is the ability to “overcome serious hardship” (Hughes et al., 2018, p.5) or to “bounce back” in times of adversity (Public Health England, 2014, p.6).

The importance of developing social and emotional competence

Living in poverty can affect children’s attitudes and behaviour which can influence their relationships with others. Healthy relationships are needed in order to overcome adversity (Joseph Rowntree Foundation, 2018). The Joseph Rowntree Foundation (2018) identified that in Wales there are 710,000 people living in poverty, making it the highest rate of poverty among the other countries in the UK. Children that are not acquiring the resources they require to satisfy their psychological, safety, social and emotional needs (Maslow’s Hierarchy of Needs), then their psychological health will deteriorate (Lester, 2013). This idea is maintained by Trewin and Hall (2010, cited in Hayward et al., 2018), where internationally, status in employment, life expectancy and well-being corresponds with Gross Domestic Product (GDP).

The Welsh Commissioner recognises that one of the issues that Wales is currently trying to combat are ACEs (Adverse Childhood Experiences), which has become a

long-term focus (National Assembly for Wales, 2018) for one of the well-being objectives (Future Generations Commissioner for Wales, 2018). The Welsh survey for ACEs reported that there is a link between ACEs and mental illnesses. ACEs range from childhood maltreatment to household experiences, where the highest percentage reported included verbal abuse and parental separation. They reported that these can affect individuals and their resilience. They found that there are various factors that can help develop children's resilience. These include active participation in sports or leisure activities, looking at community support, working on social and emotional skills and developing positive relationships (Hughes et al., 2018). Although there are a range of strategies to improve resilience, it is important to be aware that child well-being is becoming a concern in the UK as more and more young people are experiencing mental health issues, as a high percentage (90%) of school leaders have reported that there has been an increase in students with anxiety and stress related problems (Cowburn and Blow, n.d). Similarly, Elias et al (1999, cited in Gov.uk, 2012) express that many of the issues in schools are related to emotional well-being. Ofsted have emphasised that children would be eager to learn more about how to maintain an emotionally healthy lifestyle (Public Health England, 2015).

Cowburn and Blow (n.d) convey that 'emotional well-being' can be used to measure an individual's academic achievement and success in life. They claim that there is evidence that school programmes that cater for those who need emotional support, can improve social and emotional skills as well as improve behaviour and bullying. However, they continue to raise the issue of 'funding constraints' as schools are being put in a position to choose their priorities. They also found that teachers felt a lot of pressure when it came to helping students attain high academic standards while trying to support them with their emotional needs, as they did not have enough support and competence to do this. Schools have an important role to play when supporting students with their well-being as children spend a large portion of their time in the classroom. Schools can provide a safe environment especially for those having difficulties at home, and on the other side, research has shown that parents are more likely to approach teachers about their child's well-being than other professions or services. Furthermore, Cowburn and Blow (n.d) identified that a 'Teacher Voice Omnibus Survey' in 2015 showed that primary head teachers believed that 40% of their staff were trained in responding to learners' emotional needs. They also found that there is not enough training on this subject for 'current Initial Teacher Training', newly qualified teachers and those undertaking Continuous Professional Development.

Exploring different curriculum frameworks and progression for health and well-being

As part of numerous legislations that Wales follows, such as the Education Act 2002, the equal opportunities legislation and the United Nations Convention on the Rights of the Child, all learners should be educated in how they can make a positive contribution to society, where they are able to make valuable decisions for themselves and others (Welsh Government, 2008).

Well-being and children's mental health has become a contemporary issue within education, and it is evident in several countries. The CAMAU report suggests that reviewing how other countries implement health and well-being in their curriculum can lead to 'progression' (Hayward, 2018).

A *holistic* approach to health and well-being is recommended by Donaldson (2015), and Weare and Gray (2003) promote the idea of Local Education Authorities' in using a whole school approach to develop these skills, and 'complementary' approaches for those who have difficulties in these areas. The Health and Well-being Area of Learning and Experience in Successful Futures covers physical and emotional well-being, topics on different relationships and general ideas on how to keep healthy. This area is holistic in its approach as it considers the concept of well-being in all aspects of school life as well as the four purposes. Learners would be healthy, ethical, enterprising and creative contributors of society by supporting and mentoring others; developing and maintaining healthy relationships and having the knowledge and ability to make moral decision (Donaldson, 2015). Similarly, countries such as Ireland, Scotland, British Columbia, Australia and New Zealand follow a cross-curricular approach where they provide specific subjects and elements for health and well-being. For example, Scotland includes physical literacy and movement in their Health and Well-being area, and Australia considers the element of 'personal and social capability' as a competence (Hayward et al., 2018).

Health and Well-being would be considered as a core area of learning in British Columbia, where they maintain a 'balance' between knowledge and application as they have a 'Know-Do-Understand' model for their curriculum. An example of this can be displayed within their Physical and Health Education framework (*see appendix 1*). This aims to develop children's knowledge on the importance of being emotionally and physically fit. The 'complexity' for the 'big ideas', competency and knowledge will increase as learners move up a grade. However, Hayward et al. (2018) argue that they do not provide a 'clear' way to deliver and track progression through these standards. They convey that it is difficult to 'empirically' assess children's development in this area compared to other subjects as children socially and emotionally develop at different rates considering the environment they are in. Also, teachers would need to refer to their knowledge on 'child development' in order to acquire a better understanding of the child's progression (Hayward et al., 2018).

Comparably, the current Personal and Social education framework for 7 to 19 year olds in Wales aims to provide learners with the opportunity to be "confident and skilled in order to take an active and responsible role in society and enhance learning, motivation and achievement" (Welsh Government, 2008, p.5). This framework is holistic in its approach and allows learning experiences to be an 'incidental' part of the school's ethos and community. Learners can be taught the importance of cultural diversity through celebrating other cultures and religions; they can be taught the importance of team work and collaboration; learn about their changing bodies; and can participate in activities that promote sustainable living to combat climate change to look after the environment, which can be done through Eco-Schools; using fair trade products and recycling (Keep Wales Tidy, 2016). Both the Foundation Phase and Key Stage two sections offer these elements and more, with the emphasis of developing

independence in the choices they make, as well as providing the specific learning outcomes and skills (see *appendix 2*) (Welsh Government, 2008).

Effective practice on developing social and emotional competence and its impact

A ‘whole school, multi-agency approach’, surpassing learning and teaching to help children with their social and emotional well-being, can result in ‘sustaining’ good health and economic education according to the National Institute for Health and Care Excellence and Ofsted. An example of a multi-agency approach would be schools collaborating with the 2009 Healthy Child Programme (Public Health England, 2015). This approach can be followed through different principles. There are eight principles to promote social and emotional well-being (see *appendix 3*) and one of them is ‘staff development’, implying that practitioners are able to develop their own knowledge and skills in order to cater for learners’ needs (Public Health England). The diagram (see *appendix 4*) shows that when schools provide an effective whole-school approach, it decreases the chances of group/individual interventions (Primary National Strategy, 2005).

Corso (2007) demonstrates a pyramid (see *appendix 5*) which ranks the influences of developing social and emotional skills in terms of its impact. Corso believes that creating strong positive relationships could form a solid foundation in fostering these skills. Cowburn and Blow (n.d) believe that early intervention would minimise the effects of poor social and emotional well-being. Research presents that the brain works ‘rapidly’ for the first 3 years of a child’s life, therefore early intervention in developing relationships and helping young children to regulate their emotions is essential. Parents have the responsibility to help their children develop these aspects, however, considering the background and experience of parents, they (with the help of schools if necessary) can enter programs to support them with this. Schools can provide these opportunities to families from disadvantaged backgrounds as well (Knitzer and Lefkowitz, 2005). Wales provides the programme ‘Flying Start’. However, according to the National Assembly for Wales (2014), the social and emotional development of those who were on Flying Start was not significantly different to those who were not on the programme. The National Assembly for Wales (2018) reported that it was difficult to assess Flying Start’s impact as they did not have a group to compare it to.

There is evidence of good practice in schools across the UK. Redhill Preparatory School in Wales use a range of strategies to develop learners’ social and emotional competencies (see *appendix 6*). They provide circle time to help children resolve issues, to feel valued and safe and provide a nurturing environment. They use Big ‘Friendly Giants’ to develop relationships with their peers; they use questionnaires and self-registration to check up on learners’ well-being; they provide skills sessions to enhance the skills in different areas of learning in order to boost self-esteem; learners also engage in ‘paramedics’ which is where they are able to fix or mend broken relationships as a group, which enables them to reflect on their behaviour and manage their feelings. Through the questionnaires and self-registration, staff have been able to identify those who need interventions. Additional benefits of these strategies in-

clude better listening skills awareness; and understanding of others' feelings; confidence in seeking guidance and confronting personal issues and feeling 'empowered' to make a positive change in others' lives as well as their own. The Social and Emotional Aspects of Learning (SEAL) programme that was introduced in England had some affect with staff development and training for this programme, as 50% of teachers reported that learners had better listening skills and improved concentration (Public Health England, 2015).

Chapter 3: Methodology and Research Design

Ethics

There are ethical guidelines to follow when conducting research. It is important to consider research in a moral standpoint. Participants should have the right to know what they will be participating in and be allowed to question the researcher as well as be able to refuse to partake or withdraw from the study. However, young children and those with disabilities may not have a clear understanding about what they are participating in, therefore researchers need to think carefully about how to address this. Also, risks should be considered as the participants should be kept safe. Confidentiality and anonymity must be maintained. Allowing this can increase the chance of participation and for more accurate and specific information to be shared (Mcneill and Chapman, 2005).

The researcher is required to fill in an ethics form and adhere to ethical guidelines (see *appendix 7*). Permission from the school and staff were required to obtain the information. The mentor in the school discussed with the group of researchers that the participation consent form was to be signed by the mentor on behalf of the staff (see *appendix 8*). Though at the time when the methods were conducted, permission was granted verbally. If the researcher required photos, a consent form was signed by the mentor (see *appendix 9*), again on behalf of the staff and the school. The researchers were advised to avoid taking photos of children's faces, and to ask staff which children are not allowed to be photographed.

Secondary Research

To conduct primary research, evidence of current data and information must be collected and reviewed. Secondary research can take in the form of statistics or documents. For researchers, it can validate findings and can be beneficial as they can identify any "discrepancies between past and current research" (Mcneill and Chapman, 2005, p.132). Collecting secondary research for this project allowed the researcher to gain a better idea of what to explore.

Primary Research Methods

The school provided plenty of strategies, resources and opportunities to conduct research. The approaches explored are mostly cross-curricular and are embodied in the school environment. The methods used to collect the data and information for this project were interviews, questionnaires and observation notes.

Interviews

For this project, six interviews from staff at the school were conducted. The aim of these interviews was to explore different roles and capture a variety of views on the support they give learners.

The first interview was with a member of staff that manages and teaches learners in what is known as the 'Nurture Group'. This was to be audio recorded, however, half-way through the interview, there was a realisation that it was not recording, and due to time constraints, notes were taken as an alternative. The participant was helpful as she recommended many resources to further explore and was flexible and open to questions.

An Emotional Literacy Support Assistant (ELSA) from a reception class was interviewed. The format was an informal interview as this is what was preferred by the participant. However, the interview had to be rescheduled several times as the participant kept being called into class. To gain more information, the ELSA lead was interviewed. It was beneficial as they provided documents that explained their role in more detail. Both interviews were audio recorded.

There was an interview with the 'progress team'. This was again informal and was carried out with other researchers. The progress team advised for the interview to resemble an open forum where researchers could ask questions to a panel. As there were six researchers, the opportunity to ask questions was limited, though a section of this was audio recorded.

As secondary research informed that early intervention can increase the well-being of children, a Year 1 teacher was interviewed. Classroom strategies were analysed through the questions asked. This was a good opportunity to ask the participant about the progress of the child who accessed the nurture group in the mornings.

The school had a Learning Resource Centre (LRC). This was a wing or section in the school to support learners who found it difficult to function in mainstream classrooms. The head of the LRC was interviewed and valuable information was provided. However, the interview was not successfully recorded, though notes were recorded.

Questionnaires

Two questionnaires were conducted, one for a Year 5 class and one for all staff in the school. The Year 5 class took part in a questionnaire about Philosophy for Children (P4C) and cooperative learning sessions. The response for this was substantial as all the children filled in the questionnaire after their session. The children were given the opportunity to ask any questions or ask for help as the researcher gave them 10 minutes to answer six questions. On the other hand, the general questionnaire about social and emotional support and its impact did not produce many responses as the questionnaires could not be filled in as soon as they received them. All staff requested for it to be completed by the end of the week. McNeill and Chapman (2005) argue that questions should not be ambiguous, and the appropriate language must be used for the correct demographic. Hence, the questionnaires were checked by mentors. The essential data gathered from the questionnaires were taken from more open-ended questions, therefore, there is little statistical data.

Observation Notes

Observation notes took place during a P4C session, circle time in a Year 1 and a Year 3 class, and a 'bucket time' activity in the LRC. The researcher was able to take notes of the displays around the school that promoted children's social and emotional well-being such as the four purposes and behaviour charts for each year. Triangulation (McNeill and Chapman, 2005) was used by taking the information from the observation notes to inform the researcher for possible interview questions.

Limitations of Research

The researcher should try to be objective in their execution, implying that questions asked in interviews and questionnaires should be controlled. This could be by asking questions that do not elicit bias responses (McNeill and Chapman, 2005). Though, for this research it was somewhat difficult to follow considering that the researcher had already acquired some knowledge on the topic; intending to validate secondary findings. The information and data gathered was primarily qualitative in correspondence with the research methods chosen. Interpretivists believe that collecting descriptive information allows for more validity as the researcher and participant can develop a rapport. As multiple short interviews were carried out within a span of a week, strong rapports were not developed, however, extensive data was collected. Positivists on the other hand believe that quantitative data can produce more reliable, hence more valid results as they can be duplicated, and a large amount of data can be collected (McNeill and Chapman, 2005). For example, the questionnaires can be easily repeated. Additionally, researchers can find patterns and trends with quantitative data. For example, the questionnaires from the Year 5 class can allow the researcher to transfer the data into graphs to perhaps find that three quarters of the class enjoy P4C lessons and can then identify the reasons by looking at more open-ended questions.

Furthermore, as the research took place within two weeks, time was a hindrance. The school offered many approaches and strategies, therefore, focusing on a couple of approaches in great depth would have been beneficial as preparation would have been more meticulous and the audio recording malfunctions would have been avoided. On the other hand, it can be argued that there would be less findings to compare.

As there was a limit to the time the children spent answering the questionnaire, perhaps their answers were rushed, therefore, the point of validity can be raised. Also, it would have been more cost efficient to create the questionnaires online as the responses for the staff questionnaire was small. However, it was difficult to acquire time from a class and teachers as there would have needed to be more time provided to set up the online questionnaires, and it would have been inconvenient with their class schedules.

Chapter 4: Results and Discussion

In primary research conducted (*see appendix 10*), the main principles explored included 'curriculum, teaching and learning', 'ethos and environment', 'targeted support' and 'identifying need and monitoring impact of interventions' (Public Health England (2015)). The pioneer school for Successful Futures (2015) consists of a cross-curricular environment, aiming to provide learners with a happy, caring environment, offering a range of approaches and resources, and promoting Donaldson's four purposes.

Whole school approaches and its impact on children's social and emotional well-being

Observations

Philosophy for children (P4C) was observed in Year 5. They sat in a circle to discuss different topics where they can listen and debate in a civil manner, e.g. I disagree because... The topics discussed are usually relatable to learners' experiences and similar to the themes in the Personal and social framework for 7-19-year olds in Wales.

A 'check in' in a Year 1 class was observed. They sat in a circle and took in turns to pass 'Ruby the Rainbow' around and talk about their aspirations; what they wanted to be when they're older and the responsibilities that come with that. Children are given the opportunity to talk and to be listened to. A 'check out' was observed in a Year 3 class and after the children had said how they felt at the end of the day, they undertook a well-being activity which involved spreading themselves out in the classroom to lay on the floor and listen to meditation music to 'relax their minds'.

Cooperative learning was not observed however, the mentor did recommend watching the video on their website about it. Cooperative learning consists of five elements (*see appendix 11*). This type of learning can help children develop positive attitudes to learning as well as develop positive relationships with others through mutual trust and respect. It allows them to face challenges on their own and with others. When it was first introduced in year 6, children were reluctant to work outside of their friendship groups, but through working on active listening e.g. eye-contact, children were able to overcome this (Pembroke Dock Community School, 2018).

In terms of social and emotional development, 'check in and check out', P4C and co-operative learning gives children the opportunity to be ethically informed (Welsh Government, 2008) through the different areas they cover and skills they develop. For example, in P4C they talked about consequences of actions, whether it's right to treat everyone equally. At the same time, they're learning how to question, to listen, to take in turns to speak and essentially to debate in civil manner. During the P4C session, article 13 was mentioned. It was phrased as the right to share opinions without offending others (Unicef, 2010). This was to reinforce a friendly debate.

Interview

Year 1 teacher

The class follow a behaviour chart and consider their ‘golden responsibilities’. This is a good way to remind children what behaviour is acceptable (see *appendix 12*). The teacher promotes children’s self-esteem through reward charts, showing examples of work and praising them. The teacher introduced ‘identity day’ where children were asked to bring in something important to them and speak about it to the class. Additionally, the teacher believes that the children enjoy sharing how they feel and what they got up to during circle time. The teacher conveyed that as part of social competence, circle time provides the opportunity for them to listen and respect others. They informed that the learner who attended the nurture group in the mornings has been making progress as they are more likely to engage in activities and interact with peers well.

Questionnaires

The questionnaire on P4C and cooperative learning (see *appendix 13*) produced a total of 24 responses from a Year 5 class. 95.8% of learners were happy or confident that they were able to do this listen to and respect other people’s ideas and offer their own. Question five had more of a variety of responses (see *Figure 1*).

Figure 1



Assuming that learners responded to this statement considering all the aspects, 20.8% of learners chose neutral and 12.5% of them disagreed with the statement, perhaps implying that teamwork and cooperating with other peers are skills some leaners lack. This suggests the importance of social skills in order to complete tasks.

Furthermore, despite acquiring only five responses from the staff on the impacts of supporting children’s social and emotional development, all respondents either ‘agreed’ or ‘strongly agreed’ to the statement below referring to SEAL aspects mentioned previously:

“When these aspects are developed children are equipped to manage strong feelings such as frustration, anger and anxiety; be able to promote calm and optimistic states that promote the achievement of goals; and recover from setbacks and persist in the face of difficulties.” (Primary National Strategy, 2005, p. 7)

General responses on how children demonstrate confidence in themselves and their learning (see *Figure 2 and 3*) involved children being resilient and having a growth mindset which is Carol Dweck’s idea of overcoming failure and being open to challenges (Hymer and Gershon, 2014).

Figure 2

10: If agreed, please comment on how children demonstrate their confidence in themselves and their learning.

If children are confident they become confident learners wanting to achieve higher levels and they become to love a challenge this is where our school promotes visible learning and growth mindset. They are also not afraid to get something wrong.

Figure 3

10: If agreed, please comment on how children demonstrate their confidence in themselves and their learning.

More able to work within a mainstream class, confident to talk about their feelings, realise someone is there to help. Access their class and Education daily.

Targeted support and interventions for those who need additional social and emotional support and its impact

Observation

‘Bucket Time’ is an autism attention strategy used in the LRC. It intends to help children build on functional and social communication, understanding and spontaneous communication. It promotes engagement, helps to build trusting relationships and helps increase their focus and attention. If children pay attention to what is going on (visual and sensory engagement) for three minutes, they get rewarded a point on the

first step. The longer they maintain their attention, the higher they will go. There are three steps and once they get to the top, they will be rewarded with free time.

The observation involved children gathering around the practitioner with a bucket full of different objects inside. The practitioner would take one out and would say a few things about the car in simple language. The children would repeat it. For example, the practitioner would say “car, car has four wheels...” The children would listen and try not to spontaneously interrupt the practitioner, unless they asked them a question. The practitioner placed A2 paper on the floor, put shaving foam on it and then different coloured paint and glitter. Some children were excited and some of them had to be refrained from touching what was on the floor. It was interesting how focused the children were on what the practitioner was doing. The aim is to help them communicate a shared understanding and experience, through eye contact, gestures, facial expressions, proximity and body language.

Interviews

Head of the Nurture Group

The nurture group aims to nurture learners’ feelings and get them back into mainstream classrooms. These children have difficulties with their behaviour and may have problems at home. There are usually 2-4 children for each session hence there are more opportunities for 1-1 support, and it is easier to implement different strategies. The practitioner mentioned that they tend to focus on dialogue. This means listening to children’s views, making them aware of their environment and accessing learning through their language which helps them manage their feelings and actions using ‘Pyramid Club’ and ‘TalkABout’. The practitioner assists children with basic numeracy and literacy skills as well as carrying out activities such as cooking, baking and games on the iPad. The practitioner believes that doing these types of activities help children with their concentration. They mentioned that there was a Year 3 boy who refused to do work in the class and would become irritated and angry. Through partaking in these activities, the child was able to complete tasks and had a better attitude towards learning. They were then able to go back into a mainstream learning environment. Lastly, the practitioner estimated that roughly 85% of learners are moved back into mainstream classrooms.

Reception ELSA and ELSA lead

Emotional Literacy Support Assistants help learners who have behavioural difficulties, going through bereavement, or those who are finding it difficult to identify their emotions. They help to unpick problems and help manage them. Both practitioners provided valuable information (see *appendix 14*).

The practitioners believe that early identification of any social and emotional difficulties can help prevent future issues and referred to their ‘Flying Start’ programme. They can identify learners through an ELSA Referral form (see *appendix 15*). An example given was about a boy who did not engage in learning, found it difficult to develop relationships with other peers, hurting others and throwing things. But through ELSA (one to one support) they were able to overcome these barriers. Children prefer one to one support for ELSA. Although, depending on the area or topic, it can be done in a group setting, e.g. friendship and sibling relationships. For example, they gathered a group of children who were facing the same problem of falling out with sib-

lings to make them aware that they're not alone. A good strategy mentioned was social stories. This is to help learners better understand what they're going through. Though the main strategy is to be available to listen and speak to them; being there for them.

Moreover, the ELSA lead trains two children from each year group and class in KS2 to be peer mentors in restorative practice (low level). Restorative practice can lead to unpicking problems such as issues at home which leads to their behaviour. Additionally, it was mentioned that there is an ELSA/behavioural specialist to support all learners in the school. The specialist is usually requested by staff whenever there is a challenging situation between learners which they believe is convenient. They also keep record of incidents.

Children's needs are different; therefore, the effectiveness of a strategy will depend on the individual need. This type of support allows learners to have a healthier mental well-being, as a result they can focus and engage in class. They currently do not possess hard evidence to track learners' well-being, however, the ELSA lead is trailing out a questionnaire to give out to learners at the start of the programme and then at the end to track learners' progress.

Progress Team

Learners who are not hitting their phase outcomes are referred to a progress group. The progress team staff have a responsibility to help children achieve their intended outcome, focusing on literacy and numeracy and social skills. They do this through an alternative curriculum of a variety of interventions (see *appendix 16*).

They believe that challenging behaviour stems from the inability to be able to manage the work that they have been given. Giving them tasks that are at their level can improve behaviour and attitude towards learning. Also, they aim to develop skills to raise self-esteem in order to motivate them to keep going and progress in their learning. An example of this would be a boy in year 5 working at a 'U' or reception level in literacy and numeracy. They were given the choice of how to answer comprehension questions on one of the songs from 'The Greatest Showman', either to write them down or record them on the iPad. Through giving him the choice and with support, he was able to come up with very good answers. It is about how you work with the children and providing those strategies to help them manage their learning.

Head of the LRC

This unit offers an alternative curriculum for those with additional learning needs primarily relating to insufficient social and emotional skills. They have a social skills/inclusion scales checklist to assess progress (see *appendix 17*).

The head of the LRC suggested that the most effective strategies to support children with their social skills are visual support such as picture cards. This can help to provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety, and provide opportunities to interact with others. They can also make communication physical and consistent.

It is suggested to work with parents for both practitioner and parent(s) to plan and evaluate the child's progress. Additionally, there is an emphasis on developing children's independence and emotional regulation.

As there are more opportunities to individualise learning, they can understand their learners in great depth. Each learner has a profile stuck on the wall. Despite having numerous strategies and interventions such as bucket time, a soft playroom to deregulate, a sensory room and partaking in activities such as going shopping or making toast, challenging behaviour is still difficult to overcome for some children, therefore, more one to one support is required. However, they contest that this is a barrier to promoting independence. Therefore, it is difficult to produce consistently effective strategies.

Chapter 5: Conclusion

A range of strategies was analysed in this research. Each intervention/strategy could be further explored if time was not a constraint. Evidence from observations, questionnaires and interviews demonstrate that the interventions in place to develop learners' social and emotional competencies can be effective, as accounts of learners overcoming barriers and difficult situation was recorded. The interventions cover the development of positive relationships which Corso (2007) mentions as the basis of establishing further social and emotional development e.g. cooperative learning, P4C and ELSA to be specific.

However, assessing or monitoring learners' progression in this area is quite complex compared to other areas of learning. Many practitioners have conflicting views on how the different aspects within social and emotional development should be assessed because children have different experiences during their development. As a result, the knowledge and skills are "socially and contextually framed" implying that children's social and emotional competencies will be influenced by their family culture and economic background. (Barblett and Maloney, 2010, p. 14). Consequently, the school use their own systems of assessing progress in this area using whole-school, cross-curricular, or individualised approaches.

Furthermore, other aspects to further explore when developing learners social and emotional competencies according to Weare and Gray (2003), would be the involvement of parents and the community, which the school are heavily involved in e.g. family engagement days. Early intervention is also something to further explore. The school has a Flying Start programme as well as a member of staff being trained as an ELSA in the early years. Another aspect to research would be developing practitioners' well-being and consistent CPD training for practitioners to develop their knowledge and skills on this area. The school also consider this as staff can take Friday afternoons off from teaching (scheduled alternate weeks) to either undergo training/research or spend the time to develop their well-being.

Undergoing a study has helped the researcher develop a variety of skills in terms of conducting questionnaires, interviews and writing up the study. As a student teacher, it is beneficial to enhance knowledge on an area of learning that is relatively current and in the progress of developing as an aspect within Donaldson's proposed curriculum. The researcher was able to identify good practice as well as evaluate different issues. Evaluation and reflection are important, as problems are identified and can then be researched further. Lastly, the researcher can use the knowledge and skills developed and acquired from the study to inform their own practice (Grigg, 2015).

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Appendices

Appendix 1



Ministry of Education

Area of Learning: PHYSICAL AND HEALTH EDUCATION

Grade 5

BIG IDEAS

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.

Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.

Personal choices and social and environmental factors influence our health and well-being.

Developing healthy relationships helps us feel connected, supported, and valued.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

Physical literacy

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community
- Analyze and describe the connections between eating, physical activity, and mental well-being
- Describe the impacts of personal choices on health and well-being
- Describe strategies for communicating medical concerns and getting help with health issues
- Identify, apply, and reflect on strategies used to pursue personal healthy-living goals

Content

Students are expected to know the following:

- proper technique for fundamental movement skills, including **non-locomotor**, **locomotor**, and **manipulative** skills
- movement concepts and strategies**
- ways to **monitor and adjust physical exertion levels**
- how to participate in different types of physical activities including **individual and dual activities**, **rhythmic activities**, and **games**
- differences between the **health components of fitness**
- training principles to enhance personal fitness levels, including the **FITT principle**
- benefits** of physical activity and exercise
- food choices** to support active lifestyles and overall health
- practices that promote health and well-being, including those that **prevent communicable and non-communicable illnesses**
- sources of health information and support services**
- strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings
- factors influencing use of **psychoactive substances**, and potential harms
- physical, emotional, and social** changes that occur during puberty, including those involving **sexuality** and **sexual identity**, and changes to relationships

This is an example of British Columbia's framework for *Physical and Health Education* (grade 5), which includes the [purpose of delivering these competencies](#) and the learning standards ([skills](#) and [knowledge](#)). (British Columbia Ministry of Education, 2016)

Appendix 2

Key Stage 2 learning outcomes



Skills

Developing thinking



Learners should be given opportunities to:

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions
- use appropriate techniques for personal reflection.

Developing communication



Learners should be given opportunities to:

- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and take part in debates.

Range

Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- value families and friends as a source of mutual support
- value diversity and recognise the importance of equality of opportunity
- participate in school life

and to understand:

- their rights, e.g. *the UN Convention on the Rights of the Child*, and responsibilities
- the importance of democratic decision-making
- the benefits of families and friends and the issues that can arise
- situations which produce conflict and the nature of bullying
- aspects of the cultural heritage and diversity in Wales
- how injustice and inequality affect people's lives
- what is meant by disability
- the challenges learners might have in accessing learning opportunities in school.



Health and emotional well-being

Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy
- feel positive about themselves and be sensitive towards the feelings of others

and to understand:

- the features and physical and emotional benefits of a healthy lifestyle, e.g. *food and fitness*
- the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances
- the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touching
- what to do or to whom to go when feeling unsafe.

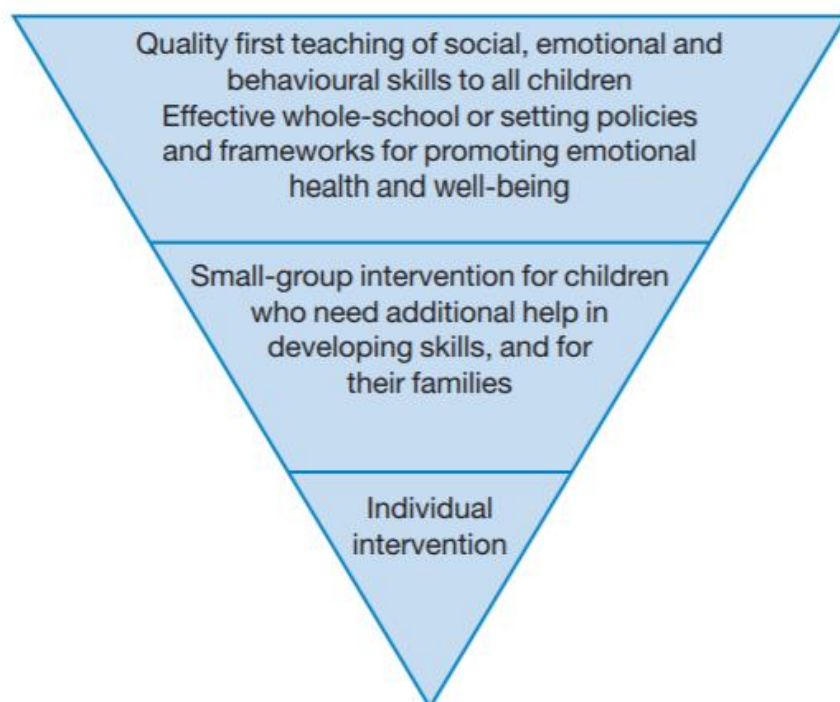
This is an example of the Key Stage 2 *Personal and social education framework*, demonstrating the learning outcomes for Key stage 2. (Welsh Government, 2008)

Appendix 3



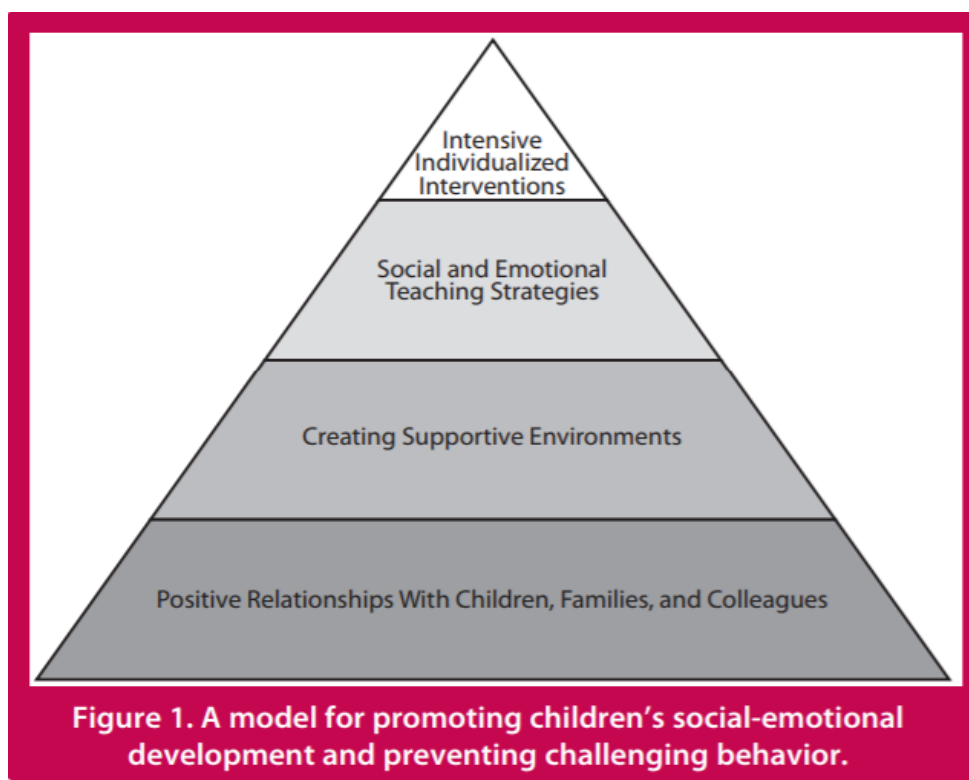
Schools can follow these eight principles to develop effective social and emotional well-being. (Public Health England, 2015)

Appendix 4



This inverted triangle demonstrates key approaches to cater for children's social and emotional needs. (Primary National Strategy, 2005)

Appendix 5



Without the bottom element, the ones above cannot be developed effectively. (Corso, 2007)

Appendix 6

Circle time has become a highly valued whole school initiative. The session is timetabled across the school at the same time. This ensures that its value is understood and appreciated by staff and pupils. Staff see this session as just as important as core subjects. They ensure that all pupils feel valued during weekly circle time sessions and organise an open and honest forum where all pupils have the opportunity to share their thoughts and feelings. As a class, pupils engage with each other to identify differences, difficulties and find practical and appropriate strategies to help all pupils feel that they belong and are valued by the group. Circle Time helps staff to know their pupils well and provides a closer network of support that nurtures positive working relationships.

Big Friendly Giants lead the whole school during a weekly assembly. Each group has a leader, usually a prefect from Year 6, and pupils from each class to make a 'family'. These mixed-age family groups encourage belonging. Each session begins and ends with an animated recital of the school motto – 'Working, caring, sharing and learning, hand in hand, to be all we can be.' Teachers base sessions on emotional and social wellbeing learning objectives and bring the school community together in fun and engaging activities. There are opportunities for pupils to recap on whole school initiatives, which improve social and emotional wellbeing, for example the 'worry box', mind-sets, learning styles or 'what to do if you are being bullied'. Pupils help and support each other during these activities and this closeness to their peers becomes apparent in their relationships and improved confidence outside of the sessions.

Questionnaires and self-registration. All pupils register each morning and afternoon using emotion colours, characters or emotion words. Pupils can change their emotion registration throughout the day. Staff make a note of any negative emotions and find time to ascertain the reasons behind the pupils' choice. Often the issue is resolved immediately. However, staff address more complex issues by allocating time later in the day, sharing with parents or referring to the school counsellor. Staff also use a variety of questionnaires with all pupils to help identify and track pupils' social and emotional wellbeing. They recognise that pupils who have poorer self-esteem and self-respect are likely to feel worthless, bullied and persecuted and that they need support to develop more positive thinking.

Skills Sessions. These are three short weekly sessions for all junior pupils. Pupils take part in a variety of activities according to their needs. These include traditional sessions such as academic booster sessions and More Able and Talented sessions, but there are also opportunities to address wider needs such as touch typing, 'mindfulness' training or emotional intelligence training. The activities are highly personalised to improve pupils' skills. This impacts positively on improving many pupils' self-esteem, which in turn leads to greater self-respect.

'**Paramedics**' is a self-help group named by the pupils. It is a weekly session that any pupil can attend. Pupils can refer themselves or friends. They meet with a staff member, eat snacks and take part in mixed aged circle time sessions. They 'cure' themselves of worries, being shy, scared or angry by taking part in specific activities. The teacher, with counselling knowledge, acts as a facilitator, but the sessions are mainly pupil led with pupils finding their own answers. Many pupils who attend improve their capability to recognise their own **emotions** and those of others, separate different feelings and label them appropriately. They use this emotional information to guide their thinking and behaviour, and manage and/or adjust emotions to adapt to environments. Pupils can also access the school's 1:1 counselling service. This is highly beneficial for pupils if they face a crisis, such as bereavement.

These are the effective strategies Redhill Preparatory school uses. (Estyn, 2018)

Appendix 7 – Ethics form pages 31-43



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:	Jovine Barrientos		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	SWWCTE: YR ATHROFA		
Campus:	Carmarthen		
E-mail address:	1600208@student.uwtsd.ac.uk		
Contact Telephone Number:	07984381291		
For students:			
Student Number:	1600208	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	☒	NO	☐
			Date	
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) – Module Coordinator ECAD6003, ITET	☒	08/02/19	

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

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Ethical Approval Form v8

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, ~~add also~~ any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
Research is within the bounds of the normal classroom and in accordance with SWWCTE school guidelines for parental consent as per SWWCTE 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 EWC guidelines (Code of Professional Conduct and Practice for Registrants with the Education Workforce Council).	☒

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:	Exploring the promotion of resilience and empathy through social and emotional learning (PSHE) within the curriculum for learners from disadvantaged backgrounds. - Are there specific social and emotional learning strategies to promote these? - How are learners' social and emotional skills being developed? - Are these strategies effective? How are they measured? - What are the impacts of these strategies in terms of educational attainment?		
Proposed start date:	11/02/19	Proposed end date:	29/04/19
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) According to the Joseph Rowntree Foundation (2018), the biggest drivers of poverty is the educational attainment of children. Despite the number of factors that affect a child's chances of success in this area such as finance and relationships at home (both relating to poverty), some research suggests that enhancing children's social-emotional skills through school-based programmes can support children in overcoming these issues. It can also help reduce anti-social behaviour and reduce substance misuse. Early intervention programmes such as 'Flying Start' are			

important in tackling issues of poverty for families. However, the research aims to gather information on how teachers can directly support learners (both in Foundation Phase and Key Stage 2) through promoting empathy and resilience in the classroom, and whether this can enhance attainment to help prevent the cycle of poverty in an individual's life.

(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 different groups in Key Stage 2 will be involved in semi-structured interviews where they will be invited to respond to key questions. For example, do you think it is important to be aware of our feelings and how we treat each other? The children will be in an informal setting and I will make notes 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. All children will be asked if they wish to take part. The children will use their traffic lights or emojis, and if at any point they wish to leave the interview or withdraw then they are able to. I will check on children's feelings regularly. Names will be anonymised.

I will also interview different teachers in FP and KS2, and members of the Nurture and Flying Start teams about their experience of supporting those from disadvantaged backgrounds.

Audio Taping:

I will record certain teaching and learning encounters that I believe will contribute towards my research project. Audio taping will be used during group or individual interviews (with permission) and later utilised to contribute towards 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, I will gain their permission initially and act in an ethical manner throughout.

Observation notes:

I will observe different groups (Foundation Phase and Key Stage 2) undertaking Personal, Social, Health and Emotional (PSHE) lessons with children's engagement during this session and record the information in my observation book. The children and class teachers will have access to the observation book. The notes will be shared with the class teacher and each child. The child can then decide whether I am able to use the data.

Questionnaire:

Depending On the children's responses 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 the questionnaire I will adhere to unfollow the training provided by the University during my second year of study when the design and distribution of a questionnaire was necessary for a specific module.

The questionnaire may focus on qualitative or quantitative data or both depending on its focus. Furthermore the questionnaire may be administered to learners, staff or both. If a questionnaire was necessary, then participants will not be required to list their name or personal information. However, they may be asked to share their status in the school (i.e. pupil or teacher) if the questionnaire is completed by both learners and staff and a participant's role is significant to the analysis.

A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the questionnaire. The questionnaire will be distributed physically. Participants' response will be gathered and placed within the response pool for analysis. There will be numerous ways for the individual to respond to gather qualitative and quantitative data with the option, if necessary, for the individual to further comment their opinion or experience. Before the participant submits their questionnaire, they have the right to retain their response. However, once I receive their response, 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.

Examples of pupils' work:

Where I feel examples of pupils' work would support my research, I may request samples. Prior to gathering samples of work, I will ensure that I gave the class teacher's consent and the consent of the pupil to which the work belongs. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The proposed study/research activity will be conducted in Pembroke Dock Primary 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.

N/A

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity <u>include</u> :	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 <u>participants</u> :	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 number of participants is 60 children between the ages of 4 and 11 (Foundation Phase and Key Stage 2). This number may be subject to change. The headteacher, teachers, support staff will be invited to participate in the research.
Prior to conducting the research, I will acquire consent from the headteachers in the school.

(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? Yes ☐ No ☐
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information Participants may not be aware that they are involved in the research. For this reason, 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 want any data to be used at any time. For example, I will ask the children if I can use the information they've provided from interviews in my research. I will also monitor the child's well-being and stop any activity if any child is becoming 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 <u>actually</u> <u>illegal</u> is discovered in the course of a project, it may need to be disclosed to the proper authorities N/A (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 I may be accused of unprofessional practice. I will manage the risk by adhering to the 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 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's response is safe, it will be kept in a folder until the research has been analysed and utilised at which time the data will be destroyed. If a participant's response is lost at the fault of the author or a third party, the individual will not be able to be identified as no personal details are listed on the questionnaire. (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 the participants as it is not relevant for the research. If the participants 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 consent (children):

I will inform my class teacher and senior mentor of the research I will be undertaking, providing a rationale behind the research. However, I will ask them whether they want to participate or not using traffic lights or emojis. This will be an individual exercise so that children are encouraged to respond honestly with their interest and well-being in mind. They will also be informed that they can approach me at any time and discuss their contribution to the research.

Participation consent (teachers):

I will ask the class teachers that are going to be involved to sign the document to agree to take part in the research. If they do not sign the document, then they will not be involved in the research. The consent form will include a box for the participant to tick if they agree with the statements such as:

"I confirm that I have read and understand the information sheet dated 11/02/19 for the above study"; "I have had the opportunity to consider the information, ask questions and had these answered"; "I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason"; "I understand that the information I give may be used in future report, articles or presentations by the research team"; "I understand that my name will not appear in any reports, articles or presentations"; "I agree to participate in the above 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 (raw scores, individual identifiable performance outcomes) are made available to Schools/Parents etc. Only non-identifiable summary/aggregate data can be provided in this way.

I will also place a statement on the consent form indicating that 'if you decide to remain anonymous maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity/ If you prefer anonymity, there will not be any identifying information on audiotaped and transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

(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>	☐	☒

(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (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.		
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		

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 participants 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 e-mail 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 co-ordinator (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:
The researcher - Jovine Barrientos (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.
Participants that provide responses will have their data stored securely by the research. Once the data has been analysed by the researcher then it will be destroyed so that there is no physical trace of the data. This process will also be in accordance to the Data Protection Act (1998). The data collection period will range from 11/02/19 until 29/02/19. Following the 29/04/19, there will no longer be a use for the data and all data will be destroyed <u>at this point in time</u> . (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: 08/02/19

For students:

Teacher / Senior Mentor / Headteacher:	Dr ~~Sioned~~ Hughes
Signature:	
Date:	08/02/19
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 <u>above named</u> 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.

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/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form**Section A: About You**

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according to the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, ~~and also~~ may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: ~~the~~ Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection ~~can be seen as~~ unethical.

Proposed Methods: ~~the~~ Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location ~~and also~~ local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational ~~setting~~ then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in ~~detail, and~~ note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ~~ALL~~ of the research activities that might be undertaken. If any additional types of activity are ~~intended~~ then please add an extra box and describe these.

If you have answered no to all questions in ~~E~~ then sections G and J do not need to be completed. Section H should be ~~considered, and~~ may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as ~~small~~ but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects.

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and ~~yourself~~, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In ~~general~~ do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and

regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this [section](#) it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who [will have access to your data](#), this will include supervisors and examiners. [Also](#) that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after [completion](#) then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, [and also](#) mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

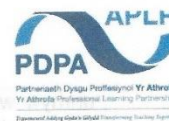
Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Appendix 8



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Rhif Adnabod Cyfranogwr:

Participant Identification Number:

1600208

FFURFLEN GANIATÂD CYFRANOGIAD

PARTICIPATION CONSENT FORM

Teitl Y Proiect: / Project Title: Exploring the promotion of resilience through the social and emotional learning of pupils from deprived areas.

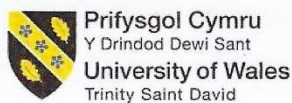
Enw'r Ymchwilydd / Name of Researcher: Jovine Barrientos

1	Cadarnhaf fy mod wedi deall y wybodaeth a roddwyd gan (enw'r ymchwilydd) ar gyfer ei chynnig ymchwil. Rwyf wedi cael y cyfle i ystyried y wybodaeth, gofyn cwestiynau, ac rwyf wedi cael ateb boddhaol i'r rhain.	I confirm that I understand the information given by for her research proposal. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2	Deallaf fy mod yn cymryd rhan o'm gwirfodd a bod croeso i mi dynnu'n ôl ar unrhyw adeg, heb roi rheswm.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3	Deallaf y gellir defnyddio unrhyw wybodaeth a roddir gennyf mewn adroddiadau, erthyglau neu gyflwyniadau gan y tîm ymchwil.	I understand that any information given by me may be used in future reports, articles or presentations by the research team.
4	Deallaf na fydd fy enw'n ymddangos mewn unrhyw adroddiadau, erthyglau neu gyflwyniadau.	I understand that my name will not appear in any reports, articles or presentations.
5	Cytunaf i gymryd rhan yn yr astudiaeth uchod.	I agree to take part in the above study.
Enw'r Cyfranogwr Name of Participant	[Redacted]	Llofnodwyd Signature [Redacted]
Ymchwilydd Researcher	Jovine Barrientos	Llofnodwyd Signature [Signature]

Cewch wrthod cymryd rhan yn yr astudiaeth hon. Cewch ddod â'ch cyfranogiad yn yr astudiaeth hon i ben unrhyw bryd. Os penderfynwch barhau'n ddienw, bydd sicrhau hynny'n flaenoriaeth a chymerir pob cam ymarferol i guddio pwy ydych. Os yw'n well gennych fod yn anhysbys, ni fydd

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any

Appendix 9



Consent form

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Jovine as a representative of Yr Athrofa to:

Take photographs ☒	Interview ☒	<u>See AUP</u>
Take video ☒	Quote school policy documents ☒	
Tape-record ☒	Questionnaires ☒	

(Tick accordingly)

Name of Head teacher [Redacted] Signed [Redacted]

Name of school P.D.C.S.

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: Jovine Barrientos

Signed: [Signature]

Telephone number: [Redacted]

Email address: 1600208 @ ~~university~~ student, uwtscd.ac.uk

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): BA Ed

Date: 11/02/19

Appendix 10

Electives Report

2019

Exploring the development of children's social and emotional skills, its link to resilience and its impact on learning.

Rationale

I have been interested in well-being. I've always thought about whether achievement in school is linked in some way with children's resilience, which could potentially be caused by adversity in their lives.

The Welsh survey for ACEs (Adverse Childhood Experiences) (Hughes et. Al, 2018) reported that there is a link between ACEs and mental illnesses. ACEs range from childhood maltreatment to household experiences, where the highest percentage reported included verbal abuse and parental separation. They reported that these can affect individuals and their resilience (the ability to overcome hardships). They found that there are various factors that can help develop children's resilience. These include active participation in sports or leisure activities, looking at community support, working on social and emotional skills and developing positive relationships. Having read this and a few more documents and exploring this school, I decided to focus on developing children's social and emotional skills within a school context.

Also, Donaldson (2015) proposes that children should be given the opportunity to be "Healthy, confident individuals who: are building their mental and emotional well-being by developing confidence, resilience and empathy."

Context and nature of strategies:

Children experience different levels of adversity within different contexts; therefore, social and emotional support is provided for all pupils. Observations, interviews and questionnaires were used to explore how Pembroke Dock school develops learners social and emotional skills to promote resilience. The school uses a cross-curricular approach with a variety of different interventions and approaches. There is no general data provided that demonstrates the link between developing children's social and emotional skills, resilience and learning. However, interviews and questionnaires conducted for learners and practitioners provided some evidence of the links.

Findings

Approaches

The school provides specific interventions to support learners with behavioural, social and emotional difficulties as well as using whole school approaches. They also have a facility called the Learning Resource Centre (LRC) to support ALN learners (primarily with social skills).

Whole-school approaches

The school aims to support children's well-being through providing "an inclusive, caring and happy environment in which children feel safe, secure, valued and respected" and through "inspiring children to 'dream big dreams', encourage high aspirations and a good attitude." Children therefore acknowledge and understand their rights and responsibilities, which they are made aware of in different contexts within the school. There are also displays around the school that remind and encourage children to be resilient.

- **Check in and check out through circle-time:** children in both Foundation Phase and Key Stage 2 participate in 'check ins' and 'check outs' which involve asking children how they are feeling. Children are given the opportunity to talk and to be listened to.

- **Promoting self-esteem in class:** A teacher from Year 1 promotes children's self-esteem through reward charts, showing examples of work and praising their work. For example, the teacher introduced 'identity day' where children were asked to bring in something important to them and speak about it to the class.
- **Restorative Practice** – all staff trained, and it involves helping children respond to conflict and coming up with solutions to repair relationships.
- **Philosophy for Children:** children in year 5 and 6 sit in a circle to discuss different topics where they can listen and argue points across in a civil manner, e.g. I disagree because... Topics are usually PSE related.
- **Cooperative Learning:**

5 elements:

1. Positive interdependence – when learners in the group feel connected enough to succeed. They share the same goal.
 2. Individual Accountability – holding each member of the group accountable for the success of the task.
 3. Face to face interaction – when they have dialogue which promotes continued progress.
 4. Social skills – skills needed to function well in a group such as listening, taking in turns to speak and coming to an agreement. Allows children to become better communicators, better decision makers, better leaders and conflict managers.
 5. Group processing – choosing different strategies to assess their social skills and identify ways to move forward.
- Children are given 'academic goal' and 'social goal'. They follow a success criterion for both. An example given for a social goal was 'active listening'. As a class they come up with a success criteria using a 'T chart' to assess their social goal. For example, they would look at what active listening would look like (eye-contact, nodding) and how it would sound like (tone of voice, questioning).

Impacts on Learning

In terms of social and emotional development, 'check in and check out', P4C and cooperative learning gives children the opportunity to be ethically informed through the different areas they cover and skills they develop.

For example, in P4C they talked about consequences of actions, whether it's right to treat everyone equally. At the same time, they're learning how to question, to listen, to take in turns to speak and essentially to debate in civil manner. I observed a check in a Year 1 class where they sat in a circle and took in turns to talk about aspirations; what they wanted to be when they're older and the responsibilities. Also noticed that in both of P4C and check in, an Article 13 from UNCRC was mentioned (reinforcing friendly debate).

Cooperative learning can help children develop positive attitudes to learning as well as develop positive relationships with others through mutual trust and respect. Allows them to face challenges on their own and with others. It makes children aware that it is a team effort, and everyone contributes (they have their own roles and responsibilities). When it was first introduced in year 6, children were reluctant to work outside of their friendship groups, but through working on active listening e.g. eye-contact, children were able to overcome this.

Interventions for those who need additional social and emotional support and its impact

Emotional Literacy Support Assistant (ELSA)

ELSA - for those who have behavioural difficulties, going through bereavement, or those who are finding it difficult to identify their emotions, unpicking the problems and helping them manage their problems can lead to them being happier therefore they can focus better in class. No hard evidence, but currently working on new programme to track their progress.

Teacher gives ELSAs referral form to prioritise children. Working with 9 children and have a waiting list of 15.

- Different needs so different strategies.
- ELSA leads trains 2 children from each year group and class in KS2 to be peer mentors in restorative practice (low level). Restorative practice can lead to unpicking problems such as issues at home which leads to their behaviour.
- There is an improvement in attitudes when children undergo ELSA.
- Main strategy is to be available to listen and speak to them, to be there for them.
- Early identification of any social and emotional difficulties can help prevent future issues. An example given is about a boy who did not engage in learning, found it difficult to develop relationships with other peers, hurting others and throwing things. But through ELSA (one to one support) they were able to overcome these barriers.
- Children prefer one to one support for ELSA. But depending on the area or topic, it can be done in a group setting, e.g. friendship and sibling relationships. They gathered a group of children who were facing the same problem of falling out with siblings to make them aware that they're not alone.
- A good strategy would be going through social stories in order to help them better understand what they're going through.
- Ffion's role (TA/ELSA/behavioural specialist) is to support all learners. They can take their work to her. She does a lot with building friendships. She keeps record of incidents (for behaviour).
- These interventions help remove barriers to learning, if a child is socially and emotionally healthy then they are more likely to engage in learning.

Progress Groups

- For those who aren't hitting their outcomes.
- Role is to help children achieve their intended outcome.
- Alternative curriculum with interventions for *Progress Group*.
- Hands on, every-day, basic skill activities e.g. forest schools (building activities), shopping (numeracy and literacy).
- Develop skills to raise self-esteem, to motivate them to keep going and progress in their learning.
- Behaviour stems from the inability to be able to manage the work that they have been given. Giving them tasks that are at their level can improve behaviour.
- Examples include a girl engaging in learning through photography. Another one example would be a boy in year 5 working at a 'U' or reception level in literacy and numeracy was given the choice of how he was to answer comprehension questions on one of the songs from 'The Greatest Showman', either to write them down or record them on the iPad. Through giving him the choice and with support, he was able to come up with very good answers. It is about how you work with the children and providing those strategies to help them manage their learning.

Nurture Group

- Focused on nurturing feelings, less children so more 1-1 support and more able to implement different strategies. Aim for children to get back to mainstream.
- Nurture group is focused on dialogue, listening to children's point of view, make them aware of the environment, accessing learning through their language and helps them manage their feelings and actions using Pyramid Club, TalkABout.
- Effects on learning include better concentration with work, better attitude towards learning and towards others.
- Teaching strategies to overcome difficulties in behaviour.
- Transitioning from nurture group to mainstream – giving child choice of what to do in mainstream.
- Success rate: roughly 85%.

Interventions for ALN learners and its impact:

- Most effective strategies to support children with their social skills are visual support which can help to provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety, and provide opportunities to interact with others. They can make communication physical and consistent.
- Focused more on developing social skills. Social skills checklist used to assess progress: assessed beginning and end of year through observation and scoring children's development from 0-2. Looking at social and emotional development e.g. beginning play behaviour – taking turns, being able to be stand at certain proximity from others; intermediate – play with peers, invite others to play; advanced – making comments when playing with peers.
- They need to learn these basic social skills in order to do activities. A lot of the learning is developing social skills.
- it is important to work with parents and keep contact with them, so both practitioner and parent(s) can plan and see child's progress.
- to overcome things such as attachment and attention, aspects from the social skills checklist are used to devise activities for children.
- It's quite difficult to assess children's academic attainment as the focus is more on developing their social skills.
- There is an emphasis on developing children's independence and emotional regulation.

Strategy - Bucket Time

- Autism attention intends to help children build on functional social communication, understanding and spontaneous communication. It allows for engaging learning and trusting relationships.
- It helps to increase their focus and attention.
- If children pay attention to what is going on (visual and sensory engagement) for 3 minutes, they get rewarded a point on the first step. The longer they maintain their attention, the higher the steps they take (up to 3 steps).
- The children would gather around the practitioner. The practitioner would have a bucket that would have different objects inside it and would take one out and would say a few things about the car in simple language. They would repeat it. For example, practitioner would say "car, car has four wheels..." They would listen and try not to spontaneously interrupt the practitioner, unless they asked them a question.

- The practitioner placed A2 paper on the floor and put shaving foam on it and then different coloured paint and glitter. Some children were excited and some of them had to be refrained from touching what was on the floor. It was interesting to see how focused the children were on what the teacher was doing. The aim is to help them communicate a shared understanding and experience through eye contact, gestures, facial expressions, proximity and body language.

Next Steps:

- Look into sport, outdoor learning and family engagement which have an impact on resilience and mental health.
- Look at pupil voice which is one of the aims of the school.

Appendix 11

Cooperative Learning:

Five elements:

1. Positive interdependence – when learners in the group feel connected enough to succeed. They share the same goal.
2. Individual Accountability – holding each member of the group accountable for the success of the task.
3. Face to face interaction – when they have dialogue which promotes continued progress.
4. Social skills – skills needed to function well in a group such as listening, taking in turns to speak and coming to an agreement. Allows children to become better communicators, better decision makers, better leaders and conflict managers.
5. Group processing – choosing different strategies to assess their social skills and identify ways to move forward

Children are put into small groups. They are given a warmup activity to help build on their relationship. They are then given responsibilities and work together to solve the problem. They are also given an 'academic goal' and 'social goal'. They follow a success criteria for both. An example given for a social goal was 'active listening'. As a class they come up with a success criteria using a 'T chart' to assess their social goal. For example, they would look at what active listening would look like (eye-contact, nodding) and how it would sound like (tone of voice, questioning).

(Pembroke Dock Community School, 2018).

Appendix 12



Golden Responsibilities

- * We have kind hands and feet
- * We use kind words
- * We are honest and always tell the truth
- * We respect each other
- * We listen to others and take turns when talking
- * We look after property
- * We have a Growth Mindset and work hard
- * We walk sensibly and quietly in school

 Year 1 and 2 Behaviour Charter 			
	Behaviour	Responsibility Article 3- everyone who works with pupils should always do their best for them.	Consequence Article 12- you have the right to say what should happen and be listened too.
Article 19 You should not be harmed and should be looked after and kept safe.	I will not deliberately physically hurt other children or adults (fight, punch, hit, kick, slap, poke, retaliate etc...)	Pupils- play safe and nicely with others. Staff- to make sure all pupils are safe and keep an eye out for any hurtful behaviour.	Your name will be on the red traffic light and you will lose break and lunch for 2 days and a phone call home.
Article 37 The right to be treated fairly	I will be polite to adults and other pupils and will not ignore them.	Pupils- listen and follow and act on instructions. Staff- to make instructions clear	Your name will be on the amber traffic light and you will lose one playtime.
Article 19 You should not be harmed and should be looked after and kept safe.	I will be kind to everyone and will not call other names.	Pupils- I will be polite to all staff and pupils if I can't say anything nice I will not say anything at all. Staff- each child treated fairly using charter.	Your name will be on the amber light and you will lose one break time.
Article 37 The right to be treated fairly	I will use good manners at all times. I will not swear/use of inappropriate language/ use rude hand signs	Pupils- to show respect at all times. Staff- show respect to the pupils.	Your name will be on the red traffic light and you will lose break and lunch play for 1 day and parents will be informed.

The teacher will refer to this chart when pupils are misbehaving.

Appendix 13

Questionnaire

Impacts of supporting children's social and emotional development

1: What is your role? E.g. teacher, LSA

Please circle answers.

2: Who do you think is primarily responsible for helping a child deal with his or her emotions appropriately?

Parents

Schools

Children

All

3: What social and emotional aspects have you helped children develop?

Self-awareness

Managing Feelings

Motivation

Empathy

Social Skills

All

4: “When these aspects are developed children are equipped to: manage strong feelings such as frustration, anger and anxiety; be able to promote calm and optimistic states that promote the achievement of goals; and recover from setbacks and persist in the face of difficulties.”

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

5: “When these aspects are developed children are equipped to: recognise and stand up for their rights and the rights of others; understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.”

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

6: “When these aspects are developed children are equipped to: make and sustain friendships; deal with and resolve conflict effectively and fairly; solve problems with others or by themselves; and work and play cooperatively.”

Strongly agree Agree Neutral Disagree Strongly Disagree

7: What do you think are the most important factors to consider when developing children's social and emotional skills? (Please tick 3)

- Schools or setting systems which make sure that all individuals feel valued and listened to.
- Positive relationships in school.
- Teacher (or practitioner) insight and knowledge into the emotional factors that affect learning and skilful teaching which arouses pupil interest and motivation.
- Clear and consistently implemented policies on behaviour, bullying, race equality and inclusion.
- Proactive work with parents.
- The active involvement of children themselves.

8: What do you think are the most effective approaches to support children's social and emotional development?

9: Do you think that most children will feel more confident in themselves and their learning when their social and emotional development is being catered for?

Strongly agree Agree Neutral Disagree Strongly Disagree

10: If agreed, please comment on how children demonstrate their confidence in themselves and their learning.

Any other comments?

Appendix 14

Reception ELSA interview

Researcher: How are children with social and emotional difficulties identified?

Participant: It's normally the class teacher.

Researcher: Do you help plan for these children?

Participant: Yes, they get referred to us and then the class teacher fills in a form where they level their social and emotional skills, with one being the lowest. You're able to see their lowest areas and what they need to work on

Researcher: What do you think the benefits are of supporting children with social and emotional difficulties?

Participant: Massive benefits and it is important to catch them early to stop the problems from getting worse.

There was one child I worked with. He was kicking off every day, in the classroom, in the corridor hurting everybody. He was not engaged in school life whatsoever, but through ELSA time, his behaviour improved.

Researcher: What does ELSA time involve?

Participant: It's half an hour spent with the child to develop different areas like self-esteem, building up their resilience, helping those who can't accept failure, it all really depends on the child, it's all different.

Researcher: Can this be done in groups?

Participant: It can be done in groups through a circle of friends because some children struggle to make friends.

There's a lot of different ways but a lot of it is one to one support.

Researcher: What are the most effective strategies to support these children?

Participant: every child is different, sometimes all it takes is being there, talking to them. Sometimes you have to go through social stories or read it to them, like making friends, in order for them to understand their behaviour because they don't know what they're doing is wrong. There are so many different things to help them.

ELSA Lead Interview

Researcher: Can you explain your role?

Participant: I am the inclusion leader and one of my roles is ELSA lead. There are two other members of staff who trained in ELSA and we have another one currently training down in the early years because they have brought out a new ELSA course which is specifically tailored to the younger child. As ELSA lead, I oversee what the other ELSAs do. I coordinate the pupils who are coming in, who are referred to us. I then liaise with the teachers. It could be the paediatrician who has referred them. I also liaise with the other inclusion manager who may have communication with parents.

Researcher: I spoke to one of the ELSAs and she mentioned that you have a referral form.

Participant: We've put together a referral sheet, I send that out to the class teacher who will then mark off and score the children and from then we can prioritise because we currently have nine children on ELSA and then we've probably got a waiting list of 14-15 children. So, we try and then prioritise by what they've scored on there.

Researcher: I know that every child is different and need different things, but what do you think are the most effective strategies to develop children's social and emotional development?

Participant: It will depend on the child's need; the child would lead you. You sit them down and chat with them to see what the problems are because they may not know what they are, and they might see things differently to how we see them. They may not have an understanding, they may not have emotional literacy or understand their feelings, so it's about chipping away at that and unpick their problems and work forward from there. There are lots and lots of strategies, it really depends on their area of need.

Researcher: How about in terms of restorative practice?

Participant: I'm also the lead for restorative practice. So, I train the children, because we have peer mentors here. So, all classes in KS2 have peer mentors, so that if there are any issues on the playground, if it's low level then they can deal with it. If it's more than that then they can bring to an adult or the class teacher. With restorative practice, it works hand in hand because it's all about making them aware of their emotions and unpick what the problem is. When you sit down with these children and work through the restorative practice questions, you realise there might be something going on at home or there could be another problem with another child at school that nobody hasn't picked up on and that's where some ELSA referrals come from. If we can unpick these problems children are more likely to want to come in to school and engage in the learning. They're going to feel happier, confident and motivated. Our job is being there for them, we're someone they can talk to. We're there to empathise for them and we want to make them aware that they're not alone. Siblings group we had ran really well because they saw that it's not just them who has a brother or sister that behaves this way. It worked well with children lower down in the school who had siblings in the upper end. ELSA typically goes on for 6 weeks but depending on the child's needs it can go on for longer or shorter.

Appendix 15



ELSA Referral form

Pupil name:

Year group:

Class teacher:

Date referral completed:

Background information:

Reason for referral:

Area of need (please tick):

- Loss
- Anxiety
- Bereavement
- Family break-up
- Trauma
- Social Skills
- Friendship skills
- Self-esteem
- Emotional awareness
- Anger management

Prioritising key areas to target (Score 1 very poor - 5 very good):

Area	Skill	Ability Score
Emotional awareness	Ability to recognise how they feel	
	Ability to say how they feel and why	
Social skills	Making eye-contact	
	Taking turns	
	Speaking in a pleasant tone of voice	
	Sharing	
	Asking for help	
	Paying attention when spoken to	
Self-esteem	Ability to identify strengths	
	Ability to accept praise	
	Ability to accept constructive criticism	
	Perseverance for tasks they find difficult	
Friendship skills	Ability to cope with new experiences/change	
	Ability to initiate friendships	
	Ability to maintain friendships	
Anger management	Understand what friends do/do not do	
	Ability to recognise when feeling angry	
	Knowledge and use of strategies to help calm down when angry	
	Ability to seek adult help when angry/frustrated	

Aims:

By the end of weeks, we hope that..... will be able to.....

Appendix 16

Group interview with the Progress Team

A response from a question asked by another researcher:

Participant: Quite often the behaviour stems from the inability to be able to manage the work that they've given. Giving them tasks that are at their level, you're eliminating a lot of the behaviours.

Participant: There's one boy who springs to mind, I usually have him on a Thursday morning, he needs the outdoors, even when he had a day out with Darwin Science, the guy picked on him for being so good. It shows that it's what he needs. There was also another girl in year 5 in my group who showed behavioural issues, we weren't sure what to do with her as she was causing so many problems. But ever she's come to me, she's found a love for photography during forest schools. We've found something that she can channel and the photos she's taken on the iPad at 9 years of age are amazing. When we do the recording work, we give them a choice. We did this comprehension on one of the Greatest Showman songs and I said you could either write it or record the answers on the iPad. We went through the questions, what they meant, and they recorded it. There was one boy in Year 5 who was working at a 'U' reception level in maths and literacy, but his answers on the comprehension were stunning, amazing answers. It's all about giving them the choice.

Researcher: Being ELSA trained, how does your support help them in their learning and progress in other areas of curriculum.

Participant: It's similar to behaviour. You have children who go through bereavement, children who find it difficult to identify their emotions and when we're solving these problems, alongside ELSA, and when you unpick these problems then obviously they're happier about themselves, in their own bodies, they'll be able to focus more in class. I don't have actual hard evidence, although I have just started using a new programme to track so that we can see the difference.

Appendix 17

Learners are assessed at the beginning of the year and at the end of year through observation and scoring children's development from 0-2. Social development is levelled by 'beginning play behaviours', 'intermediate behaviours' and 'advanced behaviours'. Emotional development is levelled by 'understanding emotions', 'self-regulation', 'flexibility' and 'problem solving'. There is a section for communication and academic ability as well. To overcome things such as attachment and attention, aspects from the social skills checklist are used to devise activities for children.

[Redacted] - Social Skills/Inclusion Scales Checklist		
Pupil:	Specialist Setting	Mainstream Setting
Academic Year: 2018/19		
Date of assessment:		
Initials of Assessor:		
Total percentage score:	0%	0%

Scoring notes:

4-Almost always, 3-Often, 2-Sometimes, 1-Almost never, 0-Never/Not observed

If pupil is achieving in Section 1.3, they should (unless evidence is to the contrary) score 4's in Sec 1.1 & 1.2

Inclusion Scales Level	SOCIAL PLAY AND EMOTIONAL DEVELOPMENT	Specialist setting	Mainstream setting
	1.1 Beginning Play Behaviours	0%	0%
1	Enjoys being with another person	0	0
1	Can share personal space	0	0
2	Will interact with more than one familiar person	0	0
1	Maintains proximity to peer within 1 foot	0	0
1	Observes peers in play vicinity within 3 feet	0	0
2	Tolerates being part of a group	0	0
1	Parallel play near peers using the same or similar materials (e.g., playing cars near a peer who is also playing cars)	0	0
1	Will cooperate in an adult chosen, non academic task that is familiar	0	0
1	Physically imitates peer	0	0
1	Verbally imitates peer	0	0
1	Can take part in a sequence of two actions/activities in a row	0	0
2	Takes turns appropriately during simple games	0	0
	Total	0	0
	1.2 Intermediate Behaviours	0%	0%
1	Shares toys, equipment and people with others (with adult support)	0	0
2	Shares toys, equipment and people with others	0	0
1	Will cooperate in an adult chosen, non academic task that is unfamiliar	0	0
1	Talks about the activity with peers, even though the play agenda of the other children is different	0	0
1	Physically and verbally responds to interactions from peers (accepts toy from peer, answers questions)	0	0
1	Spontaneously returns greetings from peers/adults	0	0
1	Spontaneously initiates greetings with peers/adults	0	0
1	Uses appropriate ways of joining in an activity with peers	0	0
1	Invites others to play	0	0
1	Takes turns during structured activities (Only score 1 if adult intervention is need)	0	0
2	Obeys game rules	0	0
2	Responds appropriately to commands relating to behaviour eg stop, no, well done and good	0	0
1	Appropriately requests toys, food, and materials from peers	0	0

	Total	0	0
	1.3 Advanced Behaviour	0%	0%
2	Plays cooperatively with peers during imaginative play	0	0
3	Will interact with a wide selection of adults and pupils	0	0
3	Makes comments about what he/she is playing to peers	0	0
3	Organizes play (suggests ideas to peers on how to play)	0	0
3	Follows peer play plans	0	0
3	Takes turns during unstructured activities without a time limit	0	0
2	Offers toys, food, and materials to peers	0	0
	Total	0	0
	1.4 Established Behaviour	0%	0%
1	Behaves appropriately in a given situation in school (eg. assembly, school grounds, class)	0	0
3	Can sit appropriately in a teacher led group activity, without support, for part of a session	0	0
4	Can sit appropriately in a teacher led group activity, without support, for a whole session	0	0
6	School and pupil perceive the pupils themselves as part of the mainstream class	0	0
	Total	0	0

Inclusion Scales Level	EMOTIONAL REGULATION	Specialist setting	Mainstream setting
	2.1 Understanding Emotions	0%	0%
3 +	Identifies likes and dislikes	0	0
3 +	Identifies emotions in self	0	0
3 +	Identifies emotions in others	0	0
3 +	Justifies emotions once identified (eating because I'm hungry)	0	0
3 +	Demonstrates affection and empathy toward peers	0	0
1	Accepts and uses appropriate contact, suitable to a situation	0	0
1	Refrains from aggressive behaviours toward peers	0	0
1	Refrains from aggressive behaviours toward self	0	0
NA	Does not exhibit intense fears or phobias	0	0
	Total	0	0
	2.2 Self-Regulation	0%	0%
1	Shows anticipation	0	0
2	Will persist at a self chosen task for 5 minutes	0	0
3	Will persist at an adult led task for 10 minutes	0	0
1	Allows others to comfort him/her if upset or agitated	0	0
3+	Self regulates when tense or upset	0	0
2	Self regulates when energy level is high	0	0
3+	Fidgets appropriately, without causing distraction to others	0	0
3+	Deals with being teased in acceptable ways	0	0
3+	Deals with being left out of a group	0	0
3+	Accepts not being first at a game or activity	0	0
2	Accepts losing at a game without becoming upset/angry	0	0
3+	Says "no" in acceptable way to things he/she does not want to do	0	0
2	Accepts being told "no" without becoming upset/angry	0	0

3+	Able to say "I don't know"	0	0
3+	Able to end conversations appropriately	0	0
	Total	0	0
	2.3 Flexibility	0%	0%
2	Will respond to a short one-part instruction appropriately, in a given context eg. 'Please pack away'	0	0
2	Follows everyday routines of own class, with anticipation	0	0
3	Can be easily brought back to task when requested	0	0
2	Accepts making mistakes without becoming upset/angry	0	0
2	Accepts consequences of his/her behaviour	0	0
1	Accepts planned changes	0	0
2	Accepts unexpected changes	0	0
1	Accepts demands	0	0
3+	Continues to try when something is difficult	0	0
3+	Ignores others or situations when it is desirable to do so	0	0
	Total	0	0
	2.4 Problem Solving	0%	0%
1	Can make a choice	0	0
2	Is able to choose one activity from several on offer	0	0
3+	Identifies problems	0	0
3+	Defines problems	0	0
3+	Generates solutions to problems	0	0
3+	Carries out solutions by negotiating or compromising	0	0
3+	Understands impact his/her behaviour has on peers	0	0
	Total	0	0

Inclusion Scales Level	COMMUNICATION SKILLS	Specialist setting	Mainstream setting
	3.1 Conversational Skills	0%	0%
1	Will accept talk and contact from staff	0	0
1	Will accept talk and contact from peers	0	0
1	Can communicate needs eg. needing the toilet (also through non-verbal approaches eg. sign, directing an adult)	0	0
3+	Uses volume appropriately to the situation	0	0
3+	Rate of speech is appropriate and adapted effectively to the situation	0	0
3+	Intonation is used effectively and appropriately	0	0
3+	Asks "Wh" questions	0	0
3+	Responds to "Wh" questions	0	0
3+	Initiate conversation when it is appropriate to do so (using appropriate conversation starters)	0	0
3+	Initiates conversation around specific topic	0	0
3+	Effectively responds to conversation cues (eg. natural breaks, eye contact, questioning)	0	0
3+	Takes turns in conversation	0	0
3+	Can maintain and develop a topic effectively and appropriately	0	0
3+	Can seek clarification and further information effectively and appropriately	0	0
3+	Introduces him/herself to someone new	0	0
3+	Introduces people to each other	0	0

3+	Ends conversations appropriately (using appropriate verbal and non-verbal behaviour)	0	0
	Total	0	0
	3.2 Nonverbal Conversational Skills	0%	0%
1	Will initiate interaction eg. eye contact, facial expression, vocal	0	0
1	Makes meaningful vocalisations	0	0
3+	Makes facial expressions	0	0
3+	Understands facial expressions in others	0	0
3+	Understands physical gestures	0	0
3+	Uses hand gestures effectively (e. for emphasis or substitution of speech)	0	0
3+	Maintains appropriate proximity to conversation partner (adapts according to relationship and social situation)	0	0
3+	Shows they are listening to the speaker (eg. eye contact, nodding)	0	0
3+	Orients body toward speaker	0	0
3+	Pays attention to a person's nonverbal language and understands what is being communicated	0	0
3+	Waits to interject	0	0
	Total	0	0
	3.3 Assertiveness	0%	0%
1	Is settled in school	0	0
1	Shows awareness of being in a group	0	0
1	Is aware of ownership (own and others)	0	0
3+	Expresses feelings (with appropriate body language and vocabulary)	0	0
3+	Stands up for self or rights effectively and appropriately	0	0
3+	Disagrees with others using appropriate verbal and non-verbal behaviour	0	0
3+	Complains effectively and appropriately to the situation by stating reasons clearly and assertively	0	0
3+	Gives appropriate compliments to peers	0	0
3+	Appropriately receives compliments	0	0
3+	Asks for a favour appropriately	0	0
3+	Apologises independently and effectively using appropriate verbal and non-verbal behaviour	0	0
	Total	0	0

Inclusion Scales Level	ACADEMIC SKILLS	Specialist setting	Mainstream setting
	Ability	0%	0%
5+	Attainment level for the mainstream subjects attended needs to be within two sub levels of the lowest attaining pupil in the mainstream receiving class eg. the lowest attaining pupil English is 2a, so the pupil to be included is working at a minimum of	0	0
	Total	0	0