

Appendix

Appendix 1-13 (in text appendices)

Appendix 14 Ethics Form

Appendix 15 School Elective Report

Appendix 1- ALNCO Interview

L.Williams (ALNCO)

13/02/20 (13:45)

1. Feelings around the changes in policy?

- Unified plans
- No statements only IDP's

Feel very positive about the changes that are happening, she feels like the changes will be positive for all parties involved. The use of IDPs will be great to clearly lay out (what they have tried, what they will try, what the next steps are ect..)

2. How has the school been preparing for the changes?

- Will the school need to change anything? (Already use IEP, one sheets, ect.)

The school has already been attempting to change their policies in light of the upcoming changes, they have started to build IEP/IDP's for all the pupils and have created 1Pages for all pupils on school concern. We have also been reducing the number of pupils on IEPs for General Learning Difficulties.

3. What do you think will be the biggest change?

How pupils will design their IDPs with their parents and the school. It will be a bigger joint effort.

4. Any issues that you can foresee?

Issues with younger children, they wont understand the process as much and wont be able to input as much as older children would be.

There may also be issues with funding following the change as I can see there being less pupils being on IDPs.

5. What would you change?

Nothing at the moment as the exact changes aren't in place and there has been very limited advice from the authority. There may be changes that we cannot see coming.

6. Will the changes affect the funding the school receives?

There may be changes to the funding but again we aren't sure of the specifics, we do know that the funding for ~~statements~~ children is secure from the authority but not other funding.

7. How could you see parents reacting to the changes?

- Do parents dislike the possibility of their child being given a statement?
- Would this be made better or worse by the removal of statements to IDPs

The parents should welcome the changes as it benefits them the most, the way the IDPs are designed they are required to take a more positive role in designing the IDP with the children and the school. Often parents are left out of the building of the IEP/IDP and are there only to sign and agree but this method requires more of their input. I foresee the parents becoming more aware of the steps being taken to address issues, rather than just being a passenger.

8. Would school wide IDPs be possible?

- Would this aid in normalising IDPs?
- Would it benefit behaviour in the ways learning scaffolds aid literacy/writing?

We as a school will trial school wide 1Sheets for pupils that they will create during our wellbeing week. These will be available to the children in the classroom but wont be displayed on the walls or such. The pupils who are then on IDPs will have a copy of the 1Sheet in the class folder to highlight them for supply teachers or class cover, this is done to ensure they are easier to identify initially within the folder.

Appendix 2 - Behaviour policy

is fully committed to ensuring all children have the maximum opportunity to succeed. We appreciate that some children may have experienced disruption or upset in their lives and that this may affect their behaviour. As such, we offer the following interventions to maximise the opportunities for pupils and offer support at an early stage:

1. All pupils benefit from specific lessons on **managing emotions** and **growth mindset**;
2. **Emotion Coaching** is used throughout the school to deal with issues and incidents;
3. We run regular **Relationship Based Play (RBP)** groups for children and parents;
4. We have a **safe adult** system for our most vulnerable pupils. They are able to check in with this safe adult during the school day;
5. We have **safe zones** for pupils who need to 'take a break';
6. We have a **social skills group** which provides pupils with a chance to develop social and communication skills;
7. Interventions such as **ELSA**, **Lego Therapy**, **Bereavement** work and **Talkabout** are run with pupils as appropriate.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment for all pupils. We employ each sanction appropriately to each individual situation. As a general rule sanctions include:

- A discussion with the child to ascertain the nature of the problem. This may be followed by a verbal warning;
- A further conversation with the child, reminding them of the choices they should make;
- Time out which may be in a classroom quiet area or in another classroom. Completion of a 'Reflection Sheet'. At this point a record of the incident will be kept;
- Sent to the Headteacher or Deputy Headteacher to discuss behaviour;
- Parents are invited to school to discuss the child's behaviours and strategies that could be used. This would usually happen after several incidents of low level disruption or a single more serious incident (see appendix 2);
- Behaviour books to help to identify 'flash-points' and give an opportunity to celebrate appropriate behaviour;
- A reduced timetable may be offered if a child is struggling with full time school. This would happen if a child exhibits regular serious misbehaviour (see appendix 2);
- As a last resort or in the case of serious misbehaviour a fixed term or permanent exclusion may be used.

Appendix 3- Rights of the Child Articles



Appendix 4- Behaviour Chart

CRYNALLT PRIMARY SCHOOL

Expected Behaviours: Working hard Showing perseverance and accepting a challenge Being respectful to adults and children Following instructions Being kind to others Using kind hands and feet Encouraging others Being honest and responsible Looking after the classroom and school	Rewards ✓ The best possible learning! ✓ Pride in our achievements ✓ Positive comments to our parents via dojo ✓ Class dojo points ✓ Star of the Week certificates ✓ Extra Responsibilities/ chances to represent the school ✓ Celebratory postcard home
Avoidable Behaviour: Not completing work Disturbing the learning of others Talking/messing about in assembly Being rude to staff or other pupils Shouting out in lessons Not following instructions Leaving class without permission Swearing	Consequences: • Making less progress in learning • Verbal reminders • Missed playtimes • Discussion with parents • Missed opportunities to go on visits/represent the school/ have extra responsibilities
Unacceptable Behaviour: Amber behaviour on a regular basis Damage to property Hurting staff or children Fighting Bullying Stealing	Consequences: • Headteacher/Deputy Headteacher involved • Parents informed immediately • Missed playtimes and/or school trips • Possible fixed term exclusion • Possible permanent exclusion

Appendix 2

Definitions

Low level poor behaviour:

Appendix 5 Class Teacher interviews

Mr. Parvin- 12/02/2020- 11:58

It can sometimes be beneficial to slightly change sanctions to each pupils need as a slight accommodation can aid in mitigating future behaviour. [I observed] One pupil allowed to have some play when they were supposed to miss all play, this was justified as the pupil generally behaves better following some physical exertion.

This was not on any IDP or 'One sheet' for the pupil but was clearly something that needed consideration.

There are many issues with children not on 'the radar' or ALN or IDP's. Some of these pupils can be averse to learning and will stop working when they want too. (I've done enough, can't be bothered to do any more)

This could be an issue with the system as some pupils who do disrupt their/others learning aren't on any school focus or action (missed children).

Mr Parvin has built a matrix of support for many of the pupils regardless of school action, this can lead credence to the positives of individualised support for all pupils.

Mr Parvin already uses 'Growth Mindset' guides on desks and some pupils have basic behaviour guides on the back to use. These guides are a simple proof of concept for larger on desk IDP's and they were observed being used occasionally.

,

Appendix 6- Classroom Observations

Behaviour interruptions	Lesson 1	Lesson 2	Lesson 3
Talking to others (non-learning talk)	2	2	
Off-Task (performing non work tasks)	3	2	
Focus (Sitting quiet but not working on task)	3	1	
Finding a comfortable way to sit/work	0	1	
Shouting/Attention seeking	2	1	
Finished work and distracting others	2	0	
Wanting to work with support (TA, CT)	1	0	
Adverse attitudes	3	2	
TOTALS:	16	9	

learning interruptions	Lesson 1	Lesson 2	Lesson 3
Group marking	2	2	
Re-teaching	3	3	
Peer marking	4	0	
TOTALS:	9	5	

Equipment interruptions	Lesson 1	Lesson 2	Lesson 3
Difficulty accessing apps/work on a device	2	0	
Lockdown/Fire alarm	0	1	
	0		
TOTALS:	2	1	

Appendix- 7 Pupil Interviews (IDP Group)

	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5		
Do you know what these are? (one page)	Yes, has seen it before.	Yes, knew what it was.	Yes, knew what it was.	Yes, knew what it was.	Yes, knew what it was.		
Who made it?	We made them, with help.	I made it with a teacher	We designed it and said what to put in it.	We designed it and said what to put in it.	We told the teacher what to put on it, she helped.		
Who does it help?	Don't know	Helps the teacher	Helps us.	Helps us	Helps us		
What would you add	Don't know	Not sure	Some more steps and tips	Not sure	Not sure		
Do you use it in class?	Don't use it.	sometimes	Not really.	We don't use them	We don't use them.		

Appendix - 8 One Page Profile

What people like and admire about me...

- I'm very polite
- I listen well in class.
- I am very kind and caring
- I am friendly to other classmates.
- I play well with my friends at breaktimes.

What makes me happy

- Playing with my friends
- Going on the chromebook
- Playing Roblox, Fortnite and Gang Beasts

How I want to be supported...

- Having quiet time on my own, when I feel sad
- Working on an iPad when my hand is hurting
- Working in a small groups and having extra support from teaching staff
- Listen to me when I need to talk about something.

Appendix - 9 Pupil Interviews (Non IDP Group)

	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6		
Would you like ways to let the teacher know how you work best?	Yes, that would be helpful.	It could be helpful for some people.	It could be a good idea.	Yes it would be useful	Yes it would be useful	Yes it would be useful		
What would you add?	Steps to help us remember to do things. Like underline the title.	add things that supply teachers could use, like who we work well with or who we don't.	Things to remind us like WAGOLLS and writing guides.	Could have a good behaviour checklist, so sir doesn't have to tell us.	It could help us remember to do things that we always forget.	It could help us remember to do things that we always forget.		
Would you like to use some thing like that in class	Yeah it would help me to remember to do things.	Yes	Yeah	Yes it would be useful	Yes, it could help me remember to do things.	Yes, I think we would use it.		
Who would use it?	The teachers and us.	Me and the teachers	It would help sir, so he doesnt have to keep reminding people	We would all use it.	I would use it	I would like it if they were personal ones so we can only have what we want on there.		
Would it be ok if these sheets where left out on the table so they are easy to see?		yeah they would be ok to be left out but not so everyone could see like on the board		Yes it would be ok if everyone had one	That would help so we can see them like writing guides.	Yeah it would be a good idea.		
Would you mind if others saw yours?		I wouldn't like it if everyone could see it all the time.		No as long as other people have one.	No as long as everyone has one	No as long as everyone has one		

Appendix 10- Interview with Class Teacher

Mr. Parvin- 12/02/2020- 11:58

It can sometimes be beneficial to slightly change sanctions to each pupils need as a slight accommodation can aid in mitigating future behaviour. [I observed] One pupil allowed to have some play when they were supposed to miss all play, this was justified as the pupil generally behaves better following some physical exertion.

This was not on any IDP or 'One sheet' for the pupil but was clearly something that needed consideration.

There are many issues with children not on 'the radar' or ALN or IDP's. Some of these pupils can be averse to learning and will stop working when they want too. (I've done enough, can't be bothered to do any more)

This could be an issue with the system as some pupils who do disrupt their/others learning aren't on any school focus or action (missed children).

Mr Parvin has built a matrix of support for many of the pupils regardless of school action, this can lead credence to the positives of individualised support for all pupils.

Mr Parvin already uses 'Growth Mindset' guides on desks and some pupils have basic behaviour guides on the back to use. These guides are a simple proof of concept for larger on desk IDP's and they were observed being used occasionally.

Appendix 11- Concentration Checklist



Appendix 12- Report Presentation Notes

Report Presentation Notes
Researcher, Head, Deputy Head,

H- Power Dynamic within leadership team, We work well together but we have different ways we like to run things here, I think this works quite well here.

DH- yes i agree, I run the day to day operations and the Head then ensures we are developing practises to ensure we are providing the best teaching, so the school on a big picture.

H- This allows us to be proactive in out approaches not reactive, which i hope you have seen. We like to be ahead of the wave when it comes to supporting best practices and this dynamic allows us to do this.

R- All class IDP's

H- No, we don't want to go down that rout at all, they will take up far too much time. The class teachers cant be expected to create something like that for not much of a return there are far better things we can be doing.

DH- Teachers will do systems similar to that but they aren't necessary or required of them, I find them useful but we would not make any class teachers do them unnecessarily.

10/02/2020- 10:30

The local authority did not have the answers to the schools questions on the changes. The authority seemed to be in the dark on the implementation process.

Appendix 13- Interview with School Council

Interview with school council.

Responses-

The school council instigated change within the school following a survey conducted by the school leadership team where pupils felt that they were disadvantaged and negatively impacted by the variations in sanctions for common behaviour issues with some pupils feeling that they had been treated harsher than their peers.

C1 "Some kids felt unsafe that the teachers on the playground punished them worse than other kids"

C1 "So we asked the children on the yard what we can do about it and decided that we should make a chart where everyone knows what punishments they will get for certain stuff"

NT Do you think it worked?

C1 "Yes, the pupils said it was much fairer and that everyone can see what will happen if we do certain things and also good things too"

C2 "It helps us to follow rules, and everyone can say 'don't do that or that will happen', and thats helpful for some of the younger pupils too"

C3 "We also like that it is on all the walls so we can always see it"

Appendix 14- Ethics Form



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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:	Nicholas James Thomas				
Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐	
Undergraduate Student	x	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	ITE: YR ATHROFA, UWTSD
Campus:	Carmarthen
E-mail address:	1702851@student.uwtsd.ac.uk
Contact Telephone Number:	07817666079
For students:	
Student Number:	1702851
Programme of Study:	BA Primary Ed (QTS)
Director of Studies/Supervisor:	Dr Sioned V Hughes

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): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) Module Lead	☒	06.02.2020	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA Guidelines- Ethical Guidelines for Educational Research, (2018)	☒
The research is within the bounds of the normal classroom and in accordance with the ATHROFA guidelines for parental consent as per ATHROFA letter	☒
Education Workforce Council (EWC) Research and Ethics Guidelines	☒

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 and confirmation this person has consented to their personal data being shared as part of this collaboration.				
Institution				
Contact person name				
Contact person e-mail address				
Has this individual consented to sharing their details on this form?	YES	☐	NO	☒

Are you in receipt of a KESS scholarship?	YES	☐	NO	☒
Is your research externally funded	YES	☐	NO	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO
	Employed	YES	☐	NO
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☒	NO
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO

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

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:	Investigating how one school has adapted policies and practice for behaviour management in response to the ALN Transformation Programme in Wales.		
Proposed start date:	10/02/2020	Proposed end date:	01/07/2020
Introduction to the Research (maximum 300 words) The research intends to investigate how one school has changed practice and policies in response to the changes to Additional Learning Needs (ALN) programs outlined in the ALN Transformation Programme (Welsh Government, 2018). The main changes of interest in this research is the implementation of a ALN continuum and the introduction of Individual Development Plans (IDP) or similar strategies that will unify many different programs currently in place. The creation of an IDP aims to be a simpler and less adversarial system to the statements of Special Education Needs (SEN). The investigation will use the one school as a case study to view the issues and changes the school has faced in the implementing of the changes in ALN Transformation Programme. This should give an overview to other schools some issues they may face and possibly solutions to common problems. The changes to policies are recent and as such there may be very little investigation into the issues and problems faced with implementation. I will use various techniques to gather data and responses to ensure the collection of a wide range of quantitative and qualitative data. I will follow the suggestions of Cohen, Manion and Morrison (2017) to ensure the most effective use of all my chosen research techniques.			
Purpose of Research Activity - To investigate the implementation of changes brought about by the changes in ALN policy - To develop professional knowledge and understanding influencing future personal practice.			

Research Question

How one school has adapted policies and practice for behaviour management in response to the ALN Transformation Programme in Wales?

Aims of Research Activity

The research aims to capture the opinions and views of pupils, practitioners and lead practitioners on the implementation of changes in policy outlined in the ALN Transformation Program. The research will give insight into difficulties or issues in the practical application of the changes.

Objectives of Research Activity

- To explore the impact of implementation of new policies
- To observe the use of Individual Development Plans or similar strategies
- To interview pupils for their opinions and feelings on the implementation of new strategies
- To interview staff members on the possible challenges or advantages of implementing the changes in ALN
- To critically reflect on the findings to consider how this may affect future professional practice

Proposed methods (maximum 600 words)

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

Whilst using the methods I will follow the guidance of Cohen, Manion and Morrison (2017) who give advice to researchers on the benefits and drawbacks of each method as well as how to effectively carry out the methods within research activities. This will hopefully enable me to collect data in the best possible ways whilst ensuring that I am ethical and efficient.

Interviews-

Individual or a group of children from a variety of classes will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, questions relating to changes in classroom practice. The children will be in an informal setting and I will gather notes of their responses and (with permission) an audio recording of the interview. The children will not be forced into participating or responding to questions; the notion that responses to questions are voluntary will be expressed from the start of the interview. All children will be asked if they wish to take part in the interview before starting the interview, the children will be informed that they can withdraw from the interview or not respond at any time without notice. They will be made aware of the fact that there will be no consequences to their answers, responses or lack thereof. Throughout the interview I will check on the children's wellbeing to ensure they remain comfortable in the interview environment, following the BERA ethical guidelines (2018). At the time that the interview data is utilised in my written response, no names shall be mentioned; where applicable pseudonyms will be used.

Additionally, I will interview members of staff, however with members of staff pedagogical and professional questions will be asked. Furthermore, I may interview other members of staff within the school that do not hold a teaching post. The staff will not be forced into participating or responding to questions; the notion that responses to questions are voluntary will be expressed from the start of the interview. All staff will be asked if they wish to take part in the interview before starting the interview, the staff will be informed that they can withdraw from the interview at any time without notice again following the guidelines outlined in BERA.

Observation/Field notes-

I will observe and make notes of a variety of teaching and learning encounters throughout my research. Throughout my observations I will take note of the children's behaviour and enjoyment. At times, I may focus on observing the whole class or individual children that are of interest to the research project. Or, during a session I may observe the teacher's approach to teaching and learning and their pedagogical approaches to certain situations. Observations will be made in my personal notebook, once again no names shall be mentioned however, a pseudonym may be used. To further enhance my research, I may discuss my notes with the teacher or children to gather more detailed perspective or explanation for knowledge and make notes on their behaviours or attitudes towards learning.

Video/Audio taping-

I will record certain teaching and learning encounters that I believe will contribute towards my research project. Video or audio taping will be used during group or individual interviews (with permissions) and later utilised to contribute towards my discussion and synthesis. Photographic evidence may also be used and collected. However, prior to this I will engage with the class teacher to enquire whether all children in the situation can be photographed. I will act with caution when utilising the camera to ensure those who cannot be photographed will not be photographed. Prior to recording any research participant, I will gain their permission initially and act in an ethical manner throughout.

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. I will adhere to and follow the training provided by the university during my second year of study when the design and distribution of a questionnaire was a necessary for a specific module. The questionnaire may focus on qualitative or quantitative data, or both. If a questionnaire is necessary then participants will not be required to list their name.

Cohen, L., Manion, L., & Morrison, K. (2017). Research methods in education
 BERA, (2018). ETHICAL GUIDELINES.

Location of research activity

Identify all locations where research activity will take place.

The proposed Study will be conducted in a Primary School within the ATHROFA

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 and/or legal sensitivities or vulnerabilities of participants.

N/A

(this box should expand as you type)

NO

X

Use of documentation not in the public domain: Are any documents NOT publicly available?	YES	☐
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. <i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.		
Details of any other primary data collection method:	☐	☐
<i>(this box should expand as you type)</i>		

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

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

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
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 specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: (this box should expand as you type)	☐	☒

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	Approx. 50 participants in school (this box should expand as you type)
Who will the participants be?	Pupils across age groups, Headteacher, Teachers, ALNCO. (this box should expand as you type)
How will you identify the participants?	Prior to conducting research I will discuss and seek advice from senior mentors, Headteacher and ALNCO. (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			
<i>(this box should expand as you type)</i>			

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

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes

☐

No

x

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

How will you mitigate the Risk to Participant

May affect self-esteem of others by not being selected as participants

All potential participants will give in consent forms. Pupils will be told that there will be a selection of children chosen at random. All pupils will be involved in classroom observations.

Pupils may feel under pressure to give the 'correct' answer.

Pupils will be made aware that there is no 'right' answer and there will be no consequences from any of their responses. We will make it clear that we are searching for honest opinions and answers. The pupils will be reassured that there will be no changes to how they are taught or treated on the basis of their responses.

Practitioners who may feel under pressure to be positive about Headteacher, ALNCO, or authority decisions.

All participants will remain confidential and responses reported in ways to ensure that there can be no association with the participant.

Anonymity and confidentiality

Participants will be made aware that all data will be anonymised and will remain confidential. They will be aware that no pupil will be able to be identified from the research.

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

NA

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Risk to Investigator:	How will you mitigate the Risk to Investigator:
Allegations from pupils in the study	All Interviews will take place in shared spaces with others present.
Allegations of favouritism in the choosing of participants	There will be random selection of participants and the inclusion of as many participants as possible to reduce the risk of alleged favouritism
Accusation of fabrication or falsification of data	I will ensure that i follow the UWTSD and BERA ethical guidelines when conducting this research.
Possible power imbalance with myself as a teacher researcher.	Pupils will be made aware that participation is voluntary, they have the right to withdraw at any time, without consequence.

University/institutional risks

For example: adverse publicity, financial loss, data protection

Risk to University:	How will you mitigate the Risk to University:
The need to uphold the good name of the university	I will make sure that I follow the UWTSD and BERA ethical guidelines when conducting my research task. I will behave in a professional manner, at all times.
Not falsifying any data which could impact the representation and standards of the university.	
Not behaving in a way that could impact the relationship between school and university.	

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.

Does your research require you to hold a current DBS Certificate?

YES	NO	N/A
☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What de-briefing and feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to 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.

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

Participant consent - children

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children identified to participate whether they wish to participate regularly, using child friendly methods. This will be an individual exercise so that children are encouraged to respond honestly with their interest and wellbeing in mind. Children will also be informed that they can approach me at any point to discuss their involvement in the research.

Participation consent- teachers

For the class teachers, I will ask them to sign a document if they agree to take part in the research. If they are not willing to sign this document, then I shall not use them in my research. The consent form will include a box for the participant to tick if they agree with the statements, E.g. I confirm that I have read and understood the information sheet dated 06/02/2020 for the above study. I have had the opportunity to consider the information, ask questions and had these answered satisfactorily. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason. I understand that any information given by me may be used in future reports, articles, or presentations by the research team. I understand that my name will not appear in any report, articles or presentations. I agree to participate in the above study.

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 ect. 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 audiotapes and transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

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/>).

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

Will the research activity involve storing personal data and/or special category 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 the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
Confidentiality will be upheld by not requesting participant names on any piece of data collected. Data will be stored in a locked case and password protected computer. Any correspondence between my tutor and myself will be through a password protected Email account.		
All Data Storage		
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 GDPR and DPA (and/or any international equivalent):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
-Personal data available to the individual -Data available to the university mentor		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
The researcher (Nicholas Thomas)		

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

Data will remain on a encrypted laptop and only transferred using encrypted and password protected portable data storage.

Please indicate if your data will be stored in the UWTSD Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. *(Most relevant to academic staff)*

NO

(this box should expand as you type)

Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

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: 06/02/2020
-------------------------	---	------------------

For STUDENT Submissions:

Director of Studies/Supervisor:	Dr. Sioned V Hughes	Date:
Signature:	<i>S.V. Hughes</i>	07.02.20

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

Appendix 15

Introduction-

Firstly I would like to share my gratitude and thanks for your hospitality and support as a school during my elective experience. All staff have been incredibly helpful during my time at the school and have offered great support to me as a researcher and as a student teacher. Their advice and experience will aid me in developing my own professional practice.

School Context-

As detailed in the electives experience handbook, this presentation will take the form of an Estyn report on effective practice, with my personal observations and research contributing to the overall report.

Crynallt Primary School opened in 2013, following the amalgamation of the separate infant and junior schools. Nearly all pupils transferred to the new school. The school serves the area of Cimla, on the outskirts of Neath.

The school caters for children aged from three to eleven years. There are 476 pupils on roll, including 83 children in the nursery who all attend part-time. There are two classes for each year group. The school population is growing as a result of the local authority's reorganisation of its school provision for the area.

Almost all pupils speak English as their home language. A very few pupils speak Welsh as a first language. About 22% of pupils are eligible for free school meals, which is around the national average. The school identifies 24% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs.

The school is seen as a Curriculum Pioneer School and has been working with the Welsh Government for the past three years to develop new ways of delivering an exciting and relevant curriculum. The school has also lead in developing practices and policies on behalf of the Local Authority.

The school has high expectations of both students and staff within the school, where the rights of the child take a lead role in decision making and policies. The pupils are given a voice on decisions and have even initiated change within the school. All pupils are aware of their rights and what a 'Rights Respecting School' is.

Discussion-

The school has taken a strong stance on the rights of the child and this is clear throughout the school, these rights are then tied closely to the four purposes of the new curriculum. Being a pioneer school they have been forward thinking with all of the possible upcoming changes in the curriculum and the greater affects of the changes. One of the changes happening alongside the changes to the curriculum is the ALN Transformation Programme, wherein there are many outlined changes to how Additional Learning Needs are assessed and supported within the school. The largest changes are: changing the term Special Education Needs (SEN) to Additional Learning Needs (ALN), changing how Individual Learning Plans are designed and renaming them to Individual Learning Plans, the removal of statements for pupils with ALN. These changes are in light of both the UN's Rights of the Child and the new pupil centred curriculum. The school takes a visual stance on the celebration of these rights. Almost all of the walls around the school have at least one of the rights displayed on it. The rights are accompanied by drawings that represent that particular right. Both the right and the drawing were painted and signed by pupils of the school, demonstrating early on to the pupils their right to be involved in the way the school is run. The pedagogy within the school is highly effective and promotes the pupils understanding of their rights, and as such they create strong links with the 'ethical, informed citizens' purpose of the new curriculum. This is demonstrated by the changes initiated by the school council with regard to school wide discipline. The school council stated that pupils were feeling frustrated at the inconsistency that certain behaviours were punished. They then worked with the school

leadership to draft a behaviour policy that standardised rewards for good behaviour and sanctions for undesirable behaviour. The school council received feedback that the students felt relieved that they knew clearly the rewards and sanctions for certain behaviours and that it made them feel happier within the school. The behaviour policy is displayed all around the school and is regularly referenced to by the staff.

The school also promotes the development of a 'Growth Mindset'. Across all tables are book mark sized laminated growth mindset reminders and prompts. The pupils are encouraged to use these whilst working on tasks to improve their self-belief and determination to overcome. The reminders are there to reinforce the thought that knowledge is acquired through perseverance. The use of these tools links closely with the 'capable and resilient learners' purpose of the curriculum. Developing a 'Growth Mindset' could be considered a vital part of the new curriculum.

Research Project-

The question I proposed at the elective experience was:

"Investigating how one school has adapted policies and practice for behaviour management in response to the ALN Transformation Programme in Wales."

To research this question and to collect both qualitative and quantitative data in order to inform my conclusion, the following methodologies were adopted throughout the elective experience: 'Pupil interviews, Staff interviews, class observations and note taking, and learning walks.'

As of the time of writing I have conducted 11 pupil interviews, 1 interview with the ALNCO, and numerous impromptu questions with staff during observations and learning walk.

Initial reflection upon my data has suggested that the school as assumed is ahead of where they are needed to be with regard to the transition timetable within the ALN Transformation Programme. It was noted by multiple staff that the school is currently waiting on further instructions from the Local Authority on how to advance further. This has caused some frustration as the school wishes to progress with the programme but the support and policy from the local authority is unable to advance as quickly as the school. My observations have shown that the school have adapted current policy with regard to the changes in Individual Learning Plans to Individual Development Plans. The ALNCO has lead changes in how the plans are written incorporating and involving the pupils and parents more than they previously did. The format has also been updated to a more user friendly format where the information is laid out in a simply and clear way. The intention behind this is to involve the pupil more than before following their right to understand and have control over decisions that involve them. The ALNCO and other staff members noted that previously ILP's were written by the class teacher with support of the ALNCO, pupil, and parents but much of the information contained within was not explained fully to the pupils and as such they did not fully understand the document. The changes the school have made align with the advice given in the ALN Transformation Programme where they note that all support documentation must be written in language that the pupil can understand with an increased direction towards pupil voice and influence.

The school has also began to design 'one page profiles' for pupils with ALN. The profiles are intended to be a condensed version of the IDP that both the pupil and teacher(s) can understand and use. Within these profile's the pupils input information they and the teacher think is important. The pupils then designed the profile in the style they preferred and included pictures and borders or their choosing. Upon interviewing the pupils who had a 'one page profile', I found that the pupils were all aware of the profile and admitted that they had control of the content and design. The majority of pupils interviewed understood the purpose of the profile but some had misunderstood the number of people that could use the profile, stating that it was either for them or the teacher. While not incorrect the ideal answer would have included all stakeholders in the pupils learning. This may be a symptom of the previous way of developing ILP's where the information was often too complicated for the pupils to understand. Interestingly those pupils that responded that the 'one page profiles' where for them they noted that they did not use them. This is an interesting result as I observed the information that was contained on the profiles/IDPs being

not displaying or gesturing towards a physical copy of the profile/IDP the pupils do not link the information as coming from the profile/IDP and as such do not see it as being 'used'.

Additional interviews and research conducted involved the expansion of the use of 'one page profiles' to all pupils. During a class observation I noticed that there was many more small interruptions than there were large. The small interruptions came from various pupils, some with ALN and some without. I became interested to see if there would be a positive effect if there was support for all learners to work at their best. The interruptions varied from pupil to pupil and was rarely repeated by the same pupil. They ranged from small talk to physical distraction, including changing seating positions and difficulties with classroom rules. The varied nature of these behaviours would lend support to each pupil having a 'profile' in front of them that can be referred to before, during, or after a task. Additionally there is already a similar technique used in the 'Growth Mindset' cards on each table that support the pupil during difficult tasks, although these are not personalised one pupil does have a personal card that includes tips on helping her/him listen. This again shows that there may be credence to the idea of individual profiles for the whole class. During my interview with the ALNCO I posed this question to which they replied that they also had similar thoughts and planned to trial it during a wellness week in the next term. They also highlighted some issues with the idea that I had not thought of previously. Upon interviewing more students on the idea of profiles for all, they responded very positively and seemed to welcome a support system to aid their behaviour. Not only did they see it as a way to not 'behave badly' they saw it as a way to show good behaviour without prompt. This would link closely with the 'Ambitious, capable learners' purpose by allowing the pupils to push themselves to become better learners.

Summary and Conclusion-

Once again I would like to extend my thanks to all the members of the school including the pupils who have provided invaluable insight into the progression of school and local authority policies. I have learnt a great deal during my time here that will undoubtedly use during my professional career. I have successfully gathered data that will inform my extended essay project at UWTSD, in addition to observing effective practice in all parts of the school through the progression of policies and practice in relation to the ALN Transformation Programme. The school shows examples of excellent practice and efficient transitions through all of the upcoming changes all the while ensuring that they remain a strong rights respecting school through student empowerment and involvement.