

# Ethical Issues

Ethics 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: Rachael Morrison

Tick all boxes which apply: Member of staff: ☐ Honorary research fellow: ☐

Undergraduate Student ☒ Taught Postgraduate Student ☐ Postgraduate Research Student ☐

Faculty/School/Centre:

Childhood and Education

Campus:

Carmarthen

E-mail address:

[Rm1805762@uwtsd.student.ac.uk](mailto:Rm1805762@uwtsd.student.ac.uk)

Contact Telephone Number:

07581170202

***For students:***

Student Number:

1805762

Programme of Study:

BA Education Studies: Primary

Director of Studies/Supervisor:

Helen Griffiths/ Lynwen Roberts

**SECTION B: Approval for Research Activity**

|                                                                                                                  |  |     |                                     |    |                          |
|------------------------------------------------------------------------------------------------------------------|--|-----|-------------------------------------|----|--------------------------|
| Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate |  | YES | <input checked="" type="checkbox"/> | NO | <input type="checkbox"/> |
|------------------------------------------------------------------------------------------------------------------|--|-----|-------------------------------------|----|--------------------------|

|                                                                                                                                                                                |                               |  |                                     |             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--|-------------------------------------|-------------|--|
| approval process for different levels of research by different categories of individual)                                                                                       |                               |  |                                     |             |  |
|                                                                                                                                                                                |                               |  |                                     | <b>Date</b> |  |
| If Yes, please indicate source of approval (and date where known):<br><b>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</b> | Research Degrees Committee    |  | <input type="checkbox"/>            |             |  |
|                                                                                                                                                                                | Faculty Research Committee    |  | <input type="checkbox"/>            |             |  |
|                                                                                                                                                                                | Other Lecturer Lynwen Roberts |  | <input checked="" type="checkbox"/> | 13/12/19    |  |
|                                                                                                                                                                                |                               |  |                                     |             |  |

#### 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. |                                     |
| <a href="#">UWTSD Research Ethics &amp; Integrity Code of Practice</a>                                                                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> |

|                                              |                                     |
|----------------------------------------------|-------------------------------------|
|                                              |                                     |
| <b>UWTSD Research Data Management Policy</b> | <input type="checkbox"/>            |
| <b><i>BERA guidelines</i></b>                | <input checked="" type="checkbox"/> |

#### SECTION D: External Collaborative Research Activity

| Does the research activity involve collaborators outside of the University?                                                                                                                                                         |  | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|--------------------------|----|-------------------------------------|--|--|
| 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?                             |                                                    | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> |  |                          | <input type="checkbox"/> |
| Are you in receipt of a KESS scholarship?                                                        |                                                    | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> |  |                          | <input type="checkbox"/> |
| Is your research externally funded?                                                              |                                                    | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> |  |                          | <input type="checkbox"/> |
| Are you specifically employed to undertake this research in either a paid or voluntary capacity? | Voluntary                                          | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> |  | <input type="checkbox"/> |                          |
|                                                                                                  | Employed                                           | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> |  | <input type="checkbox"/> |                          |
| Is the research being undertaken within an existing                                              | If YES then the permission question below does not | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> |  |                          | <input type="checkbox"/> |

|                                                                                                                     |                                                                               |            |                          |           |  |  |                          |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------|--------------------------|-----------|--|--|--------------------------|
| UWTSD<br>Athrofa<br>Professio<br>nal<br>Learning<br>Partnersh<br>ip (APLP)                                          | need to<br>be<br>answered<br>.                                                |            |                          |           |  |  |                          |
| Permissi<br>on to<br>undertak<br>e the<br>research<br>has been<br>provided<br>by the<br>partner<br>organisati<br>on | (If YES<br>attach<br>copy)<br>If NO the<br>applicatio<br>n cannot<br>continue | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> |  |  | <input type="checkbox"/> |
|                                                                                                                     |                                                                               |            |                          |           |  |  |                          |

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

|                                                                                                                  |            |                          |           |                          |
|------------------------------------------------------------------------------------------------------------------|------------|--------------------------|-----------|--------------------------|
| Does this<br>organisation<br>have its own<br>ethics approval<br>system?                                          | <b>YES</b> | <input type="checkbox"/> | <b>NO</b> | <input type="checkbox"/> |
| If Yes, please<br>attach a copy of<br>any final<br>approval (or<br>interim approval)<br>from the<br>organisation |            |                          |           |                          |

## SECTION E: Details of Research Activity

Indicative title: What strategies are used to manage behaviour?

Proposed start date: 13/12/19

Proposed end date: 29/04/20

**Introduction to the Research**  
(maximum 300 words)

Ensure that you write for a **Non-Specialist Audience** when outlining your response to the three points below:

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **Existing Research** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an*

*area of  
importance.*

**Purpose of  
Research Activity**

To discover how  
behaviour is  
managed in a  
school setting and  
what strategies are  
used to manage  
both good and  
inappropriate  
behaviours.

(this box should expand  
as you type)

**Research Question**

What strategies are  
used to manage  
behaviour?

(this box should expand  
as you type)

**Aims of Research  
Activity**

To discover the  
different strategies  
that the school  
uses to manage  
behaviour and  
whether these  
strategies are  
effective.

(this box should expand  
as you type)

### **Objectives of Research Activity**

(this box should expand  
as you type)

### **Proposed methods (maximum 600 words)**

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

Structured  
Observations,  
Unstructured  
observations,  
Interview with class  
teacher and the  
headteacher of the  
school.

(this box should expand  
as you type)

**Location of research activity**

Identify all locations where research activity will take place.

Primary School, Key stage 2 classroom

(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 and/or legal sensitivities or vulnerabilities of participants.

(this box should expand as you type)

|                                                                                                                                                                                                                                                                                             |     |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|
| Use of documentation not in the public domain: Are any documents <b>NOT</b> publicly available?                                                                                                                                                                                             | NO  | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                             | YES | <input type="checkbox"/> |
| 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.<br><br>(this box should expand as you type) |     |                          |

## SECTION F: Scope of Research Activity

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

|                                                                                                      |  |  |
|------------------------------------------------------------------------------------------------------|--|--|
| Details of any other primary data collection method:<br><br><br>(this box should expand as you type) |  |  |
|------------------------------------------------------------------------------------------------------|--|--|

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

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

#### SECTION G: Intended Participants

| Who are the intended participants:                                                                                                   | YES                                 | NO                                  |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| Students or staff at the University?                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Adults (over the age of 18 and competent to give consent)?                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Vulnerable adults?                                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Prisoners?                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Young offenders?                                                                                                                     | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| People engaged in illegal activities?                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

|                                      |  |  |
|--------------------------------------|--|--|
| Other – please indicate here:        |  |  |
| (this box should expand as you type) |  |  |

|                                                                                                                                                                         |                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Participant numbers and source</b><br>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?                                                                                                                                     | 25-30<br><i>(this box should expand as you type)</i>                                          |
| Who will the participants be?                                                                                                                                           | HeadTeacher, Teachers, Primary School Children<br><i>(this box should expand as you type)</i> |
| How will you identify the participants?                                                                                                                                 | School identified and approached.<br><i>(this box should expand as you type)</i>              |

| 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? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Will you tell participants that their participation is voluntary?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Will you obtain written consent for participation?                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Will you explain to participants that refusal to participate                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                                                                                                                                                     |                                     |                          |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| 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?                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Will you tell participants that they may withdraw from the research at any time and for any reason?                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| With questionnaires, will you give participants the option of omitting questions they do not want to answer?                                        | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 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?    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|                                                                                                                                                    |                          |                                     |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Is specialist electrical or other equipment to be used with participants?                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are there any financial or other interests to the investigator or University arising from this study?                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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

**Risk to Participant:**

*How will you mitigate the Risk to Participant*

The risk to the participant is minimal. However, their time is precious and some anxiety could develop if they have insufficient time to take part in the investigation.

I will explain to the participant that their participation is voluntary and that they may withdraw at any time.

*(this box should expand as you type)*

*(this box should expand as you type)*

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

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

Risk to Investigator:

*How will you mitigate the  
Risk to Investigator:*

There may be a  
conflict of interest in  
my studies.

Will follow settings  
rules and regulations.

There may be an  
aspect of emotional  
distress.

Will contact lecturer  
or student services  
for support.

*(this box should expand  
as you type)*

*(this box should expand  
as you type)*

#### **University/institutional risks**

For example:

adverse publicity,  
financial loss, data  
protection

Risk to University:

*How will you mitigate the  
Risk to University:*

This research is  
being carried out in  
the name of the  
university. If ethical  
guidelines are not  
followed, the  
University's  
reputation could be at  
risk.

I will ensure that I  
follow ethical  
guidelines and the  
advice of my lecturer.

*(this box should expand  
as you type)*

*(this box should expand  
as you type)*

#### **Disclosure and Barring Service**

If the research  
activity involves  
children or vulnerable  
adults, a Disclosure

**YES**

**NO**

**N/A**

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?



## SECTION I: Feedback, Consent and Confidentiality

### Feedback

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

Verbal feedback will be provided at the end of the placement. The participant will be offered a copy of the research findings.

*(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 in accordance with prevailing data protection legislation.

Consent form and information sheet provided for all participants.

*(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.

No names of participants will be used, or the name of the setting.

(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/>).

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.

☐

x ☐

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’ –

☐

☐x

(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)

|                                                                                                                | YES                      | NO                                  |
|----------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| Will the research activity involve storing personal data and/or special category data on one of the following: |                          |                                     |
| Manual files (i.e. in paper form)?                                                                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

|                                                                                                                                                                                                                  |                                     |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| University computers?                                                                                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Private company computers?                                                                                                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Home or other personal computers?                                                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Laptop computers/ CDs/ Portable disk-drives/ memory sticks?                                                                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| "Cloud" storage or websites?                                                                                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Other – specify:                                                                                                                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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: |                                     |                                     |
| <i>(this box should expand as you type)</i>                                                                                                                                                                      |                                     |                                     |
| <b>All Data Storage</b>                                                                                                                                                                                          |                                     |                                     |
| Will the research activity involve any of the following activities:                                                                                                                                              | <b>YES</b>                          | <b>NO</b>                           |
| Electronic transfer of data in any form?                                                                                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Sharing of data with others at the University?                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Sharing of data with other organisations?                                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Export of data outside the European Union or importing of data from outside the UK?                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Use of personal addresses, postcodes, faxes, emails or telephone numbers?                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Publication of data that might allow identification of individuals?                                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Use of data management system?                                                                                                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Data archiving?                                                                                                                                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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):                                                                                                                                                                                          |  |  |
| <p>The data will be shared only with the module lecturers.</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                |  |  |
| List all who will have access to the data generated by the research activity:                                                                                                                                                                    |  |  |
| <p>The investigator, The module lecturer</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                  |  |  |
| List who will have control of, and act as custodian(s) for, data generated by the research activity:                                                                                                                                             |  |  |
| <p>The investigator.</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                      |  |  |
| 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.                            |  |  |
| <p>All data will be stored on a password protected computer by the investigator.</p> <p><i>(this box should expand as you type)</i></p>                                                                                                          |  |  |
| <p>Please indicate if your data will be stored in the UWTSD Research Data Repository (see <a href="https://researchdata.uwtsd.ac.uk/">https://researchdata.uwtsd.ac.uk/</a>). If so please explain. <i>(Most relevant to academic staff)</i></p> |  |  |
| <p>No</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                     |  |  |

|                                                                                                                                                                                                           |     |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------|
| Confirm that you have read the UWTSD guidance on data management (see <a href="https://www.uwtSD.ac.uk/library/research-data-management/">https://www.uwtSD.ac.uk/library/research-data-management/</a> ) | YES | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                           | NO  | <input type="checkbox"/>            |
| 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 | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                           | NO  | <input type="checkbox"/>            |

#### 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:** R.Morrison

**Date:**

**13/12/19**

***For STUDENT Submissions:***

Director of  
Studies/Supervisor:

Lynwen Roberts

Date:

13/12/19

Signature:

***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:

|                                     |                                                                                                                                                                                                                                                         |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I have read the guidance notes supplied before completing the form.                                                                                                                                                                                     |
| <input checked="" type="checkbox"/> | I have completed <b>ALL RELEVANT</b> sections of the form in full.                                                                                                                                                                                      |
| <input checked="" type="checkbox"/> | I confirm that the research activity has received approval in principle                                                                                                                                                                                 |
| <input type="checkbox"/>            | I have attached a copy of final/interim approval from external organisation ( <b>where appropriate</b> )                                                                                                                                                |
| <input type="checkbox"/>            | I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) <b>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</b>                                                                                 |
| <input checked="" type="checkbox"/> | 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.                                                                                   |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | I have deleted the guidance notes before submitting the PG2 for consideration                                                                                                                                                                           |

## 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](mailto: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](mailto: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 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. This section must explain how the methods described will lead to the collection of necessary and sufficient data, but not excessive data. 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 F 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.

### School Safeguarding Policy:

1 Safeguarding Policy This policy applies to all adults, including volunteers, working in or on behalf of the school. 'Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to: ☐ providing a safe environment for children and young people to learn and develop in our school setting, and ☐ identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting' SCHOOL COMMITMENT Maes Y Morfa Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

2 PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection The school pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2015. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including

**Commented [R(1):** As of March 2019, according to Elkin (2020) from the Office of National Statistics there were 52,260 children in England that were a part of a child protection plan and in Wales, there were 2,820 children on the child protection register, this was because they were at risk or had experience of abuse. It is important for schools to have a safeguarding policy because "Schools play an essential role in protecting children from abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect." (NSPCC, 2020)

e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks. In line with statutory changes, underpinned by regulations, the following will apply:

- 1 a CRB Enhanced Disclosure is obtained for all new appointments to our school's workforce through staffing personnel and payroll, from October 2009 there will be a requirement for employees to be registered with the Independent Safeguarding Authority
- 2 this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- 3 all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- 4 our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- 5 identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA 2.

**Safe Practice** Safe working practice ensures that pupils are safe and that all staff:

- 1 are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- 2 work in an open and transparent way;
- 3 work with other colleagues where possible in situations open to question
- 4 discuss and/or take advice from school management over any incident which may give rise to concern;
- 5 record any incidents or decisions made;
- 6 apply the same professional standards regardless of gender or sexuality;
- 7 be aware of confidentiality policy
- 8 are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

2a. Intimate Care and

nappy changing At Maes Y Morfa pupils can only be changed after soiling or wetting with written authority from parents or guardians. When signed consent has been received a member of staff will take primary care of the pupil with another colleague in the specially adapted room to protect both the member of staff and the pupil as well as the other pupils in the classroom. When no consent has been given or in the early stages of the school year or i(n case of nursery a new intake ) for the first 2 weeks parents will be asked to come into school and change their child if necessary as the pupil will be in a new environment with new people and this is not familiar or comfortable for them. It is expected that within half a term of commencement to nursery, a child will be able to independently go to the toilet. We would ask parents to ensure that the child is given practise at home to ensure that this is established. Pupils who are not toilet trained at this stage will need to meet with the school ALNCO and a care plan will need to be put in place for this child. This meeting has to take place if the pupil is to remain in school. When changing a child ensure that 2 members of staff are in the room and that there is a constant dialogue with the child about what you are doing and how you are going to do it as well as the reasons why. e.g ' I am using this wet wipe to wipe your bottom because it is dirty.' When you are clean we will pull up your bottoms and you will feel and lot better." 3. Safeguarding Information for pupils All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Our school will ensure that pupils are made aware

that information can be found at the following website addresses:  
[www.childline.org.uk](http://www.childline.org.uk) [www.nspcc.org.uk](http://www.nspcc.org.uk) [www.crucial-crew.org.uk](http://www.crucial-crew.org.uk)

4. Partnership with Parents 4 The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Helpful websites for parents include: [www.nspcc.org.uk](http://www.nspcc.org.uk) [www.ceop.gov.uk](http://www.ceop.gov.uk) We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. Maes Y Morfa School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with senior staff. We make parents aware of our policy in the school prospectus.

5. Partnerships with others Our school recognises that it is essential to establish positive and effective working relationships with other agencies (e.g. Social Services Dept., Police, LEA, Educational Welfare Officer, Local Health Service etc.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6. School Training and Staff Induction The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working. The Head Teacher and other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

8. Related School Policies '.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues

such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population' Safeguarding Children and Safer Recruitment in Education DfES 2007 This Safeguarding Policy is related to other school policies such as: Pupil Discipline Policy, Child Protection Policy, 5 Health and Safety Policy, Critical Incident Policy, Drug and Alcohol Policy. This Safeguarding Policy should be read in conjunction with these other policies. Confidentiality School has regard to "Information Sharing: Practitioner's guide" HM Government, 2006

[www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing) "Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. " The School should have a clear and explicit confidentiality policy. The school policy should indicate: a) When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm b) When the pupil's and/or parent's confidentiality must not be breached c) That information is shared on a need to know basis 9. Pupil Information Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding: ☐ names and contact details of persons with whom the child normally lives ☐ names and contact details of all persons with parental responsibility (if different from above) ☐ emergency contact details (if different from above) ☐ details of any persons authorised to collect the child from school (if different from above) ☐ any relevant court orders in place including those which affect any person's access to the child (e.g.

Residence Order, Contact Order, Care Order, Injunctions etc.) if the child is or has been on the Child Protection Register or subject to a care plan name and contact detail of G.P. any other factors which may impact on the safety and welfare of the child The school will collate, store and agree access to this information.

### 10. Roles and Responsibilities

6 Our Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- the school's Senior Child Protection Officer is Mrs Louise Jones Headteacher. She is designated to take lead responsibility for child protection.
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head Teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns

about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies. 7 cases of suspected abuse or allegations are reported to the relevant authorities; 7 act as a source of support , advice and expertise within the educational establishment; 7 recognise how to identify signs of abuse and when it is appropriate to make a referral; 7 ensure that all staff have access to and understand the school's child protection policy; 7 ensure that staff have induction training; 7 keep detailed accurate secure written records and/or concerns 7 obtain access to resources and attend any relevant or refresher training courses at least every two years. Raising Awareness 7 ensure the child protection policy is updated, reviewed and work with the Governing Body regarding this; 7 ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later; 7 where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service. All staff and volunteers will: 7 fully comply with the school's policies and procedures 7 attend appropriate training 7 inform the designated person of any concerns

**IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM** Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

**Definitions** As in the Children Acts 1989 and 2004, a child is

anyone who has not yet reached his/her 18th birthday. Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical. 8 Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child. Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's

developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: ☐ provide adequate food and clothing, shelter (including exclusion from home or abandonment) ☐ protect a child from physical and emotional harm or danger ☐ ensure adequate supervision (including the use of inadequate caretakers) ☐ ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME** It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and 9 maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff must immediately report using the disclosure forms in the office and in the staff room. All records of disclosures will be kept centrally in the headteacher's office. ☐ any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play ☐ any explanation given

which appears inconsistent or suspicious ☐ any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play) ☐ any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment ☐ any concerns that a child is presenting signs or symptoms of abuse or neglect ☐ any significant changes in a child's presentation, including non-attendance ☐ any hint or disclosure of abuse from any person ☐ any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

## 2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make an immediate record. Principles Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. Staff will:

- ☐ listen to and take seriously any disclosure or information that a child may be at risk of harm
- ☐ try to ensure that the person disclosing does not have to speak to another member of school staff
- 10 ☐ clarify the information
- ☐ try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- ☐ try not to show signs of shock, horror or surprise
- ☐ not express feelings or judgements regarding any person alleged to have harmed the child
- ☐ explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- ☐ reassure and support the person as far as possible
- ☐ explain that only those who 'need to know' will be told
- ☐ explain what will happen next and that the person will be

involved as appropriate

3. Action by the Designated Senior Child Protection Officers Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately OR
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment and/or make a referral for other services

11 All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form. It is not always appropriate to divulge the outcome of an investigation to the person who reported this, based on the confidentiality of the situation. The decision to do this will be made by the headteacher or the Chair of Governors if not the headteacher.

4. Action following a child protection referral The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss

this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit ☐ where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care 5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head Teacher and senior designated persons. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday. 6.

Supporting the Child and Partnership with Parents 12 ☐ School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents ☐ Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child ☐ We will provide a secure, caring, supportive and protective relationship for the child ☐ Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why ☐ We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior

Person(s) will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child Allegations regarding person(s) working in or on behalf of school (including volunteers) Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- d. We will apply the same principles as in the rest of this document.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

**Initial Action**

- 1 The person who has received an allegation or witnessed an event will immediately inform the headteacher or in her absence the DHT. The event will be recorded by the person on the appropriate forms.
- 2 In the event that an allegation is made against the Head Teacher the matter will be reported directly to the Chair of Governors who will proceed as the ‘Head Teacher’ and any decisions on the investigation will be made by the chair at this point. This can be done via email for confidentiality on : [hnicholls28@gmail.com](mailto:hnicholls28@gmail.com)
- 3 The Head Teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- 4 The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children

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- 1 The Head Teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- 2 The Head Teacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school, via the Chair of Governors or if there needs to be a

referral to social care and/or the police for investigation ?  
Consideration will be given throughout to the support and information needs of pupils, parents and staff ? The Head Teacher will inform the Chair of Governors of any allegation and the resolution of this allegation. Although safeguarding allegations must be declared in the governors general meeting, there should be no direct mention of pupil or staff by name or any details of the referral or disclosure. ? The CCC MARF Referral Form 2018 will be used for all Social services referrals and will be completed by the designated senior – the headteacher or in her absence the DHT. Signed: \_\_\_\_\_ Head Teacher Date: \_\_\_\_\_ Signed: \_\_\_\_\_ (Chair of Governors) Date: \_\_\_\_\_ Appendix CCC Safeguarding officer: Heledd Williams safeguarding officer ? 01267 246154 ?

HeWilliams@carmarthenshire.gov.uk Websites Keeping Children Safe  
www.ceop.gov.uk Bullying & child abuse www.anti-bullyingalliance.org  
www.kidscape.org.uk www.childline.org.uk www.nspcc.org.uk  
Domestic Violence www.thehideout.co.uk Internet Safety  
www.ceop.org.uk/thinkuknow www.childnet-int.org KS2/3  
www.kidsmart.org.uk Jenny's story www.childnet-int.org/jenny Safe  
Practice in Physical Education in Schools - Chapter 9 – ISBN 978-1-905540-54-9 14 Documents DCSF Documents  
www.teachernet.gov.uk/childprotection Safeguarding Children and  
Safer Recruitment in Education (DfES 2006) Working Together to  
Safeguard Children (DfES 2006) What to do if you're worried a child is  
Being Abused www.everychildmatters.gov.uk/safeguarding

The designated safeguarding officer in the school is the Headteacher and in their absence it is the deputy headteacher.

# Topic Based Information

## Values Based Curriculum

[Home](#) >> [About Us - Amdanom Ni](#) >> [Curriculum](#) >> [Values Based Curriculum](#)

Our new values system has been introduced this week. It centres around our 7 characters. These characters are pictured in the Latest News Section of this site. Kofi Compassion, Ri Ri Respect, Rafa Responsibility, Col Community, Efi and Ebi the Excellence Twins, Joy Enjoyment and Percy Perseverance.

These characters encompass many of the social skills that should now be taught as part of the key principles in the new Curriculum for Life. Pupils should demonstrate the characteristics that these characters stand for every week. Their ability to demonstrate these behaviours links into the school behaviour policy which means weekly and half termly rewards.

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The yellow card is to be used for one of the following behaviours:

- Name calling
- Shouting out
- Failure to complete work
- Low level disrupting
- Unsettled behaviour
- Irritating/annoying/intimidating others
- Having to be moved
- Getting up and moving around without an adults permission
- Poor attitude- not trying your hardest
- Not demonstrating the school values

**The red card should be given when the pupil continues to show yellow card behaviour, despite warning.**

Behaviours that receive a red card immediately are:

- Swearing
- Physical violence
- Aggressive behaviour
- Whole class disruption
- Spitting

**PUPIL BEHAVIOUR LOG.**

**Pupilli**

Class

Teacher

[illegible]



## EBI and EFI

Meet Ebi and Efi the Excellence twins. They are a really special value as they are made up of a wonderful mixture of all of the other values! They are extremely ambitious and confident because they always do the best they can.



What is also very special about them is that they are in school over 99% of the time and only take time off when they are really unwell. They are ethical eth..ic..al which means they have an excellent understanding of what is right and wrong; always doing the right thing.

They try hard every day, working their thoughts, actions and feelings hard to show personal excellence and hold up all of the values for everyone to see. This helps others to "Be excellent everyday".

Each term children at Maes Y Morfa do their best to show all of the core values and understand the importance of them. All members of our school community should demonstrate all of the core values consistently in their words, actions and their choices.





## Kofi Compassion



Kofi Compassion is a warm and loving value. He spreads positivity and kindness wherever he goes using his words and actions.

Look how his mind is swirling. He always thinks through his actions before he speaks as he knows what he says can make a real difference to those around him. He is patient and thoughtful.

Kofi uses his magnificent ears to listen carefully to others so he can tell how they are feeling. Your ears are just as amazing when you listen hard to those around you.

Kofi is lovely and fluffy and good to cuddle and can offer comfort to those who need it. Sometimes he does this with his words, sometimes with a helping hand and sometimes with a big hug. He shows empathy and understanding to everyone he meets. What a special friend Kofi is to have around!

### Compassion learning outcomes

- I can identify if someone else is upset or hurt
- I can show comfort to someone with non-verbal actions
- I can offer comfort to someone verbally
- I can share and make sure others are not left out
- I can forgive others when they are sorry
- I can show empathy towards everyone in my school and local community
- I can ask someone how they are feeling and listen carefully to their answer
- I can offer help to others when they are stuck
- I can show kindness to those younger or less fortunate than I am
- I can motivate others and encourage them to make good choices
- I can think before I speak because I understand words are hurtful
- I have empathy with others and can think of ways to help
- I can show empathy and forgive even if others are not sorry
- I can spread kindness and positivity through my actions and words.



## Joy Enjoyment



You can recognise Joy Enjoyment by her big smile. It spreads across her face as she tries hard to think positive, talk positive and feel positive.

Joy has lots of things she enjoys doing and she loves talking about what they are and how they make her feel. She also loves to listen to what others enjoy doing because she understands that different people enjoy doing different things.

Joy Enjoyment really loves games. She keeps her favourite ones on her pink petals so they are ready to play with others. She doesn't always win, but that doesn't matter, she is always fair. It's only a game! She's a graceful winner and a loser, so everyone has fun.

When she makes someone else happy it makes her feel good inside. Being healthy is a big part of helping Joy enjoy life so she pulls on her sweatbands and tries to jump as high as she can in P.E. It feels great and keeps her healthy.

### Joy learning outcomes

- I can talk about things I enjoy doing
- I can talk about the feelings I get when I enjoy doing something
- I can talk about things that other people enjoy doing
- I can understand that different people enjoy doing different things
- I can understand that a healthy body will help me to enjoy life
- I can understand positive thinking when I am finding something hard
- I can understand that thinking positive as much as possible will help me enjoy life
- I can see how challenges and obstacles can lead to greater enjoyment in the end and make you feel happy
- I can enjoy making someone happy
- I understand how to keep happy and healthy
- I can enjoy games with others by being a graceful winner or loser
- I can enjoy being with others and am fair in any situation.

# Col Community



Although he may be small Col Community is a mighty value. Col uses his bubbles to share lots of wonderful stories from his community with others. He also tries really hard to listen and understand what others say about their communities. They add to the wonderful community bubbles floating around him. He knows it is important to form his own opinion on what he learns so he takes a deep breath, concentrates and forms a beautiful bubble to show his view. After all he doesn't like stereotypes that might be untrue.

The feelings and special times he has spent with his communities are very important to Col. He uses colourful knots on his tail to remember them. They help to build his unique character. We all have our own marvellous cultural tales to show too. Col knows that it doesn't matter that he is tiny as you are never too small to make a difference to the people and world around you. His fabulous ears remind him that he is a member of both his local community at school and home, but also part of the global community. He has an important part to play in its future. One small act can make an enormous difference.

## Community learning outcomes

- I can talk about my family community
- I can talk about my school community
- I can say which communities I currently belong to
- I can discuss the school's core values and understand why we have them as part of our community
- I can take part in shared activities within my community
- I can discuss special times that I have had with my communities and the feelings associated with them
- I can discuss special messages and stories from my communities
- I am aware of different communities
- I can appreciate similarities and differences between communities
- I can talk about the benefits of belonging to a community
- I can work together with others in my communities to achieve a shared goal
- I can offer support to others in my communities (e.g community service, fund raising)
- I am aware that communities can be stereotyped and it is important that I form my own opinions
- I can stand up for what I believe is right even if a community does not agree (including communities that I belong to)
- I understand that I am a member of the global community and have a part to play in its future
- I can lead others within my school community (I am a Community Ambassador)



## Rafa Responsibility



Rafa Responsibility is a value you can trust. He knows that it is important to look after his property and other people's when he is using it. That way everyone can enjoy using it too.

Look at how tightly he is hugging his special jar! Inside it are all of his actions, words and choices. He cares about them and takes care how he uses them. He knows that his actions, words and choices can have an impact on the people around him and also help keep him safe both in and out of school.

**Rafa Responsibility is a grown-up value.**

### Responsibility learning outcomes

- I can tell the truth
- I can say sorry for my mistakes and learn from them
- I can follow an adults instruction or politely say why if I am unable to
- I can take care of my property and the property of others
- I can take an active role in caring for my local environment (e.g putting my litter in the bin)
- I can use words to express my feelings and emotions
- I can be ready to learn and ask for help if I need it
- I can make safe choices about how I move around the school
- I can appreciate that my behaviour choices have an impact on those around me
- I can recognise that things can seem enjoyable at the time but could have negative effects on myself or others
- I can challenge others if they are not making responsible choices.



## Percy Perseverance



Percy Perseverance loves giving something new a try. He loves the challenge. Sometimes it is hard work. It feels like he is climbing a mountain and his boots feel heavy but he has the courage to keep going. This is called resilience, resilience.

Look at all his badges that show how well he has been trying! He has badges for asking for help, for thinking of a possible solution to something tricky and listening to feedback from others who can help him.

Percy knows that perseverance might not always be easy and he might make a juicy mistake, or two, or three. It's all part of the process. We all make them and he carries these juicy mistakes with him to help him learn and be prepared for his next challenge. Percy is kind to others and recognises when they might be finding it hard to give it a go and show resilience.

### Perseverance learning outcomes

- > I will give it a go with support from someone I trust
- > I can show resilience in lots of things I do
- > I am confident to ask for help
- > I can say why something is hard
- > I can come up with possible solutions
- > I will give it a go on my own
- > I can accept that I will make 'juicy mistakes'
- > I can listen to and accept feedback
- > I recognise the feelings that come with 'giving it a go', showing resilience
- > I make positive choices about my feelings when I'm giving it a go
- > I recognise when others find it hard to persevere/give it a go
- > I can support others to persevere and help give them confidence
- > I have courage to keep going and not to give up when things are hard.



## Ri-Ri Respect



Ri-Ri Respect knows that looking after others, and their feelings, is really important. So she always tries hard to listen with her antennae when people are talking to her. She knows she might hear something important, especially when adults are giving instructions.

She doesn't look like the other values- just take a look at her pretty stripes and her wings! They make her an individual. Ri-Ri loves learning about other people's families, their backgrounds and cultures by asking lots of questions.

She loves to play and knows how important it is to take turns and be fair. She carries a yellow bag where she carefully looks after toys and equipment so that they are ready to share with others. She is polite, never forgetting to say 'Please' and 'Thankyou'.

**Ri-Ri feels sad if people show disrespect. It makes her wings sag and her spotty sock fall down! She is happy when everyone is respectful and tolerant towards each other.**

### Respect learning outcomes

- I can say 'please' and 'thankyou' without being prompted
- I can listen to people when they are talking to me
- I can follow an adults instructions
- I can look after toys, equipment and the school environment
- I can share and take turns
- I understand that people are different and accept this
- I am interested in other people's cultures and show great tolerance
- I treat other people the way I want to be treated
- I recognise when others are being disrespectful
- I demonstrate being responsible at all times at home and at school
- I can help others be responsible not disrespectful.

5

Estyn report on placement school about behaviour.

The school is a happy and nurturing community where the high level of care and co-operation between staff and pupils contributes well to pupils' wellbeing. The school's ethos supports pupils effectively in developing their social and moral understanding. Staff know the pupils well and respond positively to their social and emotional needs. The school promotes the importance of good behaviour, courtesy, respect, and commitment very successfully. The introduction of the seven core values contributes successfully to the school's vision of 'believe, achieve, and succeed'. As a result, pupils behave consistently well, treat each other with courtesy and respect, and apply themselves conscientiously to their activities. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. As a result, nearly all pupils feel safe at school and take pride in their community and the various opportunities they are given.

Nearly all pupils behave well in lessons and around the school. They are polite and well mannered, always greeting people and holding doors open for others. They show respect for adults and for one another, listening carefully to what their friends and teachers say and responding to their ideas considerately. They show respect, care and concern for each other at lunchtime.

Members of the school council are proud of their involvement in deciding on the school's values and the positive impact that these have had on pupil behaviour.

Leadership and management: Adequate and needs improvement The headteacher's strong and purposeful leadership sets a clear strategic direction for developing the school. In the relatively short time since her appointment, she has established a clear vision for the school, based on a commitment to achieve high standards of wellbeing and improve pupil outcomes. The acting deputy head carries out his responsibilities conscientiously and supports the headteacher effectively. Together, they have introduced the school's new behaviour policy successfully and this has had a positive impact on improving pupils' attitudes and behaviour.



## Best Behaviour Policy

### Aim

It is a primary aim of Massey World Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school community work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of expectations. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all pupils, staff and visitors fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. **This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.**

**The school has a positive behaviour policy and all staff will use this model to promote positive behaviour.**

### Whole-school level

All pupils and staff understand and demonstrate the school's core beliefs about behaviour.

- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- School assemblies are used to develop children's social and emotional aspects of learning and the values. These values are promoted at all times of the school day and in all locations.
- Positive behaviour in corridors, playgrounds, dining room is noticed and celebrated.
- Parents/carers are aware of and contribute to the school's positive behaviour ethos.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute, formally and informally, to the development of measures underpinning positive behaviour. **There are opportunities for pupils to visit the art as therapy room throughout breaks and lunchtimes to reflect on their behaviour and the choices they make.**

### Classroom level

- Adults model respectful behaviour and language.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.

- Lessons are structured to be interesting and appropriately challenging with planned opportunities for group and paired work.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- Children are encouraged to identify their own strengths and those of others. They are also able to recognise and value the diversity within the classroom.
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.
- There are classroom expectations in each classroom, reinforced through discussion with children, which promote positive social and learning behaviour.
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour which are identified in the sanctions section of this policy.

#### Individual child level

- All children's strengths are recognised and celebrated by staff in class and in Friday reward assembly.
- Systems are in place for noticing and drawing attention to good or improved behaviour. Pupils are rewarded via assembly for improvement in behaviour as well as for demonstrating all the values.
- There are systems which allow all children to be 'special' at times.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support. These are within our art as therapy or nurture group provision along with lunch time in a designated quiet area where LSAs share their lunch with pupils.

The above can be achieved through adopting a positive and planned strategy to cope with undesirable behaviour, which in turn, will create a warm and caring learning environment. The strategy we have adopted in this school is based on making the right choices.

**It is very important that the positive aspects of praise and reward should have great emphasis.**

#### School Expectations

We have school expectations which all staff, children and parents are aware of. These are linked to our school values. Every child has the right to an education that is not interrupted or impaired by the wrong choices of others. We should all try to help each other and make the school a happy and safe place to work. Through the School Council we have agreed the following.

- We listen carefully and make the right choices in terms of behaviour inside and outside the classroom.
- We always treat other people as we would like to be treated ourselves.
- We always challenge a difference of opinion in a respectful manner.
- We always listen when someone else is speaking and volunteer our points of view without shouting over someone.
- We put up our hands when we want to say something or answer questions.
- We work creatively and are not afraid to 'have a go.'
- We always tell the truth.
- We try to be helpful to the adults in any way we can.
- We always try to do our best to demonstrate our school motto: Believe, Achieve, Succeed.
- We make every effort to be always polite, helpful and respectful.

Staff are consistent in their approach and follow the guidelines which emphasise expectations, rewards and consequences. Wherever possible, positive reinforcement should be used to encourage desired behaviour. There is a formal reward system which all staff follow. There are also a series of sanctions which can be applied when children choose not to follow expectations. The sanctions used depend on the severity of the offence and, for those children who have specific behavioural problems, the sanction is the correct action based on their personal plan.

#### Creating the right class area climate:

- Start each session with such greetings as 'bore da' and 'prynhawn da' before registration.
- Each day should end in the same way with a prayer to finish at the close of the afternoon final session
- Children to stand quietly behind their chairs before departures after each session, with children being dismissed individually or in small groups, determined by readiness.
- Strictly limit the opportunities for children to leave the class areas. Only one child to visit the toilet at a time. Monitor closely "visitors" to the toilet.
- All areas must be left in a neat and orderly state prior to dismissal after each session.
- Teachers and support staff to continually reinforce with children the Maes Y Morfa code of conduct for classroom, moving around school and playground.
- Pupils should be on task with work that is meaningful and is appropriately challenging.
- Develop pupils' self-esteem through promoting a sense of being valued and recognising/celebrating positive efforts.
- Aim to ensure that all pupils experience success in their work and that this is shared.
- Emphasis must be on encouragement and motivating pupils, providing positive feedback and descriptive praise.

#### Guidelines for Staff on supervision

Effective supervision of children is essential at all times. Pupils are encouraged to become independent and self-correcting but an adult should be within easy reach of groups of pupils at all times.

- Punctuality is a key factor in providing effective supervision; it is, therefore, important that all staff are punctual to provide supervisory duties and when returning to class following break and lunch times.
- It is the responsibility of each class teacher to ensure that his/her class area is vacated at the end of each session.  
N.B. Children should not remain in class areas unsupervised under any circumstances.
- Class teachers are expected to accompany their class into the hall/class areas for collective worship and remain until assembly starts. They must return to the hall/classrooms to supervise an orderly departure.
- Class teachers are responsible for the supervision of an orderly departure of their class after each session. As a safety measure it is desirable that children vacate class areas in small groups, having first demonstrated to the class teacher good behaviour and practice.
- If a teacher has to unavoidably leave his/her class area, the teacher must inform a colleague so that they can provide short, temporary supervision. N.B. Visiting the photocopier to produce worksheets does not fall in the category of "unavoidable."
- Teachers on playground duty are expected to "circulate" amongst children in order to provide and to be seen to provide effective supervision. Not to 'huddle' together at one end of the playground.
- In case of an accident, teachers on playground duty should summon the assistance of another member of staff, thereby, allowing effective supervision to continue.

#### Rewards

- Each classroom has an A4 character page for each value, 7 in total (see example of all characters in the school office.) These are visible to all parents and pupils.
- These are laminated and displayed prominently in each classroom alongside the details of the characters themselves.
- Staff use whiteboard markers to add pupils names when they achieve 1 of the bullet points underneath each character.
- Staff to use discretion as some pupils may find obtaining some of the values very easy, whereas for others it may be a very large effort every time.
- Every week class teachers (LSAs) record what values pupils have received in their blue files on the values record chart.
- Pupils who have achieved all 7 in a week (including 95% attendance Efi and Ebi, who also stand for excellence in aspects of work) will receive a certificate. When the teacher gives the values out

- during the week he or she must be clear as to who and why they are receiving them. Teachers can listen to other pupils in the class who recommend each other for a value.
- The class teacher or LSA fills in the certificate for the pupils and they will be rewarded in Friday assembly by the Headteacher for the "Values Pupil of the Week."
  - Pupils who have consistently achieved 7 every week for a significant number of weeks, depending on the length of the term will receive a voucher as chosen by the student council. These pupils' photographs will appear in the newsletter. Photographs of weekly winners will also be publicised on the school website.
  - In nursery and reception every week pupils will be rewarded with small prizes for achieving all 7 of the values and their certificate will be presented on Friday in reward assembly by the Headteacher.
  - During lunchtime, supervisors use stickers, which they give out to pupils who display the values. It must be made clear to the pupil what the purpose of them receiving the sticker is. All lunchtime supervisors should ensure they have a full understanding of what the characters stand for before awarding a sticker. Rewarding a sticker or any purpose will not help promote the system to everyone.
  - Where possible pupils will explain to their class teachers why they achieved the sticker but for those who cannot, the lunchtime supervisor will explain to the teacher at the cross over point.
  - The lunch time supervisor must deal with any injuries or concern with behaviour as it happens but should pass on a brief summary to the teacher as they arrive in class. See first aid procedure for bumped heads as lunch staff should phone home if and fill out a bumped head letter. This should not be passed on to the teacher.

99% + attendance will also be rewarded separately as part of the attendance policy.

#### Sanctions

All pupils will start with a green card of positivity and if they display any of the behaviours listed below this will be changed to yellow. The yellow card is a warning, at this stage the pupil has to be given the opportunity to go back to green. A quiet reminder should help for most pupils. For foundation we use angry, sad and mediocre faces to show the level of warning.

The yellow card is to be used for the following behaviours:

- Name calling
- Shouting out
- Failure to complete work
- Low level disruption
- Unsettled behaviour
- Irritating/ annoying/intimidating others
- Having to be moved
- Getting up and moving around without an adults prompting them
- Poor attitude – not trying their hardest
- Not demonstrating the school values

If a child keeps the yellow card and does not revert back to green before the end of the lesson then they will miss the nearest break time. KS2 pupils will go to Foundation with Mrs Morgan and Foundation pupils will go to Mrs Stephens or Mr Gravell to reflect on their behaviour and the choices they have made.

- The class teacher will fill out the behaviour log to record what the child has done and what the outcome was. This will be discussed with the child who is able to make a comment.
- These records are kept in the class blue folder.

The Red card should be given when the pupil continues to show yellow behaviour, despite warning.

- Behaviours that should be shown as red immediately are:

- Swearing
- Physical violence
- Aggressive behaviour
- Whole class disruption
- Spitting

This behaviour should also be recorded by the class teacher and the child should then be sent to the DHT. If the behaviour continues then it will be referred to the Headteacher. At this stage a phone call will be made home and a parental meeting/phonecall log will be filled out. In extreme cases or when there is a repeat of this type of behaviour the parents will be asked to come into school and meet with a member of SLT to discuss a way forward and to create a behavioural support plan. A copy of this will be passed to the class teacher for their class file.

If there is no improvement in behaviour parents will be invited to attend a meeting with the headteacher and a referral to the behaviour support team will be made by the ALNCO. If this behaviour continues then short-term exclusion will apply. The length of the short term exclusion will be at the headteacher's discretion and will be dependent on the behaviour.

Following the exclusion, the parent will be asked to attend a return to school meeting with the Headteacher. At this meeting the reason for the exclusion will be discussed and a behaviour support plan or any adjustments to the behavioural support plan will be put in place. It is essential that both the pupil and the parent or parents is in attendance at the meeting. This meeting must take place before the child can be re-admitted into school.

#### Responses

Responses need to be clear and predictable. Sanctions that are unfair, inconsistent, or unpleasant tend to be counter-productive. Teachers' responses need to be appropriate to the level of seriousness of behaviour. Before considering a sanction the member of staff should think about whether there has been the opportunity to build up a relationship with the child that is built on consistency and trust. The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule. The imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.

#### Exclusion

A decision to exclude a pupil is taken by the Headteacher only:

This will be in response to serious breaches of the school's behaviour policy AND if allowing the pupil to remain in school would seriously harm the educational welfare of the other pupils in the school. In addition refusal to respond to requests from the Senior Leadership Team which would mean a safeguarding risk to the pupil or to others. In extreme situations of non-compliance where the pupil will not follow instruction from senior staff and they are a danger to themselves or others (either verbally or physically), the police will be contacted. If parents are delayed in reaching the school site, the pupil will be monitored from a distance by staff, whilst ensuring the safety of other pupils and themselves until the police arrive.

\* The Head Teacher will review all incidents on merit, and depending on the significance of the incident the Head Teacher may recommend a fixed period exclusion or a permanent exclusion without any prior history of behaviour. It is recognised that not all children are the same and there are those pupils who have specific disabilities or Additional Learning Needs where it may be difficult to apply this policy directly. Each incident will be taken into consideration and no decision on sanctions will be taken without thorough consideration and thorough investigation on the basis of evidence provided.

#### N.B

Parallel procedures will also apply to all out of school activities/trips & visits. If a child's behaviour during the lunch hour causes grave concern, the Head Teacher may well consider excluding the pupil from school during the mid-day break for a specified period of time.

Signed \_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

## 1. Executive summary

The national picture of school behaviour is complex, but numerous indicators suggest that it can be better in a great number of schools and contexts. Every leader should consciously aspire to the very best behaviour possible in their schools as a matter of priority. There are a number of strategies that schools with outstanding behaviour use frequently, and these should be shared and made available to all school leaders in order for them to decide if they are appropriate for their schools.

### 1.1 School culture: the way we do things around here

The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- students achieve more academically and socially
- time is reclaimed for better and more learning
- staff satisfaction improves, retention is higher, recruitment is less problematic<sup>1</sup>

Standards of behaviour remain a significant challenge for many schools. There are many things that schools can do to improve, and leadership is key to this. Teachers alone, no matter how skilled, cannot intervene with the same impact as a school leader can.

The key task for a school leader is to create a culture - usefully defined as 'the way we do things around here' - that is understood and subscribed to by the whole school community.

#### *What are the principals of a Behaviour Policy?*

- To raise pupils' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive pro-active, reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community

#### *How do we implement our Behaviour Policy?*

1. School ethos
2. Expectations of the school community
3. Curriculum
4. School systems
5. Rewards
6. Sanctions
7. Support systems for Individual Pupil Need
8. Support systems for Staff
9. Support system for Parents/Carers

### A Whole School Approach to Behaviour and Attendance

1. A school behaviour and attendance policy shapes the school ethos and makes a statement about how the school values and includes all the people in it. Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. A well implemented policy is an important factor in gaining pupils' and parents' confidence in a school and in attracting and retaining good quality and well-motivated staff.

### Duty to Promote High Standards of Education

2. Under section 21(2) of the Education Act 2002, governing bodies are required to conduct a school with a view to promoting high standards of educational achievement. The same duty applies to LAs under section 5 of the School Standards and Framework Act 1998.

### Legal Requirements for School Behaviour Policies

3. Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour. In particular it requires:

- a governing body to make and review a written statement of principles to guide the head teacher in determining measures for promoting positive behaviour; and
- where a governing body wants particular measures introduced or particular issues addressed, the governing body to notify the head teacher and enables it to give further guidance.

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Is it time to rethink the way we deal with poor behaviour?

“ The behaviour management policy is the first thing many teachers see when they start in a new school, and it is a similar structure in all establishments. However, in its current form, I see no benefits to teachers or children in mainstream schooling. ”

### The Problems With Behaviour Management Policies

There are a number of issues that I've have with behaviour management policies.

### Under-ambitious by name, under-ambitious by nature

The majority of children do not need their behaviour 'managed', as pride and respect provide enough motivation for most children to toe the line.

The minority of poorly behaved children do not need their behaviour managed either. They need it improved. So exactly what are we managing? Where has this under-ambitious phrase plaguing our schools come from and what exactly are we trying to achieve?

misbehaving. Teachers also need to be equipped with effective skills and responses for those instances where difficult behaviour does occur.

Where teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced.

This handbook is intended as a resource to enhance the practice of teachers at primary level, primarily for newly qualified teachers (NQTs), although others may also find something of interest in it.

The handbook focuses on general behaviour management methods and does not specifically cover issues relating to special educational needs (SEN).

### How to use this handbook

Teachers may use the materials in different ways, depending on their role and their needs:

- as an interesting read to confirm their confidence in their own skills at managing behaviour in the classroom
- as a resource pack that provides ideas and approaches for addressing particular issues or difficulties
- as a resource for coaching or mentoring NQTs
- as a resource to help support other staff.

This handbook focuses on the classroom level only.

## School children's reasoning about school ru

Robert Thornberg

Pages 37-52 | Published online: 24 Apr 2008

Download citation <https://doi.org/10.1080/02671520701651029>

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### Abstract

School rules are usually associated with classroom management and school discipline. However, rules also define ways of thinking about oneself and the world. Rules are guidelines for actions and for the evaluation of actions in terms of good and bad, or right and wrong, and therefore a part of moral or values education in school. This study is a part of a larger ethnographic study on values education in the everyday life of school. Here the focus is on school rules and students' reasoning about these rules. Five categories of school rules have been constructed during the analysis: (a) relational rules; (b) structuring rules; (c) protecting rules; (d) personal rules; and (e) etiquette rules. The findings show that the students' reasoning about rules varies across the rule categories. The perception of reasonable meaning behind a rule seems to be – not surprisingly – significant to students' acceptance of the rule. According to the students, relational rules



I've been a behaviour consultant, trainer and mentor for six years, and a teacher for almost twice that. I've been to over 100 schools, coaching, mentoring and training staff in basic behaviour techniques. I'm also the TES behaviour advisor, and I run the behaviour forum online. During my career, I've learned a few simple truths that deserve to be said a few times:

- Everyone experiences difficult behaviour at school.
- Children, like all people, can be selfish, cruel, kind and amazing.
- It isn't your fault if they misbehave, but it is your responsibility to act if they do.
- **Most students will be happy to abide by rules that are fair, consistent and proportionate.**
- Almost all students prefer to be in a school where the adults take behaviour seriously.

In this guide you'll find some of what I think are the most basic things you need to be doing in order to get the behaviour you need, and children need, in order for everyone to do well. There's a lot more to it than this, but this is the heart of the matter.

Good luck.

**Tom Bennett**  
Behaviour consultant



UNISON represents around 250,000 school support staff across the UK, in every role including teaching assistants, technicians, caretakers, business managers and admin and finance staff, learning support, cooks and cleaners. Every one of these staff has some contact with pupils – even if they're not based in the classroom.

Managing challenging and difficult behaviours is one of the main areas that our members raise as a cause for concern. Unfortunately, school support staff are often overlooked when behaviour management strategies or training programmes are designed and it is too often assumed that only teachers need support or training on behaviour management.

UNISON has commissioned this guidance to give support staff more confidence and practical help when dealing with challenging behaviour. Tom's light-hearted style makes this serious subject easier to engage with. It should start you on the road to believing you can tackle difficult situations that previously seemed insurmountable.

**Jon Richards**  
UNISON head of education

## Rules

Rules create clear expectations for the children and need to define what is acceptable behaviour. These must be reinforced on a regular basis and placed in a visible place on the classroom wall. Include the children in developing the rules as this will give them ownership and they will be more likely to accept their terms and conditions and therefore comply.

### Tips: Rules

- When designing your classroom rules, they should be:
  - clear
  - comprehensive
  - enforceable.
- Write the rules in a positive way and avoid using 'don'ts'. For example, 'I will walk sensibly around the school' rather than 'Don't run around the school'.
- Children require understandable directions. Hence, the rules need to be specific and explainable, e.g. telling children to 'Be good' or 'Don't do that' is too vague.
- Display the class rules and go over them with the children on a regular basis.
- Check children's understanding of the rules.
- Explain the rationale behind the rules.

these systems can be motivating. Over time, however, the rewards are no longer enough.

There is also a dark side to these behavior management systems. For the kid who doesn't earn the stickers, clips down instead of up, or never climbs above the yellow card, these charts can be shame-inducing. **Imagine seeing your bad day played out in bright colors on the very wall that all of your peers stare at all day long.** These systems can leave students feeling worthless, overwhelmed and incapable. **They can negatively impact the student's self-confidence, which can result in poor academic performance and even more behavioral issues.** These behavior management systems, although well-intentioned, can be downright devastating.

correctly, behavior cards can turn a chaotic classroom into a productive learning environment.

## Behavior Cards Work When Used Correctly

**Behavior cards and charts, in general, have come under fire in the recent years for being ineffective, demeaning, shameful, and even a waste of time.** However, I've found that when they are used in a positive and encouraging way this method of behavior control can have a positive impact on students and help create a peaceful learning environment for everyone. How does it work? It's simple. Use the behavior cards as a tool for encouraging good behavior and not as your primary disciplinary measure. It worked in my classroom and it can work in yours. Here's how!

## Why Are Behavior Cards Needed?

Before I started using behavior cards in my classroom, I took a look at reasons why the system is needed in the first place. As teachers, we all understand that we're faced with more than just the task of educating our students in subjects like reading, math, and science. We're also left with the task of teaching basic classroom etiquette. Did you know that **up to 50% of class productivity is lost** because of students misbehaving? Around 80% of misbehavior is from talking without permission. Daydreaming or moving around the classroom makes up 19% of misbehaving students while the remaining 1%



The classroom behavior chart system has several advantages and disadvantages. Before creating your own chart, here are some pros and cons for your consideration before you make it one of your [teaching strategies](#).

## Pros

1. A behavior chart is one option for [classroom management](#). It can help limit the amount of issues that you experience in your class throughout the day.
2. For students that need a visual reminder, hanging a behavior chart on the wall is a great way to tell them how they're doing on any given day.
3. When there are lots of interruptions throughout the day, it's difficult for teachers to meet the needs of their students. The classroom behavior chart helps keep the class under control, so you can focus on individual students.
4. For students who require motivation to excel, the classroom behavior chart provides extrinsic motivations for students to follow the classroom rules.

## Cons

1. One of the biggest arguments against classroom behavior charts is that it can harm [students' self-esteem](#). A behavior chart is displayed for everyone to see. Students clip up or down in front of their peers. As such, some students will feel degraded and resentful towards you. If this is the case, then your students will feel less comfortable participating in class.

### Classical Conditioning

Ibraheem Rehman, Navid Mahabadi, Chaudhry I. Rehman.

► Author Information

Last Update: February 17, 2020.

#### Introduction

Go to:

Learning is the process by which new knowledge, behaviors, attitudes, and ideas are acquired. Learning can occur through both unconscious and conscious pathways. Classical conditioning is one of those unconscious learning methods and is the most straightforward way in which humans can learn. Classical conditioning is the process in which an automatic, conditioned response is paired with specific stimuli. Although Edwin Twitmyer published findings pertaining to classical conditioning one year earlier, the best-known and most thorough work on classical conditioning is accredited to Ivan Pavlov, a Russian physiologist born in the mid-1800s. Pavlov had such a great impact on the study of classical conditioning that it is often referred to as Pavlovian conditioning. [\[1\]](#)[\[2\]](#)[\[3\]](#)

#### Issues of Concern

Go to:

##### Pavlov's Experiment

Like many great scientific advances, classical conditioning was stumbled upon by accident. Pavlov was conducting research on the digestion of dogs when he noticed that the dogs' physical reactions to food subtly changed over time. At first, the dogs would only salivate when the food was placed in front of them. However, later they salivated slightly before their food arrived. Pavlov realized that they were salivating at the noises that were consistently present before the food arrived; for example, the sound of a food cart is approaching.

To test his theory, Pavlov set up an experiment in which he rang a bell shortly before presenting food to the dogs. At first, the dogs elicited no response to the bells. However, eventually, the dogs began to salivate at the sound of the bell alone.

Cite this Page

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Eponymy, obscurity, Twitmyer, and Pavlov.

[J Hist Behav Sci. 1982]

**Review** Chronic Recording During Learning

[Methods for Neural Ensemble Re...]

Pavlov's Reflex before Pavlov: Early Accounts from the English, French and German Classic Literature.

[Eur Neurol. 2017]

When scientific knowledge becomes scientific discovery: the disappearance of classical conditioning be [J Hist Behav Sci. 2002]

**Review** The birth, death and resurrection of avoidance: a



A final criticism of classical conditioning theory is that it is deterministic. This means that it does not allow for any degree of free will in the individual. Accordingly, a person has no control over the reactions they have learned from classical conditioning, such as a phobia.

The deterministic approach also has important implications for psychology as a science. Scientists are interested in discovering laws which can then be used to predict events. However, by creating general laws of behavior, deterministic psychology underestimates the uniqueness of human beings and their freedom to choose their own destiny.

## Critical Evaluation



Classical conditioning emphasizes the importance of learning from the environment, and supports nurture over nature. However, it is limiting to describe behavior solely in terms of either nature or nurture, and attempts to do this underestimate the complexity of human behavior. It is more likely that behavior is due to an interaction between nature (biology) and nurture (environment).

A strength of classical conditioning theory is that it is scientific. This is because it's based on empirical evidence carried out by controlled experiments. For example, Pavlov (1902) showed how classical conditioning could be used to make a dog salivate to the sound of a bell.

## A Word From Verywell

In reality, people do not respond exactly like [Pavlov's dogs](#). There are, however, numerous real-world applications for classical conditioning. For example, many dog trainers use classical conditioning techniques to help people train their pets.

These techniques are also useful for helping people cope with phobias or anxiety problems. Therapists might, for example, repeatedly pair something that provokes anxiety with relaxation techniques in order to create an association.

Teachers are able to apply classical conditioning in the class by creating a positive classroom environment to help students overcome anxiety or fear. Pairing an anxiety-provoking situation, such as performing in front of a group, with pleasant surroundings helps the student learn new associations. Instead of feeling anxious and tense in these situations, the child will learn to stay relaxed and calm.

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## Operant conditioning

John E. R. Staddon and Yael Niv (2008), Scholarpedia, 3(9):2318.

[doi:10.4236/scholarpedia.20083902318](#)

revision #91609 [link to cite this article]

- **Dr. John E. R. Staddon**, Psychology and Neuroscience, Duke University
- **Dr. Yael Niv**, Psychology Department, Princeton University, NJ, USA

**Operant conditioning** (also known as **instrumental conditioning**) is a process by which humans and animals learn to behave in such a way as to obtain rewards and avoid punishments. It is also the name for the paradigm in experimental psychology by which such learning and action selection processes are studied.

### Post-publication activity

Curator: John E. R. Staddon

#### Contents [hide]

- 1 Definitions
- 2 History
- 3 Data: acquisition
- 4 Data: steady state
- 5 Theory
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- 7 External links
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| Table of Contents  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |      | F.A.Q.                |
| Emotional Problems | <p>B. F. Skinner was one of the most influential of American psychologists. A behaviorist, he developed the theory of operant conditioning -- the idea that behavior is determined by its consequences, be they reinforcements or punishments, which make it more or less likely that the behavior will occur again. Skinner believed that the only scientific approach to psychology was one that studied behaviors, not internal (subjective) mental processes.</p> |                                    |      | Help is Available     |
| Anger              | <p><b>B.F. Skinner</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                    |      | Who I Can Help        |
| Anxiety            | <p>The following has been adapted from the Webspace website.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |                                    |      | How I Can Help        |
| Depression         | <p>Skinner was heavily influenced by the work of John B. Watson as well as early behaviorist pioneers Ivan Pavlov and Edward Thorndike. He spent most of his professional life teaching at Harvard University (after 9 years in the psychology department at Indiana University). He died in 1990 of leukemia, leaving behind his wife, Yvonne Blue and two daughters.</p>                                                                                            |                                    |      | What You Can Do       |
| Frustration        | <p>Burrhus Frederic Skinner was born March 20, 1904 (he died in 1990 of leukemia), in the small Pennsylvania town of Susquehanna. His father was a lawyer, and his mother a strong and intelligent housewife. His upbringing was old-fashioned and hard-working.</p>                                                                                                                                                                                                  |                                    |      | Fees                  |
| Grief              | <p>Skinner was an active, out-going boy who loved the outdoors and building things, and actually enjoyed school. His life was not without its tragedies, however. In particular, his brother died at the age of 16 of a cerebral aneurysm.</p>                                                                                                                                                                                                                        |                                    |      | About Dr Berger       |
| Guilt              | <p>B. F. Skinner received his BA in English from Hamilton College in upstate New York. Ultimately, he resigned himself to writing newspaper articles on labor problems, and lived for a while in Greenwich Village in New York City.</p>                                                                                                                                                                                                                              |                                    |      | What Is a             |
| Lack of Confidence |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |      | Psychologist          |
| Self-Esteem        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |      | Psychiatrist          |
| Stress             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |      | Clinical Psychologist |
| Eating Disorders   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |      | Educational Psych...  |
| Anorexia           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |      |                       |

## Implications for Positive Reinforcement

Advantages of positive reinforcement and shaping include many real-world applications. These techniques are particularly useful in a classroom setting. Teachers can use many types of rewards to reinforce behavior that is conducive to learning. Grading systems, for example, are forms of positive reinforcement. Similarly, teachers can encourage student participation by offering praise or class credit for students who lead classroom conversations.

## Extinction

Extinction in operant conditioning is when a behavior that is undesirable is ignored or unrewarded. Unrewarded behaviors will disappear over time. For example, teachers often inadvertently reward students who act out in the classroom. These students may be seeking the attention of the teacher or of the

# The Advantages of Operant Conditioning

Rebeca Renata

Operant conditioning is a form of behaviorism put forth by the American psychologist B.F. Skinner. Skinner theorized that all behavior is created in reaction to environmental stimuli. He believed that this occurred in conjunction with a series of punishments and rewards. That is, when a person is rewarded for a behavior, it is more likely to occur again. However, when a person is punished, she is less likely to repeat the behavior. Operant conditioning has practical advantages, specifically in the area of education.



# Methodological Approach

## Research Placement Action Plan

| Objective    | Activity                                                | Date completed     |  |
|--------------|---------------------------------------------------------|--------------------|--|
| Safeguarding | Find out who the safeguarding officer is in the school. | 14/1/20            |  |
| Safeguarding | Show DBS Certificate                                    | 14/1/20            |  |
| Interview    | With class teacher x2                                   | 22/1/20            |  |
| Interview    | With headteacher                                        | 27/1/20            |  |
| Observation  | Whole school values assembly                            | 17/1/20<br>24/1/20 |  |
| Observation  | Break time (Indoors)                                    |                    |  |
| Observation  | Break time (outdoors)                                   | 16/1/20            |  |
| Observation  | Morning lessons                                         | 17/1/20<br>21/1/20 |  |
| Observation  | Afternoon lessons                                       |                    |  |

Observation Break time (outdoors)

All the key stage 2 children (years 3-6) are out on the yard for break time. Half of the children are playing football. There is a "cage" to play football in and there is a timetable of when the children can go in to play. The timetable is for break and dinner time and it shares the time out between the three-year groups. The children who do not have the time in the "cage" play football on the bottom half of the yard. There is one teacher and two LSA's out on duty. The other half of the children are playing with friends and running around. There is a group of children playing tag. The noise levels are high, but all children are in good spirits. There are some children who have English as an additional language and they have fought with some children during play time, because of the language barrier it is hard for them to understand that they have behaved inappropriately. At the end of break it takes a while for the children to go back to classes.

#### Afternoon Session – After dinner year 3 classroom

Children have come into the classroom after an hour's dinner break. Children are loud and disruptive while the teacher and LSA are talking. Teacher then puts on a music song with dancing and actions. Majority of children join in; small number of children are talking amongst each other instead of taking part. Teacher tells the children that there is too much noise in the class and the noise levels decrease. The children all have a class spelling test that is directed by the class teacher. The noise levels are high, and the teacher raises three fingers above head until the class is quiet. This method works quickly. The class has been divided for the spelling test. The teacher must ask one child more than once to sit down in his seat and to stop shouting out. The teacher tells the children that the spelling test is taking longer than it should because of children shouting out and talking in between spelling words. Teacher does a Welsh countdown at end of spelling test to settle children. After the spelling test, the teacher reads the last few pages of the book they are reading as a class – all children are quiet and listening to the book. Another year group comes in to ask the class questions – the class levels have risen while this is being done. Teacher raises 3 fingers above head to quieten the class down after the other class leaves. The noise levels instantly quieten and the teacher praises the class for this.

#### Observation – Comprehension Year 5 and 6 class combined Morning session before assembly.

The year 5 and 6 classes have been split and combined into 2 classes to do comprehension. This is done every Friday Morning. The work is done independently under test conditions although it is not a test and as much help that is needed is given. Children were quiet when the teacher was explaining what needed to be done. As soon as the teacher had finished speaking, the class noise levels rose. One child was shouting for someone else across the classroom. Teacher asked them to stop as it was distracting. One child shouted out answers even after being told to stop.

One child needs help- is distracting the entire class while they wait for support. Teacher leaves the room to speak to another teacher – whole class stops doing work and class

noise levels rise – children carry on with their work when the teacher comes back in.  
Teacher does not need to say anything to the children to settle them.

#### Observation

Morning session after break – 21 January 2020 (60 minutes)

The yard outside has been too icy for the children to go out, so they have had to have indoor play in the classroom. The class takes a while to settle after break and the class noise levels are high. The children are not sitting in their seats quietly ready for the teacher. The teacher comes in and asks the children to sit in their seats, some listen, and some do not. The teacher then raises their voice to get the rest of the children to listen. This works as the class noise levels decrease and they all sit down. Class is quiet when the teacher explains the work they must do. There are some children who are trying to distract the class by banging the table, swinging on a chair, calling out across the class or talking. This behaviour is ignored by the teacher and the rest of the class.

Although the class noise levels were quiet when the children were listening to the teacher explain what they had to do, as soon as the teacher had finished the noise levels rose and children were up out of their seats walking around the classroom. All children are getting on with the work given but the class noise levels are still high. The teacher and LSA are walking around the classroom to make sure that all children understand and are supporting the children who need it. One child has locked themselves in the toilet and will not come back out. The teacher has given them to the count of 5 to come out of the toilet or they will be given a yellow card (warning). The child did not come out by the count of 5 but was not given a yellow card. The class teacher leaves the room briefly and most of the children stop working and noise levels once again rise. Some children are continuing with their work even with the teacher not in the room. Once the teacher returns all work continues but noise levels are still high. Even though class noise levels are high, and the children are talking to each other, they have all finished the work set out by the teacher for the session. One child raises her hand to ask for support instead of getting up and going to the teacher or LSA like other children are doing. As children have finished before the end of the session, the teacher does some more work as a whole class on the same topic they were doing in their books. The children were quiet, and all seated during this time.

#### Whole School Values Assembly 1

During the week, pupils have the opportunity to earn 'values' by completing different goals. There is an assembly every Friday morning to reward all pupils with a certificate that have achieved all values.

Children enter and leave the hall by year group, The theme song from Rocky 'eye of the tiger' is playing. The song has been picked as it suits the school motto "Believe, Achieve, Succeed" Assembly starts with children saying bore da to staff and other pupils.

Starts values assembly straight away, the different year groups below receive certificates by class.

Year 6 – 8 pupils

Year 5 – 9 pupils

Year 4 – 8 pupils

Year 3 – 3 pupils

Year 2 – 15 pupils

Year 1 – 5 pupils

Reception – 7 pupils

Nursery – 10 pupils

Children and staff all clap when children are awarded certificates.

All children with certificates have a group photo to go in the school newsletter.

If there any other reasons for achieving the certificate other than gaining the 7 values the teacher will explain this reason before giving the certificate.

Noise levels rise when children go back into year groups. Noise levels fall when the deputy head puts his hand above his head and counts down. Hall is silent by the end.

As well as values, children are awarded for full weeks attendance. All children with full attendance have names put into a cup for every individual year – one name is pulled out of each year cup and children are rewarded with a small gift. Children are happy and there is a positive atmosphere in the hall.

Class attendance – Highest class percentage can have the school gerbils until the following Friday as a reward – this is the incentive to get children to come to school.

The theme from Rocky is playing again and all the children are clapping and singing to the song. The headteacher is taking this assembly but was called out briefly. Once the music has stopped playing the whole hall is quiet.

Assembly begins straight away with certificates for values

Year 6 – 8 pupils

Year 5 – 7 pupils

Year 4 - 10 pupils

Year 3 – 6 pupils

Year 2 – 12 pupils

Year 1 – 8 pupils

Reception – 1 pupil

Nursery – 5 pupils.

Overall Behaviour during the assembly has been very good with the children all supporting each other and clapping when their friends receive certificates. As the children go back to their seats the noise levels rise but the headteacher raises her hand and counts down. The whole hall is quiet quite quickly. The noise levels rise as children leave the hall for the end of assembly.

Interview with headteacher (27/01/2020)

**1. What are the strategies used to promote good behaviour?**

Rewards, positive encouragement, pause points to calm and reflect and to promote positive thinking. With older children we try to have rational conversations which is a restorative approach to help them to build their own bridges so that adults do not need to intervene as much.

**2. What are the strategies used to maintain good behaviour?**

Using the restorative approach. The behavior policy that children have helped to construct, school values. Celebrating the reward of positive behavior. Held in high esteem through assembly and end of term rewards e.g. cinema trips, days outs. Using coloured cards, children know why they have yellow/red card and use self- regulation to go back to green.

**3. What are the strategies used to manage inappropriate behaviour?**

Yellow and red cards, clear sanctions, the children have been a part of identifying the strategies and sanctions. Red cards mean that they go to see the headteacher and if behavior continues then this means an exclusion.

**4. Do you find that these strategies are effective in managing both positive and inappropriate behaviour?**

Very effective but we are aware that as the children get older and leave the school the cohort changes and we need to relook at the different strategies and policies as the children have a big impact on creating these.

**5. Why do you think that these strategies are effective/ineffective in managing behaviour?**

Because the children and staff have been a part of the process, so everybody has an ownership of the strategies.

**6. Do you find that there is usually a reason for inappropriate behaviour?**

Yes. For our children it is paramount that we as staff understand that there may be reasons for their behavior such as home life or backgrounds.

**7. Is there a whole school approach to creating behaviour management strategies?**

Yes, it is a restorative approach that we are in the early days of. An understanding that relationships between pupil and staff are positive, it is all a part of the well being of the school. Very rarely do children display inappropriate behavior without any reason. Knowing the children is key.

**8. Do children have the opportunity to participate in the decision making of strategies?**

Yes, student council meetings every half term, they make decisions on everything that goes on in the school such as rewards, staff hiring, painting of class rooms and displays. Pupil voice is important in the school.

Placement Interview with class teacher. (22.01.2020) Year 6

**What are the strategies used to promote good behaviour?**

The values are the motivation to promote good behaviour because as well as a certificate every week the children are rewarded at the end of the term, for example, the children who had the values every week were taken to the cinema before Christmas as a reward.

**What are the strategies used to maintain good behaviour?**

The yellow and red cards are the way we maintain behavior in the class, some instances such as swearing or hitting require a red card immediately.

**What are the strategies used to manage inappropriate behaviour?**

The red and yellow cards are used more to manage inappropriate behavior.

**Do you find that these strategies are effective in managing both positive and inappropriate behaviour?**

Yes but, I find that the values are more effective for the younger children as they appreciate having a certificate every week whereas the older children are only upset when they do not get the reward at the end of the term.

**Why do you think that these strategies are effective/ineffective in managing behaviour?**

The young children respond to the values and try their best every week to earn them. The older children do not respond to the values every week, but they do feel disappointed that they did not try harder at the end of term. The prizes do have an impact when they do not have it.

**Do you find that there is usually a reason for inappropriate behaviour?**

Sometimes but not all the time, it depends on the child, anyone can have a minor slip or a bad day to have a yellow card. The children who get a red card often there is usually a background history.

**Is there a whole school approach to creating behaviour management strategies?**

The yellow and red cards was created by the whole school and the policy was decided by the staff and used across both key stages. All children are aware of what merits a yellow and/or red card and they are also displayed in all classrooms. The values system was thought of by the headmaster, but all staff had the opportunity to work out how it would be used in the classroom and the school council decide what the prizes will be.

**Do children participate in the decision making of strategies?**

The school council get to choose the prizes. The children are aware of the school rules and regulations because it is the same from nursery to year 6.

Bera Guidelines

## GUIDELINES

### Responsibilities to participants

9. The British Educational Research Association (BERA) believes that educational researchers should operate within an ethic of respect for any persons – including themselves – involved in or touched by the research they are undertaking. Individuals should be treated fairly, sensitively, and with dignity and freedom from prejudice, in recognition of both their rights and of differences arising from age, gender, sexuality, ethnicity, class, nationality,

cultural identity, partnership status, faith, disability, political belief or any other significant characteristic.

10.

11. The Association expects researchers to be mindful of the ways in which structural inequalities – those, for example, associated with ‘race’, gender, LGBT+ issues and socio-economic status – affect all social relationships, including those that are formed in the course of research. Where relevant, attention should be paid to the ways in which such inequalities specifically affect children and young people, and their relationships. Sensitivity and attentiveness towards such structural issues are important aspects of researchers’ responsibilities to participants at all stages of research, including reporting and publication.

12.

13. Participants in research may be actively or passively involved in such processes as observation, experiment, auto/biographical reflection, survey or test. They may be collaborators or colleagues in the research process, or they may simply be implicated in the context in which a research project takes place. (For example, in a teacher or lecturer’s research into their own professional practice, students or colleagues will be part of the context, but will not themselves be the focus of that research.) It is important for researchers to take account of the rights and interests of those indirectly affected by their research, and to consider whether action is appropriate – for example, they should consider whether it is necessary to provide information or obtain informed consent. In rare cases – for instance, in some politically volatile settings, or where researchers are investigating illegal activity, including suspected abuse – covert research may be defensible. In such cases approval must be obtained from an institutional ethics review committee.

14.

15. Where research draws on social media and online communities, it is important to remember that digital information is generated by individuals. Researchers should not assume that the name given and/or identity presented by participants in online fora or media is a 'real' name: it might be an avatar. This avatar could represent a human or a bot, but behind either will be one or more human creators responsible for it, who could therefore be regarded as participants; whether and how these potential participants might be traceable should be considered. Where an organisation shares its data with researchers, those researchers have a responsibility to account for how and with what consent that data was gathered; they must also consider the authorship of that data and, consequently, whether it is necessary to independently approach the relevant individuals for consent concerning its use. Researchers should keep up to date with changes in data use regulations and advice.

16.

17. Researchers have a responsibility to consider what the most relevant and useful ways are of informing participants about the outcomes of the research in which they were or are involved. They could consider whether and how to engage with participants at the conclusion of the research by, for example, debriefing them in an audience-friendly format, or by eliciting feedback on the findings. Should conflicting interpretations arise, researchers should normally reflect participants' views when reporting the research. Researchers may wish to offer them copies of any publications arising from projects in which they have participated, or to produce reports specially tailored for the research context, taking into consideration potential subsequent uses of this material, including by the participants' institutions. Where the scale of the research makes such a consideration impractical, alternative means such as a website

could be used to ensure that participants are informed of the outcomes and the ways in which they are able to engage with them.

18.

19. Researchers also have a responsibility to consider how to balance maximising the benefits and minimising any risk or harm to participants, sponsors, the community of educational researchers and educational professionals more widely – while again recognising that irresolvable tensions may need to be addressed. At times, some benefits to participants may be compromised in order to achieve other gains or goals, but these compromises should be justifiable and, where possible, explicitly accounted for.

20.

21. Researchers should not undertake work for which they are not competent.

22. Adherence to an ethic of respect implies the following responsibilities on the part of researchers.

23.

## Consent

24. It is normally expected that participants' voluntary informed consent to be involved in a study will be obtained at the start of the study, and that researchers will remain sensitive and open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent. The Association takes voluntary informed and ongoing consent to be the condition by which participants understand and agree to their participation, and the terms and practicalities of it, without any duress, prior to the research getting

underway. It should be made clear to participants that they can withdraw at any point without needing to provide an explanation – this is detailed in sections 31 and 32 below.

25.

26. Researchers should do everything they can to ensure that all potential participants understand, as well as they can, what is involved in a study. They should be told why their participation is necessary, what they will be asked to do, what will happen to the information they provide, how that information will be used and how and to whom it will be reported. They also should be informed about the retention, sharing and any possible secondary uses of the research data. Where appropriate, researchers who are BERA members will include a declaration of membership in information sheets and consent forms, to make explicit the fact that members are expected to follow BERA guidance as part of the Association's code of conduct<sup>5</sup> (which contains a complaints procedure that may be helpful<sup>6</sup>).

27.

28. Participants may be willing to take part in research even though they are unable to be fully informed about the implications of their participation – perhaps due to their unfamiliarity with research, a lack of ability to understand, or their circumstances. In these situations, researchers and participants should negotiate consent within relationships of mutual trust, the credibility of which depends upon the integrity and trustworthiness of the researcher.

29.

30. The institutions and settings within which the research is set also have an interest in the research, and ought to be considered in the process of gaining

consent. Researchers should think about whether they should approach gatekeepers before directly approaching participants, and about whether they should adopt an institution's own ethical approval and safeguarding procedures; this is usually a requirement. (Furthermore, in some circumstances researchers may have a statutory duty to disclose confidential information to relevant authorities; see section 52.) Particularly when researching in more than one language or culture, researchers should consider the effects of translation and/or interpretation on participants' understandings of what is involved.

31.

32. In many cases the producers of publicly accessible data may not have considered the fact that it might be used for research purposes, and it should not be assumed that such data is available for researchers to use without consent. Researchers should be attuned to differences between, for example, policy documents, governing body minutes and charitable trust reports that are written with the expectation that they are available for public use or accountability, and data that appear to be in the public domain yet are produced for a range of purposes (in blogs, social media, online discussion forums, face-to-face presentations or meetings, for example). Seeking consent would not normally be expected for data that have been produced expressly for public use. There is no consensus, however, as to whether those in online communities perceive their data to be either public or private, even when copyrights are waived. Therefore, consent is an issue to be addressed with regard to each and any online data-source, with consideration given to the presumed intent of the creators of online content, the extent to which it identifies individuals or institutions, and the sensitivity of the data. See the sources listed in the below footnote for further guidance.<sup>2</sup>

33.

34. Consideration should be given to whether and how best to approach online communities (through members, gatekeepers or moderators, for example), or those involved in face-to-face public events and spaces, in order to inform them about the intended research.

35.

36. When working with secondary or documentary data, the sensitivity of the data, who created it, the intended audience of its creators, its original purpose and its intended uses in the research are all important considerations. If secondary data concerning participants are to be reused, ownership of the datasets should be determined, and the owners consulted to ascertain whether they can give consent on behalf of the participants. Sometimes it may be deemed appropriate to accept consent from hosts of the data such as a depository on behalf of contributors.

37.

38. It is accepted that, sometimes, gaining consent from all concerned in public spaces (face-to-face or virtual, past or present) will not be feasible; however, attempts to make contact should be documented. In the event of a secondary source being untraceable, researchers should be able to evidence their attempts to gain consent.

39.

40. In circumstances in which some members of a group (such as students in a class or their parents/guardians) have not given consent to participate, researchers should decide whether this was an *active* refusal of consent, in which case they would need to respect this and find a practical solution. For those who it is not possible to contact, a decision should be taken as to how it

might be appropriate to proceed, in conjunction with gatekeepers or other stakeholders.

41.

42. In ethnographic and observational studies, the level of analysis in group-focussed research should be taken into account where some members of the group refuse consent. If the research aims to understand the roles of *individuals* within the group then these members must not be included in the research. However, to the extent that the research is concerned with the *group* dynamic as a whole (for example, within a classroom), consenting individuals' interactions with the non-consenting individuals may still be significant to the research.

43.

44. Specific issues also arise with respect to consent within large-scale randomised control trials across research settings. Institutional leaders may agree to take part, acting as gatekeepers on behalf of members (such as teachers and students in schools). In order to ensure that *all participants* are as fully informed as possible about the costs and benefits of the study, researchers should offer both information and support. This may result in participants exercising their right to opt out within the parameters of the intervention. Where stratified random sampling is used, it may be appropriate to select more participants than necessary so that where institutions or individuals drop out, they can be replaced from the randomised pool. However, the potential explanations for dropout would normally be discussed with the research sponsor and the implications addressed in the report.

45.

46. An important consideration is the extent to which a researcher's reflective research into their own practice impinges upon others – for example, in the case of power relationships arising from the dual roles of teacher/lecturer/manager and researcher, and their impact on students and colleagues. Dual roles may also introduce explicit tensions in areas such as confidentiality. These may be addressed appropriately by, for example, making the researcher role very explicit; involving an independent third party in the research process; seeking agreement for politically controversial research; and ensuring that researcher identity remains confidential. Researchers who are researching their own practice should also consider how to address any tensions arising between collecting data for different purposes – for example, using for research purposes data collected for evaluation purposes, or vice versa.

47.

48. In some cases, potential participants may not be in a social position vis a vis the researcher that enables them to easily give unrestrained informed consent. This can occur when the researcher and potential participant are family members, or if the researcher is the participant's teacher/lecturer. Researchers need to carefully consider how to deal with such situations and, if they can, should reassure such potential participants that non-participation is acceptable.

49.

50. Researchers using auto/biographical approaches and autoethnography need to consider how their work implicates other people, and what the consequences may be for individuals who, although not directly involved in a study, may be identifiable through their relationship with the researcher or

other participants; consent may need to be sought from these individuals in some cases.

51.

52. BERA expects that the same ethical principles will be applied to research undertaken by UK researchers outside of the UK as to research undertaken by them within the UK. The application of these principles in different social, cultural and political contexts requires careful negotiation, adaptation and sensitivity, and there is ultimately no substitute for the good conscience and ethical code of the individual researcher. In some countries it is advisable to work with a local person as co-researcher/co-investigator in order to establish adequate levels of trust with prospective local participants. Appropriate permission should be sought from relevant authorities (such as community or religious leaders or local government officials) in cultures that adopt a collective approach to consent. However, cultural sensitivity should not extend to excluding the individuals concerned from making their own informed decisions to take part in the research.

53.

54. BERA's principles of consent apply to children and young people as well as to adults. However, researchers may make different decisions as they deem appropriate for children and young people of different ages and capacities. BERA endorses the United Nations Convention on the Rights of the Child (UNCRC)<sup>8</sup>; the best interests of the child are the primary consideration, and children who are capable of forming their own views should be granted the right to express those views freely in all matters affecting them, commensurate with their age and maturity.

55.

56. Researchers following the UNCRC will take into account the rights and duties of those who have legal responsibility for children, such as those who act in guardianship (parents, for example) or as 'responsible others' (that is, those who have responsibility for the welfare and wellbeing of the participants, such as social workers). This may involve gaining the consent of those responsible for children, such as a parent or guardian.

57.

58. In the case of participants whose capacity, age or other vulnerable circumstance may limit the extent to which they can be expected to understand or agree voluntarily to participate, researchers should fully explore ways in which they can be supported to participate with assent in the research. In such circumstances, researchers should also seek the collaboration and approval of those responsible for such participants.

59.

60. Opt-in or opt-out procedures of gaining consent could be considered, as appropriate for the context; however, researchers have a responsibility to consult local legislation and laws,<sup>9</sup> particularly with regard to whether gaining opt-out consent is permissible. Participants' trust in the wider value of the research beyond the researcher's personal interests might be gained by including an endorsement from a senior leader within the institution/organisation where research is being carried out. (Researchers may need to weigh up competing ethical and methodological considerations – for example, taking steps to maximise opportunities to opt out where that method is selected, in order to reduce otherwise unavoidable sampling bias.)

61.

## Transparency

62. Researchers should aim to be open and honest with participants and other stakeholders, avoiding non-disclosure unless their research design specifically requires it in order to ensure that the appropriate data are collected, or that the welfare of the researchers is not put in jeopardy. Decisions to use non-disclosure in research should be the subject of full, principled deliberation and subsequent disclosure in reporting, and institutional ethical clearance should be obtained before using it. BERA recommends that if researchers are not employed or enrolled in settings where they are subject to institutional procedures they should seek to gain approval for any course of action involving non-disclosure by approaching a local or institutional ethics body and asking if their work can be reviewed. In any event, if it is possible to do so, researchers should seek consent on a post-hoc basis in cases in which it was not desirable to seek it before undertaking the research.

63.

64. Principles of consent also apply to possible reuse of data. This covers two different possible future uses: secondary data analysis by the same research team to address new research questions, or the sharing of the dataset for use by other researchers. In both cases, if data are to be reused, this should be made clear as a possibility when gaining initial consent. It is recommended that only anonymised and disaggregated data should be archived for sharing with other researchers beyond the original research team, and that researchers minimise the possibility that traces of identity retained within anonymised digital data can lead to the identification of participants. Researchers should explain to potential participants how long data will be stored for if it is to be reused.

65.

66. Where research has been sponsored or commissioned this should be made explicit to potential participants and other stakeholders, and in reports of the research and other publications, in the interests of both transparency and acknowledgement.

67.

68. Researchers should not undertake work in which they can be perceived to have a conflict of interest, or in which self-interest or commercial gain might compromise the objectivity of the research.

69.

## Right to withdraw

70. Researchers should recognise the right of all participants to withdraw from the research for any or no reason, and at any time, and participants should be informed of this right. Researchers should always provide their own contact details to participants. In all such circumstances researchers should examine their own actions to assess whether they have contributed to the decision to withdraw, and whether a change of approach might persuade the participants to re-engage. In most cases the appropriate course of action will be for the researchers to accept the participant's decision to withdraw. Decisions to persuade them to re-engage should be taken with care, and payment, coercion or duress of any form must not be used. However, in cases in which participants are required by a contractual obligation to participate (for example, when mandated as part of their employment to facilitate an

evaluation study) researchers may have proper recourse to a third party (the employing authority in this example) to request compliance.

71.

72. In online research contexts, if authors of postings or other material withdraw or delete data then that data should not be used in research. However, since it will not be possible for researchers to identify such withdrawals after data has been harvested, a proviso could be offered that the data were 'as made available to the public at the [stated] date of harvesting'.

73.

## Incentives

74. Researchers' use of incentives to encourage participation should be commensurate with good sense, such that the level of incentive does not impinge on the free decision to participate. Payment for participation in educational research is generally discouraged, not least because of the extra burden of cost that the extension of this practice would place on the practice of research.<sup>10</sup> The use of incentives should be acknowledged in any reporting of the research.

75.

## Harm arising from participation in research

76. Ethical research design and execution aim to both put participants at their ease and avoid making excessive demands on them. In advance of data

collection, researchers have a responsibility to think through their duty of care in order to recognise potential risks, and to prepare for and be in a position to minimise and manage any distress or discomfort that may arise. Researchers should immediately reconsider any actions occurring during the research process that appear to cause emotional or other harm, in order to minimise such harm. The more vulnerable the participants, the greater the responsibilities of the researcher for their protection.

77.

78. Researchers should make known to the participants (or their guardians or responsible others) any predictable disadvantage or harm potentially arising from the process or reporting of the research. Any unexpected harm to participants that arises during the research should be brought immediately to their attention, or to the attention of their guardians or responsible others as appropriate.

79.

80. Researchers should take steps to minimise the effects of research designs that advantage or are perceived to advantage one group of participants over others. For example, in an experimental design (including a randomised control study), the intervention made available to one group, while being unavailable to the control or comparison group, may be viewed as desirable. In mitigation, for example, an intervention emerging as effective can typically be offered to control groups after the end of a trial.

81.

82. The rights of individuals should be balanced against any potential social benefits of the research, and the researcher's right to conduct research in the service of public understanding. The researcher's obligations to the wider

research community and to public understanding may, in some circumstances, outweigh the researcher's obligations to act in accordance with the wishes of those in positions of economic, legal or political authority over the participants (such as employers, headteachers or government officials in oppressive regimes).

83.

84. Researchers should recognise concerns relating to the time and effort that participation in some research can require – the long-term involvement of participants in ethnographic studies, for example, and the repeated involvement of particular participants in survey research or in testing for research or evaluation purposes. Researchers should consider the impact of their research on the lives and workloads of participants, particularly when researching vulnerable or over-researched populations.

85.

86. During the research process (especially in longitudinal or ethnographic studies), if unforeseen consequences arise – in terms of human relationships or life experiences, for example – it may be appropriate to go back to the participants, gatekeepers or sponsors in order to renegotiate consent.

87.

## Privacy and data storage

88. The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity. This could

involve employing 'fictionalising' approaches when reporting, and where using such approaches researchers should fully explain how and why they have done so. However, in some circumstances individual participants, or their guardians or responsible others, may want to specifically and willingly waive their right to confidentiality and anonymity: researchers should recognise participants' rights to be identified in any publication of their original works or other inputs if they so wish.

89.

90. It is also acknowledged that anonymity may not be possible in some contexts and cases. For example, if conducting fieldwork within a small, close-knit community, it may be impossible to prevent some members of that community becoming aware – either through observation or because participants discuss it with them – of some details about the research that is being conducted. Similarly, when researching a very well-known institution, it may be possible for some readers to infer the identity of that institution even from a fully anonymised account of that research. Furthermore, approaches to this issue differ according to the type of research being undertaken: for instance, the maintenance of confidentiality and anonymity is not considered the norm for research using historical or archival data, nor is it achievable for autoethnographic work published under the author/researcher's name.

91.

92. Anonymity may also need to be reconsidered in the context of some visual methodologies and participatory methods. For instance, the study of facial expressions and gestures and the increasing prevalence of video and multimodal data raise questions about whether concealing identities is always appropriate. Researchers may need to negotiate an ethical course of action here – one that secures very clear agreement about anonymity and about

subsequent use of the data. Researchers need to be aware that visual material could be misused by others (for example, as an example of poor practice), and should take steps to prevent this as far as possible.

93.

94. Any changes to the degree of anonymity afforded to participants should be considered in the light of potential harm that may be caused by doing so and, in particular, the rights to confidentiality of other individual participants or institutions. In some circumstances, potential changes may require renegotiation of consent, or may be decided against if they would impinge on the rights of others. Where this happens, researchers will need to lodge the fact that there has been a change of circumstances with their institutional ethics committee, and seek updated clearance. It is in the researcher's interests to obtain any waiver of anonymity, or request for identification, in writing.

95.

96. While many sponsors require researchers to make anonymised versions of data available for secondary analysis, this situation is rapidly changing. In future, sponsors may expect researchers to share with them un-anonymised, fully identifiable data that can be linked with other data that they hold. It is thus extremely important that in seeking consent from participants, researchers make it very explicit what kinds of data (if any) are later to be shared.

97.

98. Researchers need to be aware of the possible consequences to participants should it prove possible for them to be identified by association or inference. They should take all reasonable precautions to avoid identification – for

example, by fictionalising or by changing identifying features that may leave participants in peril when the researcher has departed (from overseas or sensitive settings in particular).

99.

100. Anonymity is much harder to guarantee in digital contexts. The policies of some social media sites which require identification at signup may exacerbate this. Researchers need to be aware that participants' understandings of their level of privacy in a particular online space may be inaccurate. Ambiguity about privacy within some online communities in which sensitive or illegal topics are being discussed, or material shared, raise further ethical concerns. Relatedly, researchers should consider the question of what online content, in what circumstances, they would be obligated to report to relevant authorities and/or online service providers, bearing in mind any agreements entered into regarding confidentiality and anonymity (see paragraphs 52 and 53, on disclosure). Researchers using data gathered in such contexts should inform the community concerned about how the data will be used.

101.

102. Tensions may be raised between a participant's voice and authentic response on the one hand, and anonymity on the other hand where, for instance, participants take photographs or video recordings in the context of visual ethnography. Researchers need to use their judgment about the appropriateness of anonymity in such circumstances.

103.

104. Researchers must comply with the legal requirements in relation to the storage and use of personal data as stipulated in the UK by the Data

Protection Act (1998) and any subsequent similar acts, including, from May 2018, its replacement: the much stricter General Data Protection Regulation (GDPR).<sup>11</sup> In essence, citizens are entitled to know how and why their personal data is being stored, to what uses it is being put and to whom it may be made available. Researchers must have participants' explicit permission to disclose personal information to third parties, and are required to ensure that such parties are permitted to have access to that information. They are also required to independently confirm the identity of such persons to their own satisfaction, and must keep a record of any disclosures. The GDPR defines personal data more broadly as 'any information relating to an identified or identifiable person', and requires that sensitive personal data is given additional protection. Record-keeping and reporting of breaches are mandatory and compliance must be proven. Organisations such as schools may require a data protection policy and a named data protection officer.

105.

106. The UK Data Protection Act (1998) and the GDPR that supersedes it also confer the right to private citizens to have access to any personal data that is stored, and which relates to them. Researchers seeking to exploit legal exclusions to these rights must have a clear justification. The Freedom of Information Act (2000) is applicable to requests for access to data held by public authorities, including state schools, but research data in these settings would be exempt from such requests where explicit confidentiality arrangements are in place. The release of such information would be a breach of personal confidence.<sup>12</sup>

107.

108. Researchers should ensure that data are kept securely, and that the form of any publication (including those published online) does not directly or

indirectly lead to a breach of agreed confidentiality and anonymity. Measures recommended by the National Foundation for Educational Research (and in some cases required by GDPR) include, for example: the use of secure computer networks; ensuring that data is stored on secure premises; the use of password protection and data encryption; avoiding portable data storage devices such as laptops and USB sticks; using courier or secure electronic transfer when moving data; anonymising records; and ensuring that any third-party users of the data agree to a data-sharing agreement so that the same assurances are given for the protection of data. It is also advisable to avoid sharing data via email and other media that are vulnerable to hacking.

109.

110. In an international context, researchers should be aware that it will not be possible to protect data stored within some political jurisdictions from scrutiny within that jurisdiction – and should take appropriate steps to ensure its security elsewhere.

111.

## Disclosure

112. Researchers who judge that the agreements they have made with participants about confidentiality and anonymity will allow the continuation of illegal behaviour which has come to light in the course of the research should carefully consider making disclosure to the appropriate authorities. If behaviour reported by participants is likely to be harmful to the participants or to others, the researchers must also consider disclosure. In some cases, such as revelations of abuse or proposed acts of terror, researchers may be under

statutory duty to disclose confidential information to relevant authorities, and they must be aware of these responsibilities. Researchers should seek advice from a relevant responsible person before proceeding to disclosure if and when appropriate (students should seek advice from supervisors). Insofar as it does not undermine or obviate the disclosure, or jeopardise researcher safety, researchers should inform the participants, or their guardians or responsible others, of their intentions and reasons for disclosure. In some parts of the world low-level corruption is so endemic that it may be encountered very often. In such contexts, researchers will have to make a situated judgement as to what, if anything, to report, what to describe and what to accept.

113.

114. At all times, the decision to override agreements on confidentiality and anonymity should be taken after careful and thorough deliberation. In such circumstances it is in the researcher's interests to make contemporaneous notes on decisions and the reasoning behind them, in case a misconduct complaint or other serious consequence arises. The researcher should also consider very carefully whether overriding confidentiality and anonymity compromises the integrity and/or usefulness of data, and withdraw any compromised data from the study.

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116.

## Responsibilities to sponsors, clients and stakeholders in research

117. A stakeholder of research is considered to be any person or body who has a direct interest in its framing and success. A sponsor of research is considered to be a stakeholder that funds or commissions research (such as a research charity or philanthropic foundation, a national research council or other government body, or a non-governmental organisation), or that facilitates it by allowing and enabling access to resources needed to carry out the research, such as data and participants (an examinations body, for example).

118.

119. Written contracts are considered the norm for funded or commissioned research. Such agreements should, wherever possible and especially in the case of publicly funded research, take into account the rights of the public within a democracy to have open access to the results of research. They should minimally cover the purpose of the research, the research methods to be used, any conditions of access to data or participants, ownership of data, the researcher's right to publish, requirements for reporting and dissemination (including the need for transparency), and deadlines for completion of the work and the accounting for the use of funds. In recognition of the dynamics of research, agreements should also include provision for negotiating changes sought by either the researchers or the sponsors.

120.

121. It is in researchers' interests that respective responsibilities and entitlements should be agreed with sponsors at the outset of the research.

Where the sponsor acts essentially as a host or facilitator for research, researchers should, out of courtesy, inform them of the work they propose to undertake. For example, a group of teachers engaging in a process of action

research as part of curriculum renewal should inform the school management of their intentions.

122.

123. In negotiating sponsorship for their research, researchers should provide honest and complete details of their competence and capacity to undertake the research that is proposed. Researchers are encouraged to think carefully about how they position themselves and their research design, analysis and interpretation in relation to the interests of their sponsors and stakeholders. Any conflicts of interest or compromises to the integrity of the research must be made clear and open to scrutiny.

124.

125. Researchers should acknowledge sponsors of and participants in their studies in any publications or dissemination activities.

126.

## Methods

127. These guidelines should not be interpreted as privileging particular research approaches or methods over others: the Association respects the diverse range of possible approaches. Those researchers who prefer or promote specific methods, theories or philosophies of research should have knowledge of alternative approaches sufficient to assure sponsors that they have considered these, and that the needs of the research are being properly addressed. Sponsors should be offered a full, honest and accessible justification for the final choice of methods.

128.

129. Researchers should, within the context and boundaries of their chosen methods, theories and philosophies of research, communicate the extent to which their data collection and analysis techniques, and the inferences to be drawn from their findings, are robust and can be seen to meet the criteria and markers of quality and integrity applied within different research approaches.

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131.

## Responsibilities to the community of educational researchers

132. The ‘community of educational researchers’ is considered to mean all those engaged in educational research – including, for example, students following research-based programmes of study and independent researchers, as well as staff who conduct educational research in their employment within organisations such as universities, schools, local and national government, charities and commercial bodies.

133.

134. All educational researchers should aim to protect the integrity and reputation of educational research by ensuring that they conduct their research to the highest standards. Researchers should contribute to the community spirit of critical analysis and constructive criticism that generates improvement in practice and enhancement of knowledge.

135.

136. Educational researchers should not criticise their peers in a defamatory or unprofessional manner, in any medium.

137.

138. It is recommended that researchers, in communications or published information about research projects, identify an appropriate contact whom participants or other research stakeholders can contact in order to raise questions or concerns, including those concerning formal complaints procedures.

139.

140. Where researchers, participants or other stakeholders become aware of examples of malpractice or potential malpractice by a researcher, they are advised to contact the appropriate individual, organisation or authority and raise their concern, following an established complaints procedure. If there is no established complaints procedure, the complainant should respect the researcher's right to respond and, with due consideration of the important principle of the public's right to know, they should avoid bringing the community into disrepute through public accusations or allegations. This is relevant, for example, in the case of potential social media trolling as it relates to commenting on research.

141.

142. In any instance in which a stakeholder or member of the public raises a concern or makes a complaint, researchers have a duty to consider how to respond with appropriate action.

143.

144. Plagiarism is the unattributed use of text and/or data, presented as if they were by the plagiarist. The [\(2008\)](#) Committee on Publication Ethics (COPE) guidelines<sup>13</sup> (to which all BERA journals subscribe) stipulate that all sources should be disclosed, and if large amounts of other people's (or the researcher's own) written or illustrative material are to be used, permission must be sought and acknowledgement made. In clear cases of plagiarism, the author should be contacted in writing, ideally enclosing documentary evidence. If no response is received, the COPE advice is to 'contact the author's institution requesting your concern is passed to the author's superior and/or person responsible for research governance'.<sup>14</sup>

145.

146. Attribution should include explicitly recognising authors of digital content, in all cases in which an author or creator can be identified. As well as text, this includes images, diagrams, presentations, multimedia content and other forms of content. Researchers need to be aware that a great deal of digital content is subject to copyright, and cannot be freely reused or modified unless it is explicitly licensed as such – for example by means of one of the 'Creative Commons' (CC) licences.<sup>15</sup> Authors retain copyright of CC-licensed material (which may be published in print or digitally), but choose to permit reuse, distribution and sometimes adaptation, depending on the licence terms; any copies or modifications have to be made available under the original licence terms and must link to that license. Researchers have the responsibility of checking the conditions for reuse, and for attributing the author(s) in all cases.<sup>16</sup>

147.

148. Subject to any limitations imposed by agreements to protect confidentiality and anonymity, researchers should endeavour to make their

data and methods amenable to reasonable external scrutiny. Ideally, researchers will make shareable anonymised versions of data available for secondary analysis. They should be fully aware (and make participants aware) of when funding bodies require this (as is typically the case with UK government funding).

149.

150. Assessment of the quality of the evidence supporting any inferences is an especially important feature of any research, and should be open to scrutiny. Where sponsors initiate a request for scrutiny, and disclosure of aspects of the data may be injurious to participants, researchers should consider assuring the sponsor of the integrity of the work through the scrutiny of a mutually acceptable third party, who would also be bound by any existing non-disclosure agreements.

151.

152. Negative results of interventions and evaluations should be reported. Evaluations should be registered beforehand with an official body that maintains a platform for this purpose<sup>15</sup> (many sponsors require this in the UK). A condition of registration is that researchers report the results of their research – including negative results – in full at the specified end-date of a project. It should therefore allay any concerns that negative results will be withheld.

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154.

## Responsibilities for publication and dissemination

155. Educational researchers should communicate their findings, and the practical significance of their research, in a clear, straightforward fashion, and in language judged appropriate to the intended audience(s). Researchers have a responsibility to make the results of their research public for the benefit of educational professionals, policymakers and the wider public, subject only to the provisos indicated in subsequent paragraphs. They should not accept contractual terms that obstruct their exercise of this responsibility.

156.

157. Where research is conducted in international settings in which English is not the prevalent language, researchers should seek to make the fruits of their research available in a language that makes it locally as well as internationally accessible.

158.

159. To assist researchers in making the results of their research public, consideration should be given to providing open access (without a paywall) to published research findings. In the UK, researchers can use the UK Scholarly Communications Licence<sup>18</sup> to make peer-reviewed manuscripts publicly available using a Creative Commons licence (see section 68 above). Public sponsors of research, such as the UK Research Councils, may also require research to be published open-access. Mindful of the potential impact of research findings outside of academia or specific educational institutions and organisations, researchers should think carefully about the implications of publishing in outlets that restrict public access to their findings.

160.

161. Researchers acting as consultants should be particularly aware of potential constraints upon publishing findings from projects which their

institutions, sponsors, partners or publishers may consider to be commercially sensitive, and whose findings may, in whole or in part, need to remain confidential for that reason.

162.

163. In some circumstances, research findings will be regarded as sensitive information by sponsors, commissioners or other research stakeholders (because they raise politically or culturally controversial issues, for example, or because they may result in negative publicity for an organisation). When researchers become aware that research findings are likely to be controversial, they should aim to inform stakeholders prior to publication, and negotiate with those stakeholders a fair publication strategy that takes into consideration the public interest in the findings, the researcher's need to publish, and the stakeholders' concerns.

164.

165. Researchers must not bring research into disrepute by in any way falsifying, distorting, suppressing, selectively reporting or sensationalising their research evidence or findings, either in publications based on that material, or as part of efforts to disseminate or promote that work.

166.

## Authorship

167. The authorship of publications normally comprises a list of everyone who has made a substantive and identifiable contribution to the research being reported. Examples of this include: contributing generative ideas, conceptual schema or analytic categories; writing first drafts or substantial

portions of text; significant rewriting or editing; contributing significantly to relevant literature reviewing; and contributing to data collection and analysis, and to judgements and interpretations made in relation to it. Where research has involved collaboration across different roles or professions – between education researchers who are academics and those who are teachers or other practitioners, for example – then anyone who has made a substantive contribution should be credited as a co-author.

168.

169. Academic status or any other indicator of seniority does not determine first authorship. Rather, the order of authorship should reflect relative leadership and contributions made. Alternatively, co-authors may agree to a simple alphabetic listing of their names. Consensual agreement on authorship should be gained as early as possible in the writing process.

170.

171. Researchers should not use research carried out with co-researchers as the basis of individual outputs without the agreement of the co-researchers concerned.

172.

173. Researchers and sponsors have the right to dissociate themselves publicly from accounts of research in which they were involved, but that are authored by others, where they consider the presentation and/or content of those accounts to be misleading or unduly selective. Arbitration may be useful in order to reach agreement before such dissemination.

174.

## Scope and format

175. For contracted and sponsored research, the contract will normally cover: methodologies, reporting processes and publication and dissemination strategies, including how the researcher's name will appear and whether the researcher may independently publish the findings. Research outcomes are unpredictable, and discussions to resolve sensitive issues are both to be expected and advisable prior to publication of findings.

176.

177. The format(s) in which research is published, and the means by which those publications are disseminated, should take into account the needs and interests of the communities that were involved in the research. Researchers have a responsibility to share their findings with participants and their wider social groups as fully as possible, while maintaining confidentiality.

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179.

## Responsibilities for researchers' wellbeing and development

180. Safeguarding the physical and psychological wellbeing of researchers is part of the ethical responsibility of employing institutions and sponsors, as well as of researchers themselves. Safety is a particular concern in qualitative research, as researchers may be conducting fieldwork in situations that are potentially risky. Researchers should be aware of the legal responsibilities as

well as the moral duty of institutions towards the safety of staff and students. Institutions, sponsors and independent researchers should consider whether an in-depth risk assessment form and ongoing monitoring of researcher safety is appropriate, especially for those undertaking fieldwork, working abroad and/or investigating sensitive issues; this may be mandatory for postgraduate students. Researchers, principal investigators, students and their supervisors should ideally be offered training on researcher safety. Specialist training should be made available to researchers entering conflict or post-conflict settings internationally, or areas with high risk of disease.<sup>19</sup>

181.

182. Employers and sponsors need to avoid exploiting differences in the conditions of work and roles of other researchers, including student researchers and those on time-limited contracts. Employers are also responsible for supporting researchers' personal and professional career development. The *BERA Charter for Research Staff in Education* provides helpful guidance on these issues.<sup>20</sup> Researchers employed in higher education institutions in the UK are covered by the Concordat to Support the Career Development of Researchers,<sup>21</sup> which stipulates the standards that research staff can expect from the institution, as well as their responsibilities as researchers.

#### Reflective Diary

During my time in placement I had forgotten to do a reflective diary for each day that I was there. Writing the journal article gave me the opportunity to look back and reflect after a period of time had passed and I found that I was remembering things that I would not have included in my reflective diary if I was doing it day to day. My hopes going into placement was that there would be plenty of opportunities to observe exactly what I wanted to research and be able to do them at any time, but, because I was familiar with the school and had been there before I had more responsibilities and activities to complete. Now that my placement has

finished, looking back I think it would have been easier if I had gone to a placement that I had not been to before and where I did not know any of the staff or pupils.

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