To what extent does provision for students to be physically active during breaks within the school day, correlate positively with decreases in negative behavioural incidences?

by

Conor Caldwell
Acknowledgements

First of all I would like to thank my dissertation tutor Ian Coleman, who has been extremely supportive; providing me with ideas, giving feedback throughout the process and also providing me with an ideal primary school for me to visit and collect data from. The second acknowledgement I would like to make is to my academic advisor David Eldridge. This acknowledgement is not just for this dissertation process but throughout all the three years I have been at this university. He have been extremely supportive in assessing where I am and what I have to do in order to achieve the targets I wish to achieve. Thirdly I would like to thank, all of the three head teachers who let me visit and collect data from their respective primary schools. Furthermore I would like to thank each year 6 primary school teacher for allowing me to spend each day during the visit within their class, and also the 6 students that cooperated and provided me with in depth and professional answers when interviewed. My final acknowledgement will be provided for my family and friends who have been available throughout all the three years of my degree whether it is via a phone call or a conversation in person, supporting and encouraging me to do as well as I possibly can.

Abstract

The objective of the current study was to analyse the extent to which provisions for students to be physically active during breaks within the school day, correlate positively with decreases in negative behavioural incidences within both lessons and breaks periods. Seven days were spent across three different primary schools, three in schools 1 and 2 and one singular day in school 3. These schools were selected via recommendation from the researchers tutor. During all three visits, notes were taken during both lessons and break periods, tallying the amount of behavioural incidences occurring and also noting on what was else was happening. Furthermore interviews with the head, a classroom teacher and two year 6 students were conducted within each other the three schools. An average of
6.9 behavioural incidences occurred across the 7 days spent within the three primary schools. There was a significant difference between the amount of behavioural incidences observed during lessons within the visit in school 2 (2.9 ± 1.8), and that of school 1 (9.9 ± 4.3) and school 3 (10 ± 4) (see table 3). The period of the day that proved, across all three schools, to be the most vulnerable to behavioural incidences were lessons between break and lunch time (8.7 ± 6.4). At the other end of the spectrum the period of the day where the least amount of behavioural incidences occurred, was lessons between lunch time and the end of the day (5.3 ± 3.6) (see table 2). With regards breaks in the school day, over the 7 days of visits across 14 separate break periods an average of 2.4 behavioural incidences were noted upon. School 2 once again, was found to have the lowest amount of behavioural incidences during break periods (0.2 ± 0.4) (see table 9). The most culpable break period across the three primary schools with regards negative behavioural incidences was the morning break time (3 ± 2.7) compared to lunch time (1.7 ± 1.8) (see table 7).

Key words: Physical activity, Behavioural incidences, Attentiveness, Provision.
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Chapter 1: Introduction and literature review:

Introduction:

The aim of this study is to try and gauge the extent to which differing levels of provision for student’s to be physically active during breaks within the Primary school day, correlate positively with decreases in negative behavioural incidences both within a classroom setting and also during break and lunch periods. The Department for Health (2011) explains that in the United Kingdom all children and young people should engage in moderate intensity to vigorous intensity physical activity (MVPA), for at least 60 minutes every day. They also heavily emphasise the fact that all children and young people should minimise the amount of time spent being sedentary which includes watching television or playing video games for extended periods. Benefits associated with physical activity (PA) for youth that highlight the importance of involvement, include better cardiovascular health, increased strength in bones and muscles and also the reduction in the risk of obesity (Demissie, 2014). Jago & Baranowski (2004) explains that childhood obesity can
severely increases the risk of obesity during adulthood, which further emphasises the importance of young people living an active lifestyle. Although benefits associated with PA span much further than just aiding physical health. Smith & Baddle (2008) explains that on top of improved physical health, PA is also inherently good for young people with respect to varied psychological outcomes such as improved mental health, increases in self-esteem and also children’s cognitive functioning. Verstraete et al (2006) highlights the fact that schools are an ideal way of satisfying the government's requirements. This is because schools can provide opportunities to engage in PA during Physical Education (PE) classes, during break and lunch periods and after school clubs.

**Physical Education in Primary schools:**

The quality of the delivery and also the emphasis of PE in a primary context have been scrutinised. This is emphasised by Van Berlo (2007) who explains that throughout the 13 years she has been within schools there have been ongoing concerns about the quality of physical education in primary schools throughout England. A major factor for the lack of quality of primary PE is due to the fact that within the teacher training to become a fully qualified primary school teacher, there are only 5-9 hours of content focusing on teaching physical education at primary level. Carney & Winkler (2008) clarify an explanation for why such little time is spent on PE within initial primary teacher training, because PE is not a foundation subject within the primary curriculum which in turn affects the prioritization when it comes to initial teacher training.

York (2010) tries to explain this lack of emphasis to incorporate further, PE within the primary national curriculum. He suggests that parents and school administrators see PA and academic achievement as dissenting entities, thus affecting its place as a subject within primary schools. York calls from previous knowledge within a school setting as
he himself experienced teachers from other subject’s request that students do not take part with school sport due to the fact they are falling behind, which once again emphasises the misplacement of the importance PA and sport has within schools, considering the previously stated physical and psychological by-products of PA. This is further emphasised by Verstraete et al (2006) who alludes to the fact that the length and structure of the school day is constructed in such a way that much emphasis in schools is put towards other subjects and achieving the highest grades possible. Furthermore the facilities, equipment, specialist instructors, and insurance required for PE lessons, make it one of the first areas to go when budget cuts are made (Sibley & Etmier, 2008).

All these criticisms of primary physical education severely damage Verstraete et al (2006) previous statement that schools are an ideal way of satisfying the government’s health-related recommendation of at least 60 minutes of quality MVPA each day.

There has been emphasis on trying to improve primary PE through a government policy called the Sport Premium put in place in 2013 till 2016. The PE and sport premium provides 150 million pounds of ring fenced funding, to primary school head teachers to improve the quality of the PE and sporting activities they offered to their pupils (Ofsted, 2013). Findings from Ofsted (2014) reported that many schools visited had identified a minority of pupils as ‘non-participants’ during lunchtime and after-school activities. To stem this problem, schools were able to use the sport premium funding to put in place additional activities to stimulate the interests of all the pupils within each school respectively. Further positives coming out from the sport premium funding was reported by Lloyd et al (2014) whose findings state that seventy per cent of primary schools reported back they had made changes with regards who delivered curricular PE lessons. They did so by increasing the use of external sport coaches and the use of specialist PE teachers delivering physical education. Lloyd also reports that 84% of primary schools
had seen an increase in pupil engagement in curricular PE, and 83% of schools reported an increase in the levels of participation in extra-curricular activities.

Even though Ofsted have provided strong evidence to suggest improvements have taken place with regards primary PE, the assumption that primary school-based PE can provide enough PA for children can still be challenged. Kohl (2013) argues that the 1 hour per day of PA that is health-enhancing is nearly impossible to achieve through PE, even with the highest-quality PE curriculum, because quality PE must include time for explaining activities and lessons which may see the students not performing in PA during that period of time. Additionally Kohl explains that political and economic pressures on education systems to improve standardized test scores have had unintended consequences of reducing PE curriculum time, thus harming opportunities for students to meet the government’s requirements to be par take in 60 minutes of quality PA per day. Also funding for the sport premium will end in 2016, which leaves a question of what is going to happen to primary schools PE once the funding is no more. A certainty is that the employment of external coaches and PE specialists to the extent in which it is currently happening cannot continue, meaning generalist primary school teacher will need to once again take up responsibility for delivering curriculum PE. This leaves a worrying question about the continued professional development of the general primary teachers from the specialist PE staff and coaches, with regards the quality of the development and the substance of the legacy left. If not primary PE is back to where it was in 2012, where Ofsted’s concerns forced the government’s hand.

**Provisions for physical activity at break and lunch times:**

All the previously stated factors express the importance of primary schools taking advantage of break periods during a traditional school day as a vehicle for allowing the students to do as much PA as possible. This is emphasised by Verstraete et al (2006) who
states that given the low frequency and quality of PE classes in many schools, break periods within the school day are perhaps the most viable times to promote PA. This is emphasised further by Erwin et al (2014) who claims that PE time is often reduced heavily by curricular pressures, which in turn provides evidence of the importance for provision of daily breaks during school from a health related perspective for the students. Zask et al (2001) documented from the results from the ‘move it groove it’ project that school playgrounds during break-time, provide potential opportunities for children to be active during the school day, especially among female students. A possible reason for this is that gender stereotypes and bias still exist and may make female students feel uncomfortable within curriculum PE as they may sense judgment form the male population of the class which in turn could possibly limit the PA in which girls participate in (Mullins, 2015). This is not the case in the playground as students are able to partake in activities or sports they feel comfortable to play, with fellow students they feel relaxed in the company of. In conjunction with this, as highlighted by Willenberg (2010), children spend more than one-sixth of the school day at lunch and short breaks, emphasising further the importance for primary schools to capitalise on these periods during the school day.

Stratton (2000) who focused exclusively on school break periods and demonstrated that during their study that PA increased from 17% to 60% because of simple low cost interventions increasing opportunities for students to be physically active. This underlines that schools do not need to spend vast amounts of their funding. A study completed by Stratton & Mullan (2005) reinforces the use of playground marking. Their research focused on student’s MVPA levels before and after playgrounds were painted with multi-coloured markings. Their findings showed that students MVPA levels increased considerably purely due to the introduction of simple low cost interventions
which in this case were playground markings. Although it is very important to remember that the playground interventions to have a positive effect, need be geared towards the age and developmental level of the children as varying groups respond differently (Erwin et al, 2014). These findings partly correlate with a very similar study completed by Cardon et al (2009) who focused on the effects playground markings can have in primary schools. They found that immediately the marking had a positive effect and increased the PA levels of students. Although a major finding from the research which disagreed with Stratton & Mullan claims, was that markings were not effective in increasing the engagement in PA or in decreasing sedentary activity in primary children 4 to 6 weeks after the provision was implemented. These findings suggest students became uninterested with the markings which caused a catalyst for the marking to have an opposite effect on PA levels than intended in the first place.

It is also very important that play and break times within the school day must not be associated as an unstructured part of the day, in order to ensure that playtime is a positive educational experience (Carol & Amanda, 1990). Bilton (1998) emphasises this point and exclaims that like a classroom, an outdoor space needs to have differing structured areas in order for it to be a positive learning environment. He continued by stating that careful consideration needs to take place before provisions are put in place and where within this outdoor space activities are positioned. Thought also needs to go into how areas are divided, what activities work best next to each other and where the main walkways are. This needs to occur to ensure that the outdoor space is an inviting prospect for the students using it. Within a study performed by Brown and Burger (1984) three key design issues were identified which were important in affecting play in the outdoor area. These were positioning of the equipment, enclosing areas for separate activities and finally provision for appropriate equipment. If these three key factors were organised in
the correct manner then it would affect play in a positive manner by increasing PA. Furthermore Brown and Burger, within their research, very interestingly found that the play grounds which they observed with lots of fixed equipment, had the opposite affect that was intended as these playgrounds had only facilitated low levels of play. This was because the fixed equipment confined the areas in which the students could manoeuvre meaning only finite movements were available to students. These finding contradict those of Stratton & Mullan, who found that students MVPA levels increased considerably because of fixed playground markings. In turn, the style of playground that promoted the most play had a variety of differing areas, with equipment that could be manoeuvred with a number of differing approaches. Findings from Verstraete et al (2006) reinforce the suggestion that playgrounds that contain equipment that can be manoeuvred are in fact the most suitable for the promotion of increased PA. Within their study they began a break and lunch time intervention within a primary school in America, where they provided the student with lots of differing types of games equipment. The findings from the study clearly indicated that providing game equipment was effective in increasing children’s activity levels during break periods as it increased the proportion of time children engaged in MVPA by 13%, which in turn decreased the time spent on low intensity activities.

A remarkable finding form a study performed by Cardon et al (2008) who researched the contribution of pre-school playground factors in explaining children's physical activity during recess, dismisses all the previously stated factors supporting provision at break periods in the school day. They found that in actual fact the availability of toys, presence of playing equipment, and the presence of markings was not associated with increased PA. Although the researcher does go onto state that this could possibly be because the choice of toys, equipment pieces or markings were not optimal in the observed pre-
schools and results may be different when focusing on certain types of toys, equipment or markings. This once again stresses the importance of what was stated by Erwin et al, because in order for playground interventions to have a positive effect, it needs to be geared towards the age and developmental level of the children.

**The effects of physical activity on behaviour:**

As stated previously PA is central to both improving physical and mental health of children. As well as this, many researchers have claimed that the positive associations that come with increased PA go even further. Many researchers claim that increased PA can have a positive effect on student’s behaviour both during lessons and also within the playground. It has been claimed by Wenos et al (2013) that increased PA during break times within the school day enhances the student’s opportunities to practice social skills such as by being friendlier and more aware of others, which in turn has a positive effect on behaviour of students within lessons. This is emphasised by Nicholson et al (2011) who preaches that increased PA may be more effective behavioural intervention than psychopharmalogical treatment at reducing disruptive behaviour. Once more evidence from a study performed by Sandford (2008) found that government policies over the last 20 years show there is a strong and enduring belief that engaging in PA programmes are good for young people showing signs of disaffection and anti-social behaviour.

If misbehaviour is being reduced, then that of course means that the student’s behaviour within the lessons can be geared towards being on task. Medcalf et al (2006) gives weight to the argument for greater provision of PA, by concluding that after PE lessons, because students had been physically active, showed significant improvements in concentration and task completion, whilst off task misbehaviours were reduced. In association with these findings a study was performed by Mahar et al (2006) which assessed on-task
behaviour during a baseline period before and after ‘energizer’ activities were introduced. Their findings indicated that the intervention of energizer activities was effective in increasing on-task behaviour.

It may be naive to suggest that increased PA during the school day can single handily diminish all behavioural issues from the classroom. However, provision for students to be as physically active as possible during the school day is a very important ingredient in the equation. But as well as provision it is paramount that throughout the school behaviour management is common across all areas, meaning similar approaches to rewards and consequences should be evident during break times and lunch times as well in the classroom, because without these common features their will become obvious inconsistencies (Bell, 2006). One key element of behavioural management during break periods during the school day that could hinder consistency is that within mainstream schools fully qualified teaching staff, are not contractually obliged to carry out a supervisory role, meaning students are usually supervised by a lunch time supervisor. This can cause students, because of the reduced ‘status’ of these staff, to not show them as much respect as they do the teaching staff, meaning they ignore instructions and do not address the lunch time supervisors as they should (Docking, 1936). It is very important that the school designs a strategy to tackle this to maintain consistency. Docking goes onto suggest that schools could try and link the supervisors with a class, so they can get to know the students in a less supervisory capacity. Boulton (1994, Cited in Docking, 1938) stresses the importance of adult involvement with regards the playground and the activities that occur, because they can help pre-empt problems associated with playground conflict and unpleasantness and can also encourage individuals of differing ages, temperaments and backgrounds to mix. Although contrastingly, an interesting finding
from a study completed by Cardon et al (2008) found that in fact, children were less active when more teacher involvement was present.

As stated previously a similar and secure behavioural management strategy needs to be in place throughout playtime and within the classroom in order to ensure a consistent approach with regards behaviour. Researchers have distinguished many differing behaviour management strategies that the teacher can implement within their classroom, to ensure it is a positive working environment with minimised negative behavioural disruptions. The first of these is highlighted by Dix (2007) who emphasises the need for good lesson planning. Dix explains that careful planning of the lesson will have a direct influence on behaviour, and successful learning. This can be done through the medium of planning differing task to ensure students do not get bored and start to mentally wonder off task. In a way careful planning can pre-empt negative behaviour before it has even happened. Docking (1936) re-emphasises the issue of student boredom, which can lead to off task behaviours as bad lesson planning can lead children into feeling insufficiently stimulated or challenged. Docking suggest three possible ways of getting around student boredom. These include setting tasks that require students to use differing skills like problem solving, imagination and also making and testing suggestions. A further suggestion is to allow the students opportunities to interact with other students in different ways, instead of working individually, like allowing for pair, whole group and small group work. The final suggestion comes in the form of instead of throughout the entire lesson focusing on writing tasks, integrate reading or practical tasks to keep the students full engaged throughout the entire lesson.

As well as lesson planning, another key element of managing the classroom highlighted by research is, implementing a rewards system into the classroom. This is emphasised by
Fontana (1994) who states if you wish to diminish unwanted behaviours, then we must change the way in which someone is rewarded or not rewarded for their actions. If a student who is misbehaving observes a fellow student who is displaying correct behaviours being rewarded, then in theory the student should feel the need to manipulate their current behaviour in order to feel the same gratification. Dix (2007) emphasises the power of rewarding positive behaviour, by stating that praise is the most powerful tool you have for managing the behaviour of your students. He goes onto state that through the positive reinforcement of behaviour students should change their attention seeking methods from foul to fair mean. Another very key classroom behavioural management factor is that the reward system will only work if there is a secure rule structure in place that all students are aware of. If students are not made aware, then both the students and the teachers will be unaware of what constitutes the right and wrong thing to do. Rules are integral to any institution, especially in a schooling context, classroom rules help establish the wrongs and right within a particular classroom helping the students understand what counts as acceptable and unacceptable behaviour, whilst also allowing substance that the teacher can refer back to in reminding students of what is expected of them (Docking, 1936). Once more Docking goes on to state that to ensure this positive behaviour continues throughout the day, classroom rules need to be consistent with those set in the playground, to ensure students are fully aware of their behavioural expectation both outside the classroom and inside the classroom.

**The effects of physical activity on academic achievement:**

If the correct provisions for students to be as physically active as possible during breaks periods, and clear behavioural management structures are set within both the playground and the classroom, then what is known as academic learning time should in turn increase. A simple description of academic learning time is the difference between the amount of
time teachers allocate for instructional activities, the length of the lesson, and successful and productive learning time, which is the amount of time students are on task. Within these two entities are possible occurrences that could potentially happen within the lesson to reduce the successful and productive learning time (see fig 1). These can come from faults of the teacher like inappropriate tasks set through the lesson, but also external entities such as student interruptions, and also constraints of the school day like transitions between break time and lunch times (see fig 1). The lesser the extent to which these possibilities have an effect on the successful and productive learning time, the better the lesson (Gettinger & Seibert, 2002). From what has been previously stated by other researchers about provision for PA having a positive effect on behaviour within the lesson, in conjunction with consistent and clear behaviour management strategies then in theory, transitions will become smoother and off task misbehaviour will reduce, seeing the facilitation of increased in successful and productive learning time.

Allocated Time: Amount of time teachers allocate for instructional activities.

Reduced by: (a) student interruptions; (b) teacher interruptions; (c) class visitors; (d) announcements; (e) transitions; and (f) other sources of lost time.

Instructional Time: Proportion of allocated time that is actually used for instruction.

Reduced by lack of procedural and/or substantive engagement by student(s).

Engaged Time: Proportion of instructional time during which students are engaged in learning.

Reduced by inappropriateness of the task for student(s).

Successful and Productive Learning Time
Researchers have also highlighted that alongside reducing off-task behaviour, that increased PA can also have a positive effect on students’ academic abilities and achievements. Achievement in schools is dependent on a range of variables such as quality of teaching, the intellectual capabilities of the child and also the child’s investment and motivation towards learning (Hattie & Anderman, 2013). Macdonald (2012) give weight to the argument for greater provision of PA, by concluding that children who are physically fit tend to have faster cognitive processing and perform better academically. Erricsson & Cederberg (2013) emphasise this is because within their results, a positive correlation between PA and academic achievements was found as analysis showed participation grades rose in school subjects, particularly maths and English. Dwyer et al (2001) provides an explanation for this rise in academic achievement that PA can provide. They state that regular PA increases the transfer of the section of the serotonin precursor tryptophan across the blood brain barrier, which then has a calming effect for students enabling them to sit and concentrate on academic quests, thus facilitating increased academic achievement for students.

Contrastingly Tremblay et al (2000) claims that although PA and academic achievement do share a relationship, the relationship in their study was shown to be weak in both mathematics and reading. A study performed by Ahamed et al (2007) reinforces the findings of Tremblay et al. In their study 50 minutes of additional PA per week was administered to children in grades 4 and 5 at intervention schools. After 16 months the results of a standard academic test did not significantly differ in the intervention school. Furthermore, emphasises of the weak relationship was found in a study completed by
Hattie and Clinton cited in Macdonald et al (2012) which says that upon closer examination there is no convincing evidence of a strong or significant relationship between PA and school performance.

York (2010) found extremely interesting results which suggest that, yes students who participate in school sport had higher academic achievement than pupils who did not, but goes onto highlight that those students taking part in more than one sport were found to achieve lower academically then the students taking part in just one sport, possibly suggesting that too much PA could have negative effects on education, as it may detract the students focus away from other subjects. Although York goes onto highlighted that there is a positive school sport threshold and if this threshold that York alludes to is achieved then sport and physical activity can be used as a vehicle to thrive in both a sport and academic context.

Chapter 2: Method:

2.1: Participants:

Within the research project there are 12 participants. These participants are spread across three primary schools. The head, a year 6 classroom teacher and two year 6 students from each school will be taking part in the current study. Each primary school was selected
through recommendation by the researcher’s advisor. They provide the current study with a variety of schools from different boroughs. Each school has differing facilities, social makeup and philosophies. The relevance of the selection lies in the fact that the variety of school will provide the researcher breadth with regards the findings of the research project. The question of how the extent of increasing student’s physical activity levels during breaks within the school day, can correlate positively with decreases in negative behavioural incidences during both break periods and within the classroom, would thus be answered in a variety of school settings.

The members of staff were selected on the basis that they are all fully qualified members of the school teaching staff working with year 6 students. They were chosen by the head teacher of the primary school as to who they felt best fit the research project. The relevance of the selection of the students came about due to the fact the focus group consisted of students from differing gender. This provided the study with a wide variety of opinions from students of different gender within year 6 with regards their beliefs around the subject of PA levels during break and lunch periods during their individual school days.

2.2 Design:

The current research project follows a mainly qualitative design. Qualitative research projects include textual records which consist of mainly prepared notes or tape recordings of convocations between the participant and the researcher, that draw heavily on context and local perceptions (Bambeger, 2000). The first source of qualitative data will come in the form of pre prepared semi structure face to face interviews consisting of a series of open ended questions. One advantage of for face to face interview communication is that it takes advantage of social cues, such as voice tone and body language adding to the verbal answer of the interviewee allowing the interviewer to gauge more of a perspective
on the answers the interviewee is providing (Opdenakker, 2006). These will be held between the researcher and; head teachers, classroom teachers and focus groups of students from all three schools. The second source of qualitative data includes notes taken during both lessons and break times taken on the pre prepared observation sheets. The choice of conducting several interviews is to allow for source triangulation within the study. McMurray et al (2004) explains source triangulation refers to the use of several different research techniques in the same study verifying data gathered in different ways. The triangulation within this current research project comes as data from literature, the head teachers, the classroom teachers and the students are all being gathered allowing variation of viewpoints surrounding the current research question ensure the study is not subjective, and findings gained have substance behind them. This current research project also contains slightly quantitative elements to it. Carter & Homas (1996) explains that quantitative research is a method where numerical data is collected, analysed and interpreted.

The numerical data within this current study comes about as minor and major behavioural incidences that have been observed during the lesson observations will be tallied and placed within figures, providing a quantitative viewpoint, as well as a qualitative one. The independent variables within this study include provision for physical activity during break periods, and the dependent Include the student’s attention towards work, behaviour within the classroom and also throughout break periods during the school day.

2.3 Procedure:
Two primary school visits were completed. Three whole school days were spent within school 1 and school 2. Within these visits, observations of the student’s behaviours during both break time, lunch time and also within lesson time were completed using pre prepared observation sheets. Within lessons low level disruptions and major disruptions
were noted upon. These were distinguished by using an adaptation of the types of
behavioural incidences within the classroom (Fontana, 1994). A low level disruption
include for example talking out of turn, whereas a major disruption included things like;
verbal abuse of other students and physical aggression to other students. All the
observations and notes were taken alongside and compared with a member of staff to
ensure reliability of results.

Alongside these observations, semi structured interviews containing a series of open
ended questions occurred between the researcher and the year 6 classroom teacher from
each of the three schools. These interviews pulled out their opinion of their role during
break periods, and if they had noticed any differences in the amount of behavioural
incidences during lessons just prior to a rest period and other lessons that followed on
from a separate lesson. Further interviews between the researcher and the head teachers
of each school were conducted. These interviews gaged the head teacher’s philosophy
with regards taking advantage of the time during rest periods during the school day to
make their students more physically active and nutrition of their students. The last form
of data came in the form of a student focus group. The focus group consisted of two
members of the year 6 class that the researcher performed observation of. They were
questioned about what kind of activities they liked to do during breaks, if they differ
during break and lunch, and also how they feel they work in lessons just post a break and
lessons that follow on from another lesson.

A third placement was then completed. Within school 3 the researcher only spent 1 day.
During this day observations of lessons and breaks were completed, and also the three
interviews with the head teacher, classroom teacher and a student focus group. This third
visit was completed due to recommendation from the tutor in order for the study to have
greater substance and also because of what was found within the previously completed primary school visits.

2.4 Data Analysis:

Once all the interviews have been recorded using a Dictaphone, transcriptions and theme analysis of them will be completed. The current researchers choice of recording the interviews are reinforced by Opdenakker (2006) who explains that using a tape recorder has the advantage that the interview report is more accurate than simply writing notes whilst the participant talks. Notes from break period and lesson observations by both the researcher and the member of staff will also be collated. Furthermore, results from the minor and major tally charts during the class observation will also be collated and processed into tables and figures. Once these three forms of data collection have been completed and collated, they will then be compared and contrasted using the behavioural tally scores, literature, direct quotes from the all three interviews and important notes taken from both the break time and lesson observations. These findings will then lead to the researcher distinguishing what parts of the day the students are most vulnerable to behaviour in a negative way, and also the extent of which increasing student’s physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences during both break periods and within the classroom, which will ultimately have a positive effect on the student’s engagement and academic achievement levels.

Chapter 3: Findings:

Qualitative:
3.1: Information about school 1 and the provisions they makes available at break and lunch times:

School 1 is an inner-city school with approximately 360 students. The school itself is situated directly within a highly deprived area of the city where the students may likely come from low income families. This was evident because many students were allowed to wear their own clothes as their families simply could not afford the school uniform.

The community is also very diverse with some of the students being not only new to the community but also to the country itself. The students mainly come from Asian Muslim, Somalian and Eastern European families. Because of this diversity, for some of the students, English is still regarded as a second language.

The playground of school 1 is entirely concrete, and is divided into several different sections. The first of these is a football pitch section. Within this section a small rectangle marked out using white lines is used as a pitch where the students must only play football. During break time only a ball is provided, but during lunch time a ball, bibs and 4 cones to set out goals are provided allowing a semi structured game of football to take place. This pitch, is rotated on both gender and age group basis. Another section is a sports pitch section. These are three side by side rectangles marked out with white lines. During break time only balls are provided and there is no student rotation. Although during lunch, like the football pitch, the three sports pitches are much more organised as one of the pitches is reduced so only 1 year group can use it. Cones and bibs are also provided. For the other two pitches, other equipment like; basketballs, netballs are provided, so a variety of games can occur. Just off the playground is a quiet area called the ‘enchanted garden’. This area is for quiet play and consists of benches and flowers, creating a nice calm atmosphere. There are also wall games. The lower playground is where equipment like cricket bats and skipping ropes can be used. There is also climbing holds on a small brick wall. This equipment is only provided at lunch times. School 1 also has a very small
field that is only open to the students during the summer months. In terms of staff presence during break and lunch periods within school 1, teaching staff are only out during break time, and at lunch time external dinner ladies are present.

3.2: Information about school 2 and the provisions they make available at break and lunch times:

School 2 is very much a parallel opposite of school 1 and 3, with approximately 210 students. School 2 is situated on the edge of a small village, with no real major city near it, meaning playground and field space is at a premium. School 2 also has a very limited variety with regards diversity as the vast majority of the students who attend the school are from white British families. Additionally many of the students come from affluent backgrounds. This was evident as every student was able to wear and afford the appropriate school uniform required, and many students had footwear for play time and footwear to wear during lessons.

School 2’s playground was by far the most organised and well equipped out of the three. It is mainly concrete as well, but also has areas of woodchip and softer flooring. The large playground is split up into several different sections. The main part of the playground is a large concrete area, where there are many different floral designs and games located. Also social benches are situated around the area and also differing types of equipment for example outdoor badminton equipment. The content boxes are rotated, and are available to the students at both break and lunch time. A further section of the playground is a year 6 only sports pitch. A ball is provided and two wooden posts mark out goals at each end. A wooden castle structure and a wooden boat structure are situated to the left of the main playground. These areas are surrounded by wood chip floor and are available to all students. By the side of this is a large climbing rock. This rock is surrounded by soft flooring and is able for use at break and lunch by all students. A
Further part of the playground is an area called the adventure playground. This area has wood chip flooring. Within the adventure playground is an assault route and a platform where students can play role play games. During the summer months a large field is available for the students. Teaching assistants and staff are on duty at break times, and interestingly unlike school 1, where external adults are brought in to be a presence on the playground during lunch times, teaching assistants and some teaching staff are out at both.

3.3: Information about school 3 and the provisions they make available at break and lunch times:

School 3 on the other hand is situated on a council estate. The school has approximately 475 students. The school itself is situated in the middle of a council estate on the edge of the city, meaning many of the students come from very low income families. Diversity is not as prominent as in school 1 but still has a slight mix of ethnicities with the dominating ethnicity being white British. Playground space was limited but surprisingly, seeing that the school is situated where it is, the field was reasonable in size.

The playground is fully concrete. In conjunction with the other two playgrounds, school 3’s playground was also split up into sections. The main chunk of the playground consists of a pitch which is marked out by metal fencing. Wooden boards are situated at each end, and are used for goals. During lunch time equipment like balls and cones are provided, but at break time there was no provision. The pitch is run on a year group rotation. Also within this section a small wooden house structure is available and also a small assault route is also available. Like school 1, a quiet play area was situated just off the main part of the playground. The staffing system during break periods was identical to that of school 1, where at lunch time external dinner ladies were out monitoring play. Just before the end of lunch teachers came out as a presence for the children to understand it was time to line up to go back into lesson.
Quantitative:

3.4: Behavioural incidences that occurred during the differing lessons during the school day:

From Fig 2 it is clear to see that during the first day within school 1 (26/02/2015), during lessons between registration and break period (13) behavioural incidences occurred, (18) were observed during the lessons between break and lunch, and (11) arose during lessons between lunch and the end of the day. The second day (27/02/2015) during lessons between registration and break 5 behavioural incidences were observed, (13) occurred between break, and (8) witnessed during lessons between lunch and the end of the day. During the final day (02/03/2015) (8) behavioural incidences were observed during both lessons between registrations and break, and lessons between break and lunch, and (5) occurred during the lessons between lunch time and the end of the day.

Fig 2: The amount of behavioural incidences that occurred and also what point of the day they occurred during the three days within school 1
Fig 3: The amount of behavioural incidences that occurred and also what points of the day they occurred during the three days within school 2

Fig 3 shows that during the first day within school 2 (05/03/2015), during lessons between registration and break period, (2) behavioural incidences occurred, (2) occurred during the lessons between break and lunch, and (1) arose during lessons between lunch and the end of the day. The second day (06/03/2015) during lessons between registration and break (6) behavioural incidences were observed, (4) occurred between break, and (1) was observed during lessons between lunch and the end of the day.

During the final day (09/03/2015) (3) behavioural incidences occurred during lessons between registration and break, (2) during lessons between break and lunch and (5) during the lessons between lunch time and the end of the day.
Fig 4: How many behavioural incidences occurred and at what points of the day they occurred during the single day within school 3.

From Fig 4 it can be observed that only 1 day was spent visiting school 3 (20/03/2015). During the visit, lessons between registration and break time produced (10) behavioural incidences, (14) occurred during the lessons between break and lunch, and (6) during lessons between lunch and the end of the day.

Table 1: The total amount of behavioural incidences occurring each day within the three school (mean ± standard deviation).

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1.</td>
<td>14 ± 3.6</td>
<td>1.7 ± 0.6</td>
<td>N/A</td>
</tr>
<tr>
<td>Day 2.</td>
<td>8.7 ± 4</td>
<td>3.7 ± 2.5</td>
<td>10 ± 4</td>
</tr>
<tr>
<td>Day 3.</td>
<td>7 ± 1.7</td>
<td>3.3 ± 1.5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

As you can see from Table 1, the day within school 1 that provoked the most behavioural incidences to occur was day 1 (14 ± 3.6). However the day that triggered the most behavioural incidences within school 2 was Day 2 (3.7 ± 2.5). The only day within school 3 was day 2 (10 ± 4). These findings correlate a lot closer with those in school 1 rather than school 2.
Table 2: The total amount of behavioural incidences occurring at differing parts of within all three schools (mean ± standard deviation).

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons between</td>
<td>8.6 ± 4</td>
<td>3.7 ± 2.1</td>
<td>10 ± 0</td>
<td>6.7 ± 3.9</td>
</tr>
<tr>
<td>registration and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons between</td>
<td>13 ± 5</td>
<td>2.7 ± 1.2</td>
<td>14 ± 0</td>
<td>8.7 ± 6.4</td>
</tr>
<tr>
<td>break and lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons between</td>
<td>8 ± 3</td>
<td>1.6 ± 2.3</td>
<td>6 ± 0</td>
<td>5.3 ± 3.6</td>
</tr>
<tr>
<td>lunch and end of day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It can be observed from Table 2 that the period of the day that revealed to be the most liable time of day for behavioural incidences to occur is lessons between break and lunch time (8.7 ± 6.4). This was consistent throughout all three schools. In comparison the period of the day that was responsible for the least amount of behavioural incidences, was between the end of lunch time and the end of the day (5.3 ± 3.6). Once again this was consistent across all schools.

Table 3: The overall total amount of all the behavioural incidences during the 7 days spent within the three schools, and also the total number of behavioural incidences that occurred over the three days spent in each school (mean ± standard deviation).

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of</td>
<td>9.9 ± 4.3</td>
<td>2.9 ± 1.8</td>
<td>10 ± 4</td>
<td>6.9 ± 4.8</td>
</tr>
<tr>
<td>behavioural incidences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 clearly outlines the dramatic difference, between the total amount of behavioural incidences observed during the three days within school 1 (9.9 ± 4.3) and the amount noted upon within school 2 (2.9 ± 1.8). The table also certifies that on average over the 7 days of observations across all three schools a mean total of 6.9 behavioural incidences were noted upon each day.

3.5: Behavioural incidences categorised using the Fontana (1994), types of behavioural incidences within the classroom:
Table 4: Type and frequency of the differing behavioural incidences observed during each part of the day within school 1.

<table>
<thead>
<tr>
<th></th>
<th>Lessons between registration and break time</th>
<th>Lessons between break and lunch</th>
<th>Lessons between lunch and end of day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Idleness or work avoidance</td>
<td>8</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Hindering other students</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Unpunctuality</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unnecessary noise</td>
<td>7</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Breaking school rules</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-seat behaviour</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Verbal abuse of other students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General rowdiness</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Impertinence</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Physical aggression to other students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Verbal abuse of teacher</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical destructiveness</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical aggression towards teacher</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>39</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 4 clarifies that within school 1, lessons between break and lunch time created the most behavioural incidences (39). The table also shows that the types of behavioural incidences most frequently observed within school 1. These include Idleness or work avoidance (26), unnecessary noise (22), hindering other students (16) and finally talking out of turn (14).

Table 5: Type and frequency of the differing behavioural incidences observed during each part of the day within school 2.

<table>
<thead>
<tr>
<th></th>
<th>Lessons between registration and break time</th>
<th>Lessons between break and lunch</th>
<th>Lessons between lunch and end of day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Idleness or work avoidance</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Hindering other students</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Unpunctuality 0 0 0
Unnecessary noise 5 1 4
Breaking school rules 0 0 0
Out-of-seat behaviour 2 2 0
Verbal abuse of other students 0 0 0
General rowdiness 0 0 0
Impertinence 1 0 1
Physical aggression to other students 0 0 0
Verbal abuse of teacher 0 0 0
Physical destructiveness 0 0 0
Physical aggression towards teacher 0 0 0
Total 11 8 6

Table 5 clarifies that within school 2, lessons between registration and break time were accountable for the most behavioural incidences (11). The lessons where the least behavioural incidences occurred was lessons between lunch and the end of the day (6). The table also shows that the types of behavioural incidences most frequently observed within school 2. These include unnecessary noise (10), talking out of turn (4) and finally out-of-seat behaviour (4).

Table 6: Type and frequency of the differing behavioural incidences observed during each part of the day within school 3

<table>
<thead>
<tr>
<th></th>
<th>Lessons between registration and break time</th>
<th>Lessons between break and lunch</th>
<th>Lessons between lunch and end of day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Idleness or work avoidance</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Hindering other students</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Lessons between registration and break time</th>
<th>Lessons between break and lunch</th>
<th>Lessons between lunch and end of day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpunctuality</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unnecessary noise</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Breaking school rules</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-seat behaviour</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Verbal abuse of other students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General rowdiness</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 6 clarifies that within school 3, lessons between break and lunch time created the most behavioural incidences (14). This compares to (10) during lessons between registration and break time and (6) during lessons between lunch and the end of the day. The table also shows the types of behavioural incidences most frequently observed within school 3. These include unnecessary noise (8), talking out of turn (5), Out-of-seat behaviour (5) and finally Impertinence (4).

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impertinence</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Physical aggression to other students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Verbal abuse of teacher</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical destructiveness</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical aggression towards teacher</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>

Fig 5: Types of behavioural incidences and the total frequency of their occurrence over the 7 days spent across the three schools.
From Fig 5 it is clear that the most frequently observed type of behavioural incidence over the 7 days spent within all three schools was unnecessary noise (40). Other types of behavioural incidence that were observed in order of amount included talking out of turn (25), idleness or work avoidance (32), hindering other students (21), out of seat behaviour (16) and impertinence (13).

3.6: Behavioural incidences during break and lunch time during the school day:

![Graph showing behavioural incidences during break and lunch time.](image)

Fig 6: The amounts of behavioural incidences occurring during both break and lunch time within school 1.
Fig 6 demonstrates that during day 1 (26/02/2015), at both break and lunch time (4) behavioural incidences were observed. The second day (27/02/2015) break time provoked (6) and during lunch time (2) were noted upon by the researcher. During the final day (02/03/2015), at break time (6) behavioural incidences occurred and (4) arose during lunch time.

![Bar chart showing the amount of behavioural incidences occurring during both break and lunch times within school 2.](image)

Fig 7: The amount of behavioural incidences occurring during both break and lunch times within school 2.

From Fig 7 it is clear to see that during day 1 (05/03/2015), at break time (1) behavioural incidence was observed, and none were observed during lunch time. During both the second day (06/03/2015) and the third day (09/03/2015), no more behavioural incidences were observed during both break and lunch times.
From Fig 8 it is clear to see that only 1 day was spent visiting school 3 (20/03/2015).

During this day at break time 4 behavioural incidences were noted upon, and at lunch time 2 were witnessed.

Table 7: The total amount of behavioural incidences that occurred during the individual break periods within all three schools. (mean ± standard deviation).

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break time</td>
<td>5.3 ± 1.2</td>
<td>0.3 ± 0.6</td>
<td>4 ± 0</td>
<td>3 ± 2.7</td>
</tr>
<tr>
<td>Lunch time</td>
<td>3.3 ± 1.2</td>
<td>0 ± 0</td>
<td>2 ± 0</td>
<td>1.7 ± 1.8</td>
</tr>
</tbody>
</table>

From Table 7 it is clear to see that across all three schools the break period that highlighted the most behavioural incidences was break time (3 ± 2.7), With observations highest during break time within school 1 (5.3 ± 1.2).
Table 8: The total amount of behavioural incidences occurring within break periods throughout each day within all three schools (mean ± standard deviation).

<table>
<thead>
<tr>
<th></th>
<th>Day 1, Break &amp; Lunch</th>
<th>Day 2, Break &amp; Lunch</th>
<th>Day 3, Break &amp; Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>4 ± 0</td>
<td>4 ± 2.8</td>
<td>5 ± 1.4</td>
</tr>
<tr>
<td>School 2</td>
<td>0.5 ± 0.7</td>
<td>0 ± 0</td>
<td>0 ± 0</td>
</tr>
<tr>
<td>School 3</td>
<td>N/A</td>
<td>3 ± 1.4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table 8 clarifies that within school 1, break and lunch time during day 3 was accountable for the most behavioural incidences (5 ± 1.4). Contrarily break and lunch times during day 1 within school 2 were responsible for the most behavioural incidences (0.5 ± 0.7). Day 2 within school 3 created an average of 3 behavioural incidences across both break periods. These findings correlate much closer to those of school 1 compared to school 2.

Table 9: The total amount of behavioural incidences that occurred during the 7 days within the school during break and lunch times, and also the total amount of behavioural within the three schools (mean ± standard deviation)

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of</td>
<td>2.4 ± 2.3</td>
<td>0.2 ± 0.4</td>
<td>3 ± 1.4</td>
<td>2.4 ± 2.3</td>
</tr>
<tr>
<td>behavioural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>incidences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>occurring during</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>both break times</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 9, it is clear to see that on average over the 7 days spent within all three schools, and average of 2.4 behavioural incidences occurred at each break period. It is also clear to view from this table that school 1 demonstrated far more behavioural incidences during break and lunch times (2.4 ± 2.3), then school 2 (0.2 ± 0.4).

Chapter 4: Discussion:
The objective of the current study was to analyse the extent to which provisions for students to be physically active during breaks within the school day, correlates positively with decreases in negative behavioural incidences within both lessons and breaks periods. The simple answer to the research question is yes, increased provisions do positively correlate with decreases in negative behavioural incidences both within lessons and break periods. Qualitative evidence can be seen from the transcription of the interview performed with the head teacher of school 3, because when asked to what extent they agreed with the statement that increased provision for students to be physically active can see a decrease in negative behavioural occurrences both during break periods and also lessons, they answered…

“We have these activities / equipment/facilities in place to address this issue and the impact it has is phenomenal.”

School 3 Head teacher interview, lines 30-31 (see Appendix B, school 3)

For the head teacher of a school to use the term phenomenal, to describe the effect equipment and facilities that have been put in place specifically to deal with the issue of behaviour, outstandingly emphasises the need for the best provisions possible to be available to primary school students during break, allowing them to be as physically active as possible. This also provides further importance to the statement from Willenberg (2010) who explained that children spend more than one-sixth of the school day at lunch and short breaks. Because of this huge amount of time students spend on breaks, it is vital that schools capitalise on this time, by allowing their students to be as physically active as possible. The statement from the head teacher of school 3 is echoed by the head teacher of school 1, who explains that within their school…

“There is a clear link between provision of well organised and well supervised opportunities for engaging physical activities and positive behaviour choices.”
The effects, provision for students to be physically active at break periods within the school day has, are once again emphasised to help decrease negative behavioural incidences by the head teacher of school 2 who stresses that enjoyable playtimes helps behavioural issues within their school. These three statements provide evidence for the claims of Wenos et al (2013) who believes that increased physical activity during break times within the school day, enhances the student’s opportunities to practice social skills, which in turn positively effects behaviour of students within lessons.

Further evidence produced by the current study, can be seen as the primary school out of the three schools that were visited that were noted to have the most and best provisions in place (school 2) also produced the least amount of behavioural incidences both during breaks within the school day (0.2 ± 0.4) and lesson times (2.9 ± 1.8) (see table 3 and 9). This compares to school 1 which was noted to not only have less provisions available to their students compared to that of school 2, but also produce considerably more behavioural incidences during both lesson times (9.9 ± 4.3) and breaks within the school day (2.4 ± 2.3) (see table 4 and 9). Additionally the most frequently observed type of behavioural incidence over the 7 days spent visiting primary schools was unnecessary noise (40) (see Fig 5).

The one main aspect that set the two playgrounds apart with regards increasing physical activity and reducing behavioural incidences, in fact was not the amount of facilities or equipment available to students, but how the playground was structured. This structural difference was that school 2 had very clearly defined areas. These were defined by using different types of flooring, for example concrete and woodchip areas, and also tangible objects like small bushes and low walls. This is not to say however that school 1 did not have differing areas to their playground, they did but seemed unclear to the students as
especially lunch times were very chaotic. These findings emphasise those of Brown and Burger (1984) who highlight that enclosing areas for separate activities in their opinion was identified as important in affecting play in the outdoor area. These observations performed by the researcher also provide evidence supporting Carol & Amanda (1990) who clarified that play and break times within the school day must not be associated as an unstructured part of the day, so that breaks are positive educational experiences (Carol & Amanda, 1990).

Although to argue that this huge gulf in behavioural incidences within this is purely down to differences in the amount of provisions is too naive. This is due to the fact the two schools are parallel opposites with regards their social makeup. For example school 1 is an inner-city school with approximately 360 students, situated directly within a highly deprived area of the city where the students may likely come from low income families. Whereas school 2 has approximately 210 students with many of the students coming from affluent backgrounds and is situated on the edge of a small village, with no real major city near it, meaning school 1 not only had space restrictions it also has a larger population of students, who come from low income families and are quite possibly living in a troubled home. These variables clearly show that although we cannot rule out the importance of the high amounts of provision for students to be physically active, one must not fall into the trap of thinking that it is the sole factor, as many different things need to be factored into the statistics found within this study.

Because of this obvious gulf in findings the researcher completed a single day within a third school, to determine which of the findings the norm was. School 3 was very much dealing with similar variables to school 1, as it was an inner city school with a high number of students from low income backgrounds, with limited outdoor space. The amount of behavioural incidences observed within the school (10 ± 4) (see Table 3),
Although only reflecting 1 day of data collection, correlated considerably closer to those found in school 1, in comparison to those in school 2. This provided the researcher with the knowledge and clarification that schools 1 and 3 were very much reality schools, and school 2 is really a stand out exemplary school.

A Further major finding includes the fact that the period during the day that highlighted the most negative behavioural incidences was lessons between break and lunch times (8.7 ± 6.4). In conjunction with this, the lessons that showed across all three schools to contain the least amount of behavioural incidences were lessons between lunch and the end of the day (5.3 ± 3.6) (see Table 2). This pattern followed on throughout all but 1 of the 7 days spent across three different primary schools. These findings suggest that because behavioural incidences are at their lowest during lessons between lunch time and the end of the day, attention of students on their work would be at its highest, increasing academic learning time (see Fig 1: Gettinger & Seibert, 2002). Academic learning time is the difference between the amount of time teachers allocate for instructional activities, the length of the lesson, and successful and productive learning time. Because of the reduction in the amount of possible deterrents away from positive learning time, in theory these final lessons of the day should facilitate the most amount of learning.

Although findings from the interview transcripts would condemn the above suggestions as one of the students when asked when they felt they worked best during the day in lessons they answered…

“Erm.. for me it is, erm.. between break time and lunch time because break time… erm I don’t know it just wakes me up a little bit and I can concentrate and after lunch time you are already awake and you are adding on and you just feel like you want to run around a lot and it just distracts me a little bit.”

School 1 Student focus group interview, lines 60-63 (Male) (see appendix B, school 1)

This statement suggests that although behavioural incidences during the middle of the day within their schools were at their highest between break and lunch times (13 ± 5), the student worked
best during this part of the day. They also stated that they struggled to concentrate and work during the lessons between lunch and the end of the day where behavioural incidences were at their lowest (8 ± 3) (see Table 2), challenging the academic learning time figure as these findings suggesting that although possible deterrents are low it does not necessarily mean the class is at its most productive.

Likewise with regards break periods, the one that produced the least amount of behavioural incidences across all three schools was the lunch break (1.7 ± 1.8), whilst the morning break time proved most vulnerable (3 ± 2.7) (see Table 2). One key factor that possibly could have formulated these statistics may well lie in the fact that on the first day within school 1, due to weather conditions, students had to spend their break inside. Interestingly the lessons that followed on from the wet play proved to produce the highest amount of behavioural incidences (18) (see Fig 2) observed during data collection. These findings provide further emphasis for the need for students to be outside and be physically active, which is echoed by the classroom teacher within school 3 who when asked about the effect wet plays can have on their students stated that…

“It massively effects the day especially if they do not get out at both break time and lunch time… the children’s focus will go… and yeah they cannot concentrate on things for large amount of time”

School 3 Classroom interview, line 89-91 (see Appendix B, school 3)

Furthermore both the classroom teachers from the other two primary schools reinforce the negative effect wet play can have on the whole day. Moreover the classroom teacher from school 1 adds that when a wet play occurs…

“…there is no transition from walking outside to inside they find it more difficult to switch off from break to the lesson and become more disruptive because of this.”

School 1 Classroom teacher interview, lines 186-188 (see Appendix B, school 1)

Which in turn, will severely hinder academic learning time student’s experience. The above statistics and quotations provide a platform for the ideas of Dwyer et al (2001) who states that
regular physical activity increases the transfer of the section of the serotonin precursor tryptophan across the blood brain barrier, which then has a calming effect for students enabling them to sit and concentrate on academic quests, thus facilitating increased academic achievement for students.

As stated previously in conjunction with increased physical activity of the students through increased provisions available to them at break a lunch time, a clear and consistent behaviour management plan must be in place throughout the school. A leading aspect of behaviour management that came out from the literature review was positive reinforcement or a tangible or intangible reward system. For example Fontana (1994) states if you wish to diminish unwanted behaviours, then we must change the way in which someone is rewarded or not rewarded for their actions. This is further emphasised by Dix (2007) who emphasises the power of rewarding positive behaviour, by stating that praise is the most powerful tool you have for managing the behaviour of your students. Findings from all three classroom teacher interviews when asked about behaviour management within their respective classroom mentioned the use of positive behaviour management. For example the classroom teacher from school 2 where the least amount of behavioural incidences was observed stated that…

“…we don’t have much disruptive behaviour during lessons, because there are so many rewards for the children to follow, so… we are quite a positive rewards based school, erm we have lots of things, like house points, sweets, extra play time.”

School 2 Classroom interview, lines 10-13 (see Appendix B, school 2)

Other examples of positive behaviour management techniques highlighted by participants from all three schools include such things as star of the week, house point’s and PSHE/circle time activities. Although putting the literature and the findings from the study into the context of the gulf in social makeup of the three schools, unlike schools 1 and 3 school 2 does not have students from possibly dysfunctional low income families,
to whom the positive incentive of behaving well may not be as appealing. This is why harsher negative behaviour management strategies must be put in place alongside in order to try and minimise the effect behaviour has on the school. The classroom teacher from school 3 reinforces this by explaining that within their school, alongside the positive behaviour management strategies, is also a policy where the students are given three warnings before they are sent out, and if this is still insufficient then senior members of staff are on hand to deal with the student.

The behaviour management policy must stay consistent during both lesson and break periods. Because of school 2’s relatively low member of staff to student ratio in comparison to the two other schools in the study, this was made much easier as at break and lunch times, teacher assistants, teachers, or both were present on the playground. However this was not the case in both schools 1 and 3, as teaching staff were present during break as they were fulfilling their contractually obliged break duties, but at lunch period external dinner ladies were present on the playgrounds. This variable once again suggests reasons for the fall in behavioural incidences in school 2. This suggestion is supported by Docking (1936) who states that students tend not to show external members of staff as much respect as they do the teaching staff, thus causing greater disruptions.

If it is not possible to have internal staff out at both break and lunch time, schools need to develop an ‘upskilling’ programme for the dinner ladies, to try to enhance their abilities to deal with behaviour, encourage physical activity and integrate them into the school further, so that they can familiarise themselves and create a stronger relationship with the students thus gain greater respect. This was evident in school 3 as the classroom teacher, when asked how playtime could be improved within their school, answered that the dinner ladies needed more support because…
“...in the past I had a particular bad class with behavioural problems both inside and outside the classroom, I used to go out and check on how the children’s behaviour had gone with the dinner ladies, and build a relationship with the dinner ladies and try and support them with the behaviour of some of the children.”

School 3 Classroom interview, lines 58-62 (see Appendix B, school 3)

Because of the proven positive effects provision has on increasing student physical activity level, thus increasing engagement and reducing behavioural incidence, as well as being on duty to reduce behaviour, staff must encourage and be a facilitator for enhancing the amount of physical activity each and every student is experiencing during their break periods. This is emphasised by Boulton (1994, Cited in Docking, 1938) who states, adult input can help pre-empt problems and can also encourage individuals of differing ages, temperaments and backgrounds to mix. This point is supported by the head teacher of school 3 who when asked in their opinion what is the role your staff should play during break periods answered...

“Staff should always be interactive with the children aiding and playing activities alongside them. Modelling appropriate behaviour for the students to follow.”

School 3 Head teacher interview, lines 31-32 (see Appendix B, school 3)

Although, from a student prospective in school 2, staff were merely looking for possibly behavioural problems, when asked about what role their teachers play answered...

“I quite like how they are as it is, they are just there to look out to see if anything bad happens, and if you hurt yourself, then they will come over and help you or take you inside if you need treatment.”

School 2 Student focus group interview, lines 30-32 (Female) (see Appendix B, school 2)

This finding supports cardon et al (2008) who found that in fact, children were less active when there was increased teacher involvement. These findings prove there is no real perfect fit for staff involvement, schools must have a philosophy towards the situation that suits the staff and the student’s best and allows the students to engage in as much physical activity as possible.
One quelling aspect of primary schools is provision and quality of primary PE. Many researchers argue, although government initiatives such as the sport premium have pumped ring fenced funding into primary schools across Britain in order to increase the quality of delivery, primary PE within schools is not up to the standard that it should be given the previously listed benefits not just on health but also behavioural and attentive benefits. A student from school 2 supported this argument, by answering when asked what where their favourite subjects…

“..There is another thing but I don’t know if it’s a subject… PE… I like that.”

School 2 student focus group interview, line 35 (Female) (see Appendix B, school 2) This shocking statement that a student because of the decreased value of primary PE, is unaware that it is a subject, really supports the views of Verstraete et al (2006) as much more emphasis is being put on other subjects in achieving grade scores detracting from the belief of students that PE is a key and vital subject. This once again provides evidence for why provisions for students to be as physically active at break times is so important in achieving The Department for Health (2011) goals of in the UK, all children and young people engaging in MVPA, for at least 60 minutes every day. Although one positive contrasting finding to show that PE in the primary as a subject is improving, is that over half of the students interviewed stated it was one of their favourite subjects. Which provides evidential clarity that the sport premium funding is doing its job.

**Chapter 5: Conclusion:**
The current research project provided evidence that provision’s for students to be physically active during breaks within the school day does correlate positively with
decreases in negative behavioural incidences within both lessons and breaks periods. This was evident as the school that was noted to have the most provision in place within their respective playground, school 2, also produced vastly lower behavioural incidence results at break (0.2 ± 0.4) and lesson times (2.9 ± 1.8) then what arose in school 1 break (2.4 ± 2.3) and lesson times (9.9 ± 4.3) and school 3 break (3 ± 1.4) and lesson times (10 ± 4) (see tables 3 and 9). Furthermore, even in the two schools that did produce higher behavioural incidence scores, once you take into account the challenges they face as schools with regards space restriction due to being located in the centre of a city and that the majority of their students come from low income challenging families, it was clear physical activity had a positive effect. When the head teachers were asked to what extent they agreed with the statement of, increased provision for students to be physically active sees a decrease in negative behavioural occurrences, both during break periods and also lessons, they answered that it had dramatically helped in the reduction of behavioural issues with the head teacher of school 3 went as far to say, the provisions have had a phenomenal effect. This produces evidence to suggest, although the behavioural incidence figures appear very different from school 2, compared to the other two schools, once the social makeup of the other schools is taken into account, it can clearly be observed that provision has had positive dramatic effects across all three schools.

Although, the perception of increased provision, single handily extinguishes behavioural incidences was also proved in this study to be very false. Key aspects that were found to need to be aligned with provisions for physical activity include, for example picking types of equipment that will suit the social makeup of the students, and having clearly distinguished, differing sections of the playground to reduce the risk of playtime being an unstructured part of the day, a clear and consistent behaviour management policy that is standardised during both lessons and break periods, and finally schools need to produce
a philosophy with regards adult involvement, to ensure students are allowed to be as physically active as possible and not obstruct them in their play.

Limitations of the current study include the fact that only three schools were visited and only 7 days were spent within a primary school setting for data collection. If the study was to be performed again, a greater amount of schools would be visited with considerably more days spent within each school to allow for greater understanding of the patterns of behavioural incidences that occur within the school day and the real extent to which the students activity levels effect their behaviour in lessons and break periods.

Word count: 10,445 words

**Appendix A: References:**


Carol, R., and Amanda, R. (1990) "Can I stay in today, Miss?": Improving the school playground: ideas and issues developed from work with Islington schools. Stoke on Trent: Trentham.


Ofsted. (2014). The PE and sport premium for primary schools, good practice to maximise effective use of the funding. Manchester.


**Appendix B:**

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School 1: Notes form the classroom

NOTES: School 1 (Year 5/6 mixed class)- Day 1, Thursday the 26th February

Behavioural incidence tally sheet: Morning lessons between registration and break time:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 13</td>
</tr>
</tbody>
</table>

Description/Examples:

- Child not completing the work. Asked sarcastically if they had finished by the teacher, the child started concentrating once asked.
- Student chatting across the table not concentrating on their work distracting the rest of the student on that particular table.
- Many members of the class chatting, causing the noise level to be quite high in the class and creating an unsuitable working environment.
- Child sitting on the floor rather than his chair in attempt to make other students laugh causing disruption toward the lesson.
- Child sitting sideways facing away from the teacher, asked by the teacher to look towards the board, complied after third time of asking.
- Student drawing in their book the teacher had to stop what she was explaining to the rest of the class to explain to the student to stop what they were doing and look at the board or else they would not know what they were required to do for the next task.
- Student swinging on their chair and looking at the ground not paying attention, the teacher stopped mid-sentence.
- Another stall in the lesson due to a student swinging on their chair drawing the attention from other students away from their work.
- The teacher ask a student to repeat the sentence they had just explained to the class, the student was unable to do so due to reading their guided reading book when they were not meant to.
- Student broke the sharpener rule.
- A Student, consequently lost the whole of their break time, after several times of being asked to use all four legs on their chair.
- Student focusing outside and exclaiming aloud during silent study that it is raining and that it would be wet play, causing the rest of the class to stair and draw attention away from work.
- During the last five minutes of the lesson the teacher asked for silent study so students could get the work done and go for break on time, certain students were distracting other student by chatting.

Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical
<table>
<thead>
<tr>
<th>destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>

**NOTES: School 1 (Year 5/6 mixed class)- Day 1, Thursday the 26th February**

Post break lessons bridging the gap between break and lunch times lessons:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 18</td>
</tr>
</tbody>
</table>
### Behavioural incidence tally sheet:

**Description/Examples:**

- Student walking around whilst the teaching was talking drawing the attention of the other class member to become distracted from their work.
- Student talking across the table whilst teacher was talking causing the teacher to ask for them to concentrate on what they were explaining or else they would not understand the next task.
- Certain group of students chatting causing the teacher to have to intervene in order to return the class room to a suitable learning environment.
- Fiddling with equipment on their table whilst they were supposed to be listening to the teacher, causing the teacher to stop explaining the task disrupting the classes learning time.
- Student sitting the opposite way on their chair distracting students behind them, delaying them.
- Student scratching their book with their ruler, causing the teacher to confiscate the equipment.
- Student not properly sitting on chair leaning it back into the table behind them.
- Students shouting out answers to questions.
- Students on the weaker table within the class bickering causing minor disruption to the lesson.
- Student lightly tapping their learning partner on the head with their ruler, not malicious but enough to completely distract them from their work.
- Student whispering across the room whilst the video the class is meant to be watching.
- Once the video had been completed certain students talking about the video still causing the teacher to not fully be able to explain the task to the class.
- A student sitting next to the window looking out the window whilst the teacher was talking, causing them to ask them to look the teachers way delaying the instruction for the rest of the class.
- Student sitting with their book closed not starting the work.
- Student looking backwards and not at their table, distracting students behind them.
- Student re-entering the class after coming in from one on one teaching, walked through the class whilst the class was working
distracting certain students.

- Student walked up to the teacher to ask a question, even though the teacher specifically explained to the class quiet study and hands up if there were questions.
- Whole murmuring coming from class, teacher stopped group trying to restore quiet study to create a better working environment.
- Student moved position and asked to go back to original place.

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>

NOTES: School 1 (Year 5/6 mixed class)- Day 1, Thursday the 26th February

Post lunch lessons taking the class up to the end of the day:
## Behavioural Incidence Tally Sheet:

<table>
<thead>
<tr>
<th>Low Level Disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 11</td>
</tr>
<tr>
<td><strong>Description/Examples:</strong></td>
</tr>
<tr>
<td>- Student making inappropriate noises, causing the teacher to stop what they were doing and correct the student.</td>
</tr>
<tr>
<td>- Certain students fiddling with equipment, drawing on the white boards when they were supposed to be list football rules.</td>
</tr>
<tr>
<td>- Student took a pen from a student that wasn’t theirs, caused the teacher to have to disrupt the class whilst asking for it. □ Small talk between a couple of student, teacher asked if they could track the speaker.</td>
</tr>
<tr>
<td>- Student swinging on their chair and knocking into the table behind them.</td>
</tr>
<tr>
<td>- A student walked around the class disrupting students looking for a sharpener, even though specifically told by the teacher to focus on them.</td>
</tr>
<tr>
<td>- Shouting out a comment not associated with the work in attempt to trying and get the class to laugh and disrupt the flow of the lesson.</td>
</tr>
<tr>
<td>- Slow start as students were not sitting with their learning partner, meaning individuals had to be moved causing some of the content of the lesson to be missed.</td>
</tr>
<tr>
<td>- Student making strange noises whilst the teacher reading out the learning objective of the lesson, moved to the front of the class.</td>
</tr>
<tr>
<td>- Student shouting out answers also moved to sit on the carpet in front of the teacher.</td>
</tr>
<tr>
<td>- Student messing about with the laminate sheets, not focusing on work and causing the students around them to become distracted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
NOTES: School - Day 2, Friday the 27th February
1 (Year 5/6 mixed class)

Behavioural incidence tally sheet: Morning lessons between registration and break time:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tally:</strong> 5</td>
</tr>
<tr>
<td><strong>Description/Examples:</strong></td>
</tr>
<tr>
<td>• During guided reading, a student was not reading their book they were simply sitting at their table with their elbows on the table with their head in their hands.</td>
</tr>
<tr>
<td>• Student drawing on his book not listening to the teacher causing the teacher to lose their concentration on what they were saying and had to start their explanation of the task again.</td>
</tr>
<tr>
<td>• Student focusing on adult who walked into class and not the teacher.</td>
</tr>
<tr>
<td>• Student when asked by the carpet spending along time going to the carpet causing lots of the class to focus on them compared to their work.</td>
</tr>
<tr>
<td>• Children talking with another student behind them when supposed to be working.</td>
</tr>
<tr>
<td>• Student asked a question that was not appropriate to the work causing the students near them to laugh, raising the level of noise within the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
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</thead>
<tbody>
<tr>
<td><strong>Tally:</strong> N/A</td>
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<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
NOTES: School - Day 2, Friday the 27th February

Behavioural incidence tally sheet:

<table>
<thead>
<tr>
<th>1 (Year 5/6 mixed class)</th>
</tr>
</thead>
</table>

Post break lessons bridging the gap between break and lunch times lessons:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
</table>

Tally: 13

**Description/Examples:**

- Talking whilst the teacher was trying to explain task.
- Student drawing on a piece of paper when they were meant to be listening, causing the teacher to stop and address the issue, delaying the start of the task.
- Student looking under the table doing their shoe laces, messing with their hair and not doing their work.
- Student scratching the table with pencil sharpener, causing irritating noise for the people on their table.
- Student fiddling with pen, teacher made that student continue the work at break time.
- Teacher called a student’s name to get their attention, took three calls of their name to gain their attention, by this time many of the other member of the class attention was lost from the work.
- Low ability group supervised by teaching assistant to loud at the back of the class, raising the noise level in the class.
- Student looking over the shoulder of another table told to focus on their own work, putting those other students off their work.
- Low ability student drawing into book when they were supposed to be coming up with similes.
- Whole group chatter, classroom environment to loud for positive learning environment
- Student not talking to their learning partner and attempting to talk to friend behind distracting students around them.
- Student leaning on their chair asked to come and do work on the carpet, causing disruption towards the lesson.

**Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.**
NOTES: School - Day 2, Friday the 27th February

Behavioural incidence tally sheet:

<table>
<thead>
<tr>
<th>Tally: N/A</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>

1 (Year 5/6 mixed class)

Post lunch lessons taking the class up to the end of the day:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 8</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>· During quiet reading one student talking out loud disrupting the rest of the class.</td>
</tr>
<tr>
<td>· Class making inappropriate noise “ahh” when the teacher was trying to talk.</td>
</tr>
<tr>
<td>· Couple of student have to be told to do their work as they continued to read their quiet reading book under the table.</td>
</tr>
<tr>
<td>· Student making “Sneaky” eye contact with friends in the class, causing the teacher to raise voice and disrupt flow of the lesson. □ Classroom noise lifted due to continuous whispering, not a good learning environment, academic learning time being impaired.</td>
</tr>
<tr>
<td>· Student playing with pencil case causing, and not doing their work, causing disruption for the other people on their table.</td>
</tr>
<tr>
<td>· Student not listening and asking a question that has already been answered, causing delay in the focus of the lesson.</td>
</tr>
<tr>
<td>· Student wondering around looking for another colour to use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
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<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
</tbody>
</table>
NOTES: School - Day 2, Friday the 27\textsuperscript{th} February

Behavioural incidence tally sheet:

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
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<tr>
<td>☑ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
### Notes: School 1 (Year 5/6 mixed class) - 2nd of March

**Behavioural Incidence Tally Sheet:**

### Day 3, Monday the 2

**Morning Lesson between Registration and Break Time:**

<table>
<thead>
<tr>
<th>Low Level Disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tally:</strong> 8</td>
</tr>
</tbody>
</table>

**Description/Examples:**

- Talking aloud to friends during quiet reading
- During the first task whilst the students were meant to be talking only to their learning partner next to them, one student was talking aloud to their friend on another table distracting other students.
- Student shouting out when they had asked another student to answer the question casing the teacher to address that and pause the lesson.
- Student writing in their book, teacher stopped until attention was gained.
- Teacher provided them with notes on last week's work to address within their books, this was supposed to be done in silence yet student chatter throughout the class raised the noise levels within the class and the teacher had to address this.
- Persistent chair swinging, asked to come and sit on the carpet.
- Inappropriate and irrelevant question asked during the lesson in attempt to make the class laugh, disrupting the good working environment.
- Student wondering around the class and making inappropriate noises, irritating other children within the class, disrupting the learning environment.
- Student talking whilst the teacher was.
- TA come in to read to the class two students whilst the teacher is reading throwing little bits of paper at each other.

**Major Disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.**
NOTES: School 1 (Year 5/6 mixed class)- 28th of March

### Behavioural incidence tally sheet:

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</tr>
</tbody>
</table>

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**Day 3, Monday the 2**

*post break lesson bridging the gap between break and lunch time:*

#### Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.

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<tr>
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<tbody>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>• Students in class supposed to be reading in silence.</td>
</tr>
<tr>
<td>• Student under the table doing lases, messing with equipment and using other avoiding tactics when they were meant to be working.</td>
</tr>
<tr>
<td>• Student lying on the desk with the head flat on the table.</td>
</tr>
<tr>
<td>• Student leaning on chair took three calls of the name to get them to sit properly, due to this certain students focused on the incident rather than the work.</td>
</tr>
<tr>
<td>• Classroom noise rose due to persistent chatting from students.</td>
</tr>
<tr>
<td>• Two students persistently talking whilst the teacher was talking, lost break time and one had to sit on the carpet.</td>
</tr>
<tr>
<td>• Student looking at another book that is not theirs.</td>
</tr>
<tr>
<td>• Student using eye contact and hand movements across the room to communicate to their friend.</td>
</tr>
</tbody>
</table>

#### Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.

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NOTES: School 1 (Year 5/6 mixed class) - 2nd of March

Behavourial incidence tally sheet:

Description:

☐ No major disruptions were observed.

Day 2, Monday the 2

Post lunch lessons taking the class up to the end of the day:

Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.

Tally: 5

Description/Examples:

• Lots of whispering in the class, which accumulated and caused the class noise levels to be too high as it was meant to be quiet study.
• Teacher was going through the answers of the first task and two students talking causing the teacher to stop on her feedback.
• Teacher said if you are not looking at me you are not learning to a student, they had to pause their teaching.
• Teacher felt disrespected because when she had started marking work and asked the class to learn quietly, a student started slapping the ruler on the table.
• Students taking a long time to sit on the carpet, did not finish the last task.

Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.
NOTES: School 1 (Year 5/6 mixed class)-

Behavioural incidence tally sheet:

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</table>
## School 1: Notes from break times

**NOTES:** School 1 - Day 1, Thursday the 26th February  
(Break and lunch time observations)

### Break time: (Wet play)

#### Structure of playground?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Unfortunately the playground was out of bounds due to the weather, causing the teachers to call for an indoor play.</td>
</tr>
<tr>
<td></td>
<td>• Students stayed in the classroom where they have their lessons.</td>
</tr>
<tr>
<td></td>
<td>• Board games and card games were provided. Also students were free to draw or read.</td>
</tr>
</tbody>
</table>

#### How active are students, is their play structured, are both gender active and mixing?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• The whole group were active except 3 male students who were very fidgety and frustrated at the fact they were unable to go outside.</td>
</tr>
<tr>
<td></td>
<td>• The rest of the class were actively taking part in something.</td>
</tr>
<tr>
<td></td>
<td>• The group worked in small groups or pairs.</td>
</tr>
<tr>
<td></td>
<td>• Some students were reading individually (female students).</td>
</tr>
<tr>
<td></td>
<td>• For the most part male and female students were separate, except 1 male and 1 female playing a board game.</td>
</tr>
</tbody>
</table>

#### Are there any behavioural incidences? (major/minor)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Three male students who were very frustrated about not being able to go outside, persistently complaining throughout break.</td>
</tr>
<tr>
<td></td>
<td>• They found a small football and started playing at the back of the class.</td>
</tr>
<tr>
<td></td>
<td>• They tried to open the door with a chair.</td>
</tr>
<tr>
<td></td>
<td>• A student was throwing the playing cards across the classroom, disrupting other student’s games.</td>
</tr>
</tbody>
</table>

#### Are teachers present on the playground (officiating/ structuring games for students)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• There was no input with regards planning or organisation from the teacher who was present within the classroom for the whole of the break.</td>
</tr>
<tr>
<td></td>
<td>• The teacher simply provided the students with options that included, board or card games, pen and paper, and also the opportunity to read their books.</td>
</tr>
</tbody>
</table>

### Lunch time: (outdoor play)

#### Structure of playground?

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td></td>
<td>• The playground is segregated into the following areas:</td>
</tr>
<tr>
<td></td>
<td>• Football pitch (concrete area where the pitch is marked out by white lines on the ground. A ball is provided, bibs are provided, cones are provided to mark out two goals, maximum of 7 aside on the pitch at one time)</td>
</tr>
<tr>
<td></td>
<td>• Sports pitch 1, 2, 3 (three thirds marked out with white floor markings, these can be used on an age group and gender rotation, lots of differing activities can happen on here like netball, football, basketball)</td>
</tr>
<tr>
<td></td>
<td>• Grassy area (not in use due to weather), small assault course.</td>
</tr>
<tr>
<td></td>
<td>• Enchanted garden (wall games, and benches, mainly for quiet play or reading)</td>
</tr>
<tr>
<td></td>
<td>• Lower playground (small brick wall with climbing holds on it, stilts are provided,</td>
</tr>
</tbody>
</table>
cricket bats, tennis bats and small balls are also provided to play with in this area)

<table>
<thead>
<tr>
<th>How active are students, is their play structured, are both gender active and mixing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All male and female students being active in some shape or form.</td>
</tr>
<tr>
<td>• The football pitch was dominated with male students, but a very active semi structured game was happening.</td>
</tr>
<tr>
<td>• The climbing wall had no use.</td>
</tr>
<tr>
<td>• Boys and girls were all playing with the cricket bats, tennis rackets, small balls and stilts.</td>
</tr>
<tr>
<td>• Play was very separate, no gender mix observed.</td>
</tr>
<tr>
<td>• Female student’s lots of chase styled games.</td>
</tr>
<tr>
<td>• Most of the play had very little structure and play was very erratic.</td>
</tr>
<tr>
<td>• Key stage 1 students playing in the enchanted area sitting down chatting, and using the wall games.</td>
</tr>
</tbody>
</table>

<table>
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<th>Are there any behavioural incidences? (major/minor)</th>
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<tbody>
<tr>
<td>• Fight between two boys, both taken inside and dealt with further, by senior staff members.</td>
</tr>
<tr>
<td>• A student was throwing their tennis racket across the playground but was ask to stand next to a dining supervisor for 5 minutes to calm down and had the tennis racquet confiscated off them.</td>
</tr>
<tr>
<td>• Small group of key stage 2 boys running through a coned area which was there so that students did not go into a large puddle.</td>
</tr>
<tr>
<td>• Argument over equipment escalated into a fight, both taken inside and lost the rest of their lunch.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Are teachers present on the playground (officiating/ structuring games for students)?</th>
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<tr>
<td>• No teaching staff out on duty during lunch, there was 4 dining supervisors on duty made up of helpers and parents of students.</td>
</tr>
<tr>
<td>• A whistle system was used to stem behaviour. A shape blow on the whistle indicated to the student to stop what they were doing and come over to the supervisor.</td>
</tr>
<tr>
<td>• Not organisation, the dining supervisors job was purely to rotate the pitches so that the correct age group or gender were playing on the correct pitches.</td>
</tr>
<tr>
<td>• They were also present for behaviour management.</td>
</tr>
<tr>
<td>• Teaching staff came out for the last 10 minutes to show their presence and indicate to the students that it was the end of play and they had to line up to go back into class.</td>
</tr>
</tbody>
</table>
NOTES: School 1- Day 2, Friday the 27th February (Break and lunch time observations)

Break time: (outdoor play)

Structure of playground?

- The playground is segregated in these areas:
  - Football pitch (concrete area where the pitch is marked out by a white lines on the ground. A ball is provided, no bibs or cones for goals provided, students using coats as posts, maximum of 7 aside on the pitch at one time).
  - Sports pitch 1, 2, 3 (three thirds marked out with white floor markings, these can be used by anyone, the play time Is staggered so only key stage 2 or 1 are out at any given time, sports that can be played include netball, football, basketball, not cones or bibs provided.)
  - Grassy area (not in use due to weather), small assault course.
  - Enchanted garden (wall games, and benches, mainly for quiet play or reading)
  - Lower playground (small brick wall with climbing holds on it, no other bits of equipment available)

How active are students, is their play structured, are both gender active and mixing?

- Boys and girls both active.
- The two genders participating in games of football, in one gender separate and one gender mixed game.
- Climbing in use by a hand full of boys.
- Only equipment provided was plastic balls, all balls being provided.
- No structure to games as, no bibs provided, or cones for goal posts, students using bibs.
- Small group of inactive girls and boys chatting on benches.

Are there any behavioural incidences? (major/minor)

☐ No behavioural incidences occurred.

Are teachers present on the playground (officiating/ structuring games for students)?

- 3 teaching staff members are out on duty at break times, this is on a rota basis so differing staff are on duty.
- No involvement with regard organisation or participation within the activities the children were participating in.
- Teacher purely acting in a passive fashion with their presence ultimately to look for behavioural issues.

Lunch time: (outdoor play)

Structure of playground?

☐ The playground is segregated into the following areas:
  1. Football pitch (concrete area where the pitch is marked out by a white lines on the ground. A ball is provided, bibs are provided, cones are provided to mark out two goals, maximum of 7 aside on the pitch at one time)
  2. Sports pitch 1, 2, 3 (three thirds marked out with white floor markings, these can be used on an age group and gender rotation, lots of differing activities can happen on here
like netball, football, basketball)
3. Grassy area (not in use due to weather), small assault course.
4. Enchanted garden (wall games, and benches, mainly for quiet play or reading)
5. Lower playground (small brick wall with climbing holds on it, stilts are provided, cricket bats, tennis bats and small balls are also provided to play with in this area)

How active are students, is their play structured, are both gender active and mixing?
- Male and female key stage 1 students playing a semi structured game of netball on 1 of the sport pitches, bibs and a ball and a coned out goal were being used.
- Most students active in some kind of way.
- Only boys on the designated football pitch.
- Climbing wall being used by three boys.
- Girls playing running races and other chasing games.
- Both boys and girls playing with the tennis racquets and stilts, but separately.
- The enchanted garden not in use.
- The grassy area not in use, cordoned off due to the weather.
- Small group of boys using the cricket bats and a small balls.

Are there any behavioural incidences? (major/minor)
- Boy and girl arguing about equipment.
- Student grabbed another student's arm, and was sent inside and lost the rest of their play.

Are teachers present on the playground (officiating/structuring games for students)?
- No teaching staff out on duty during lunch, there was 4 dining supervisors on duty made up of helpers and parents of students.
- A whistle system was used to stem behaviour. A shape blow on the whistle indicated to the student to stop what they were doing and come over to the supervisor.
- Not organisation, the dining supervisor’s job was purely to rotate the pitches so that the correct age group or genders were playing on the correct pitches.
- They were also present for behaviour management.
- Teaching staff came out for the last 10 minutes to show their presence and indicate to the students that it was the end of play and they had to line up to go back into class.
NOTES: School 1- Day 3, Monday the 2\textsuperscript{nd} of March (Break and lunch time observations)

**Break time: (outdoor play)**

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**How active are students, is their play structured, are both gender active and mixing?**

- Boys and girls both active.
- The two genders participating in games of football but in gender separate matches.
- Climbing not in use.
- Only equipment provided was plastic balls, all balls being provided.
- No structure to games as, no bibs provided, or cones for goal posts, students using bibs.
- Small group of inactive girls chatting on benches.

**Are there any behavioural incidences? (major/minor)**

- No behavioural incidences

**Are teachers present on the playground (officiating/ structuring games for students)?**

- 3 teaching staff members are out on duty at break times, this is on a rota basis so differing staff are on duty.
- No involvement with regard organisation or participation within the activities the children were participating in. Teacher purely acting in a passive fashion with their presence ultimately to look for behavioural issues.

**Lunch time: (outdoor play)**

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### How active are students, is their play structured, are both gender active and mixing?

- All girls’ game happening on the designated football.
- 1 female on the climbing wall for a small period of time.
- Lots of females playing with skipping ropes in small groups or pairs.
- Handful of key stage 1 children playing in the enchanted garden, small group of girls playing with material and putting a show on for their friends.
- Some students simply sitting on benches situated in differing parts of the playground, mainly female students.
- Some mixed gender chase styled games.
- 2 girls playing cricket.
- Boys playing with tennis and cricket bats.
- Most of the play is very much so unstructured, quite a chaotic atmosphere during lunch breaks.

### Are there any behavioural incidences? (major/minor)

- 2 boys walking round fighting other small groups of boys, sent in by the teacher.
- Small group of boys.
- Two male students arguing about equipment.
- Possible racist incident, boys associated sent in to write a statement of what happened, and lost the rest of their break.

### Are teachers present on the playground (officiating/structuring games for students)?

- No teaching staff out on duty during lunch, there was 4 dining supervisors on duty made up of helpers and parents of students.
- A whistle system was used to stem behaviour. A shape blow on the whistle indicated to the student to stop what they were doing and come over to the supervisor.
- Not organisation, the dining supervisor’s job was purely to rotate the pitches so that the correct age group or gender was playing on the correct pitches.
- They were also present for behaviour management.
- Teaching staff came out for the last 10 minutes to show their presence and indicate to the students that it was the end of play and they had to line up to go back into class.

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**School 1: Classroom teacher interview transcription.**

1- How long have you been a teacher?
Well I came into teaching 7 years ago, and before that I had always worked in the private sector, I was a customer manager for Next, erm... when I went on maternity leave to have my first child in those days they didn’t have work life balance and job share in the role I was doing so I had to give up. Then I decided to go back and do a degree in human resources, because I thought that’s quite good and I ended up being head of human resources for a private sector company, and then when I went on maternity leave the second time I said to myself ok.. I need to do something that I have always wanted to do, and that thing that I have always really wanted to do was be a teacher, mainly due to most of my family are teachers. I went on a teacher tasting course.. actually what started it was volunteering in my son’s school, whilst I was on maternity leave, and all the teachers were saying you’re a natural, be a teacher... do it, and then I thought actually why not. So then I went on a teacher tasting day for the Leicestershire skit and they loved me and I loved them and they wanted me at Mayflower just down the road to get some experience ... so I quit working started to volunteer at Mayflower and they decided they were going to pay me erm... ended up getting an offer on ski and I have been at this school I am at now ever since.

2- What kind of structure does a traditional school day follow within your school?

Ok well within our school it is much less structured now we have got the new curriculum, before the introduction of the new curriculum, it would be guided reading, maths and then English in the morning, topic in the afternoon, but now we have got a lot more flexibility.... So if I think a topic would be better taught in the morning or if I wanted to drop maths one day and do double maths the next day we will do that,... erm... however we do tend to fall into a pattern in the morning, and sort of all the writing heavy topics in the morning, and we try and do the other things in the afternoon, but it really does depend. We will switch and change if we need to. Key stage 2 have their own break time, the younger children have an earlier break time because obviously they need more frequent breaks, so our first break is at 10:35 and we finish at 10:55 so that’s 20 minutes in the morning and at lunch time we have 12:05 to 01:05 and then we finish school at quarter 3:15. This has helped lots with behaviour management.

3- During the day in your opinion how does the classroom change with regards behaviour and attentiveness of students? Could you pin point certain times where behaviour and attentiveness are at their best and worst? (Morning, lunch, afternoon).
Ok well first thing in the morning, I try and give them an activity but I have learnt that because of punctuality… Punctuality is a particular problem within this school… erm there is no real point in doing this, because every time I try and do something a child will come in and I will have to start all over again so I try and keep it quiet with a bit of silent reading whilst looking and responding to their marking first thing in the morning until 9 and then I will start to go into the heavier subjects after that. Erm.. first thing in the morning some students have problems with tiredness and you can tell straight away, especially with the children who have particular behavioural problems, just by looking at them first thing in the morning weather they are going to have a good day or a bad day. You can just tell by the way they come in the way they sit down if I am going to have a good day with that one or a bad day with that one and if something is happening at home you can see it all over their faces. So first thing in the morning it is important to try and gage what they are going to be like during that day so you can make tweaks to the way that you speak to them or let them know you are around to speak to them. After break some of the children tend to bring in disruption and we encourage them to try and keep them outside and if they do try and talk to me about something that has happened outside then I do ask them to think about it for 5 minutes and try and calm them down. If they are still worried about it they can come and see me again but usually they have forgotten about it within a minute, erm… lunch time is when we tend to have particular behaviour problems because it is such a long lunch, but have tried to get around it this year by staggering the lunch breaks so key stage 2 children go outside until 12:30 and they have their lunch until 1 so their lunch time is being split up into two little chunks so there is less opportunity to get bored and start fighting.

4- How do you feel about the resources and procedures that are in place at the school to allow you to distinguish and treat differing levels of disruptive behaviour during lessons? (major and low level disruption)

Ok resource and procedures, erm.. we do have or we did have at the beginning of the year a little laminated car that explains to the students what steps of the sanction system is, so you will have, eye contact then you will have a verbal warning so they can see clearly and we can write on the children’s names so we don’t even have to disrupt the teaching, and then they know they are on that level, in terms of resources that’s all we have got, erm… procedures everybody knows the procedure and I am the behaviour mentor for the teachers. If there is a particular problem that is ongoing and there seems to be something else going on, they can go to our SENCO who can get behaviour support in or if it’s something a little bit less of a high level then they can come to me as I have been on course and have a qualification to help teachers with that, so they are just some of the strategies and ideas that this school has… Oh yes and also all teacher have a behaviour log so anything low level… we have enough pages in our book we log it down and if we have to see a parent that also goes in there and anything referred goes in. On a half termly basis one of my responsibilities is to go through those and create a spread sheet so we can see an over view of all the children’s behaviour and we can start to see patterns which then we can
deal with. So for example we knew we were having a problem at break times which is why we have decided to split the lunch breaks up a little bit so the key stage two don’t have a long time to start causing problems. And at the minute it is

5- Do you find there are beginning to work. less or more low level or majoring behavioural disruptions during lessons following on from a break period compared to lessons following on from another lesson? Why do you think that is the case?

At certain times of the day yes... but there are lots of other factors, so for example it can be the day of the week. Lets take Mondays for example ...Mondays are usually good for behaviour and towards the end of the week students are a little less well behaved. Mondays and Fridays can be problematic for our children especially if they are having problems at home, so if they are having a troubled family life and they have been there all weekend Monday can be a problem, or Friday can be a problem. Times of year cause lots of problems. After SATS, we find that year 6’s do tend to be problematic, but we do tend to be tight on that and we do try and be proactive with dealing with those issues. Key stage 1 I know they have issues every break time as they come in to the classroom and their children find it a lot more difficult to settle down to work. It also depends on age groups as well... this time of the year because it is just before SATS the year 6’s tend to be on it whereas the year 5’s. erm have less attention so they start to be disruptive.

6- What kind of role do you feel you play during break and lunch times?
If you are on duty, you are supposed to be... well I try and position myself so you can see the whole playground and we are maybe looking out for children who are maybe on their own, looking out for triggers for some children. So for example 1 particular student in our class I am looking for where he is because he has trouble with pushing people and getting into trouble that way, so you are trying to position yourself within the playground so you can see everything and be proactive about anything that might be occurring. With regards lunch times with have dinner supervisors looking after zones, erm... so there will be activities in the individual zones and these activities will rotate so for example the key stage 2 boys will get pitches on certain days of the week and girls will get certain pitches on certain days of the week and there are other sports and other activities going on as well, with regards staff member we rarely go out because of course we are out three times a week already and of course this time is very precious time to plan for lessons and marking and other preparation tasks as well, erm... and also there are already 4 dinner supervisors and helpers out there.

7- How active do you feel your students are allowed to be during break periods in the school? What kinds of provisions are put in place to ensure they are physically active? (equipment, markings, staff involvement)

We used to have a really inactive bunch of girls last year, and we have tried to make provision so that they have got somewhere that they can be active, because they probably didn't want to join in with the boys and now they have got their own pitch if they want it. That happens at lunch times as well... what's really pleasing is that the girls now are really willing to play now they have got their own pitch. It's not only football they will do other sports as well, and that's open to them at break time. At lunch time we give all the students provision to play football and basketball mainly... we do know that key stage one use the enchanted garden where they have really structured play and games with a dinner supervisors so the younger years have a more structured play time whereas our students in key stage two really just need to let off steam. Having said this I do think they could be more physically active then they are.

8- What resources and procedures are in place at the school to allow you to distinguish and treat differing levels of disruptive behaviour during break and lunch periods? (major and low level disruption)
Ok at break times you are just reliant on the adults on duty to spot it, it’s a little bit more difficult due to the size of the playing area and there only being four dinner supervisors out. I still think that it is our trigger time of day I still think we can do more, I do have behaviour mentors, erm... again that is something I look after. So again we have rota, there is at least 2 students per class in key stage 2, that are behaviour mentors and in my class we have about 8. They are outside and they are sort of managing within. I have given them some training so if they were to see someone being isolated and not joining in, they can go up to them and ask them if they want to play. They also know some self-esteem games to play with those children and they are on duty during lunch times as well. Children who are known to be more than likely to get in trouble at break time, have social issues making friends with other children or children who have particular anger management issues... for example we have a couple of boys in year 5 and 6 in another class who can’t play with other students without getting into a fight. What we do is give them a zoned off area on a rota and they can choose 3 friends to play with. There are also students who haven’t got the social or language skills to actually play nicely with anybody and the behaviour mentors should be going up to them and try to get them involved with games or play games with the student themselves.

9- Which break in the school day provokes the most major or low level disruptions? What kinds of incidences?

Erm... I’d have to say lunch times as it is longer which allows the students to build up a tendency to be bored. Also because break time is staggered it means only year 5 and 6 are in the playground whereas at lunch all year groups are out together which can cause some problems.

10- During wet play how do you feel your role changes? Do more behavioural incidences occur during wet plays?
As you saw yesterday we had some frustrated boys because they were not allowed to go outside, and that builds up,... you know it is really hard in the winter and in the autumn and spring when you are getting day after day of rain and they can’t go out on the because there is ice all over the playground and behaviour issues just build up because going outside is so important for the children because they really.. really need to let off steam. 

When we start to come up to SATS one thing that we have started to do is just send them outside for 5 minutes as often as we can because we know if we do that than they are going to come in and focus a little bit better. We tell them to go running wildly around to get rid of some of that energy that is building up. We do try and do that on a day to day basis, like if on a Friday afternoon we may let them out for 10 minutes if I feel that all the students have done what they need to do. We do try to but it is very difficult in year 5 and 6 because of the demands of SATS. Our particular challenge is in winter. If it has snowed and the children haven’t been out for days we will try and get the students out to have a snowball fight just so they get something out there and all the teachers will be out there playing with them as well. What we are trying to do now is de-ice a section of the playground so at least they have a section of the playground to go out to.

If it is a wet play dinner supervisors come into the classroom and they supervise the children, obviously it not only means that students are not getting fresh air it also means teachers are not getting any time set up the classroom for the afternoon lessons so it just becomes very.. very difficult and delays the start of the lesson. Also it is harder for me to look out for any behaviour problems or any triggers.

11- To what extent does wet play effect students attentiveness and behaviour within the classroom?

I would say most definitely yes wet play effect negatively the attentiveness and behaviour of children within the classroom, because what I have noticed whilst I have been in teaching is that it takes students longer after a wet play to pack the games they have got out so the lesson will start a bit later effecting learning time. And also because there is no transition from walking outside to inside they find it more difficult to switch off from break to the lesson and become more disruptive because of this.
12- In your opinion how important do you feel ensuring students are as physically active as possible during break periods in the school day? What is your philosophy towards breaks within the school day?

I think break are paramount within the school day, I think from a social point of view especially in our school, from a working together point of view and a health point of view that they do get out there and they do burn off some steam. I know full well that there are a group of students, particularly girls and there are a couple of boys, that don’t want to run around they just want to chat with their friend or read a book, or relax in the enchanted garden, which I hate to say it but no matter what you do with regards provision is provided there students are always going to choose that option. We need to have a wide array of option for children and try and make it as multi aged and as multi class as possible. I am not sure if we have completely achieved this at break times, we have tried with football in the past but football is a really key trigger for some of our boys which is why we have decided to go by class so the class teacher can deal with issues if anything happens. A couple of years ago we didn’t have that and we would have the same problem day after day with massive football matches with factions that didn’t get on or didn’t know how to get on with each other and there would be fights everywhere. There is a big improvement on that now as we just have class pitches but then again that is not necessarily ideal from a social point of view. I would like to develop the idea of more structured play for the older ones to try and draw out skills like communication and leadership.

13- What suggestions would you make to your school to try and increase provision for students to be physically active at break times?

I would have to go away and think about that deeper, but as I said more structure to the activities the students are playing, drawing out those skills previously mentioned like communication, leadership and decision making. This can be done by let’s say allowing students to be referees for certain play times, and they will have to learn to be a leader, we could have team captains, they could have differing positions you know... yeah that would be my first idea, I’m sure there are loads of others.

Length of the interview: 17 minutes and 31 seconds
### School 1: Student focus group interview transcription. (Male = Blue, Female = Red)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1- What kind of things do you like to do during play times?</strong></td>
<td>Erm.. I kind of like to talk to my friends.. like I like to talk to my friend whilst we play football with each other, erm... yeah I like to play sports, I like to run about and kind of like talk while we are running mostly. I like to play football with my friend, but sometimes during the game I like to go out of the game and talk to my friends as well.</td>
</tr>
<tr>
<td><strong>2- Are there any sports you like to play?</strong></td>
<td>I like to play football and cricket mainly. I like to play football, netball and basketball and cricket.</td>
</tr>
<tr>
<td><strong>3- Do you play games against other teams or do you just play for fun?</strong></td>
<td>We usually play games that erm... well me and my friend we usually play competitive games, where one team is playing against another team, and we set the teams and we change it every day. I do the same as him, I like to play against another team most of the time but I do like to play with a small group say with the skipping ropes or with the cricket bats.</td>
</tr>
<tr>
<td><strong>4- Do you do different things during morning and afternoon play times?</strong></td>
<td>Yeah we do different things, there is more time and there is different things to play with and different activities to do. At break times I sometimes go around and about, and at lunch times I play like... I don’t know I play like 3/4ths of the time football and then the rest I would go and run about. I do more physical stuff at lunch time. At break times I would play football and then, similar I would play 3/4ths football and then me and my friends before it is time to line up we like to talk to each other, and sometimes talk about the game.</td>
</tr>
<tr>
<td><strong>5- Do you think the school gives you enough of an opportunity to do different things during plays time?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Definitely, erm.. at lunch times you have more stuff to do because at break time there is an area that is coned off because the year 3 and 4s are working and we are not allowed to go there. But at lunch time you can go there so there is more space to play. Also at lunch cricket can be played, and there is tennis happening in the main area and other spots like... erm and on the small pitch we play football.

Definitely, I like lunch time more than break times because there is more stuff to play with, I like to play football the most, but in the main area you can play tennis, and netball and basketball. At break time we only have a ball, erm... and at lunch time we have skipping ropes, balls and this... type of plastic lego thing that the year 1 and 2 can play with. Also we have enchanted garden where you can read a book and colour and also a grassy area where you can play football and we have got like a set course on there were you play.

6- How could play times be improved? (More staff involvement etc.)

Erm... I think that they could set one area out for a different thing.. I don’t know like tennis or something.

Yeah because we have got... Everywhere you go there is always football going on, and if you don’t want to do that then you can only walk around or play a game, but there is no pitch or area for tennis or cricket and they are the other big games to play. I think girls they just like to play with skipping ropes and that, and some girls want to play basketball but we don’t have the hoops and that, erm... so maybe more things to play with. Yeah mainly hoops... just hoops would make play time better.

7- What do the teachers do during play times?

They just like at break time come out and like stand and watch up play... and if like something bad happens then they like sort it out for us, and at lunch time the dinner supervisors like give us stuff to do like you can ask them for things to play with.

Yeah, erm... like at lunch time the adults are there if you need help, and you have to go to them if you want to play with another thing, like tennis or cricket. They also let you know who can play on the pitches.

8- What subjects do you like the most, why?

... I’d say English and history, erm.. with English it’s like I like writing and I like thinking a lot, and erm.. for history, it’s weird because they know so much but they only have a little bit of evidence to support it.

I’d say maths, English and history, erm... maths I just like it and English I like writing different stories it’s fun and history you learn about the past.

9- At what times during the day do you feel you concentrate and work best in lessons? (Morning, lunch, afternoon) why?

After break because in the morning, I feel quite tired but after a break I feel.. erm like when I’ve been running around I feel less tired and I concentrate better.

Erm.. for me it is, erm.. between break time and lunch time because break time... erm I don’t know it just wakes me up a little bit and I can concentrate and after lunch time you are already awake and you are adding on and you just feel like you want to run around a lot and it just distracts me a little bit.
10- Are there points of the day which you find it hard to concentrate? (Morning, lunch, afternoon) why?

Afternoons, erm.. I’d say like after lunch, because you have already been running about and after lunch it feels like you want to run about a lot more. In the morning when I come in, because I live far away and I have to get to school on time, erm... I have to wake up really early at 6 o’clock and by the time I get here I’m always late and tried.

11- Do you have pack lunch or school dinners?

Erm.. there is like some times, .... Like our parents can choose like whether they want us to have school dinners or pack lunch, I have hot dinners, erm because my mum she does quite a few pack lunches and it’s kind of like a headache to do like lots of stuff. I used to have pack lunch, but I always had to make the food myself, but I would always be busy, and so would my mum because she had to go and open the shop, so erm... in the end I just have just have hot dinners.

12- What kinds of foods are in your pack lunch?

N/A

13- For those who eat school dinners what do you think of the school dinner, can you tell me what you have to eat?

What I had was fish or you could have had fish, nuggets or chips, beans or peas and bread, and you also get a cup of water or milk... and a dessert. Erm yeah I quite like them. Today it was beans, erm... fish and bread, but you get two choices for everything so for beans you could have something else, for bread you could have something else and for fish you could have something else.

14- Do you play any sports outside school? Which sports?

I used to and I went to a sports club, in the school after school, but now there are like IT club and stuff like that but it doesn’t really interest me. I have never gone to a club, I would go clubs if they were on Fridays but there is not because all the other days I have mosque and by the time I’m out I should have gone mosque.

15- What kinds of after school activities are available?

They have like football, basketball, netball all after school but it is not everyday, erm... either... like it’s one day a week, like Wednesdays. Usually its Tuesdays and Wednesdays, most of them run for 12 weeks, but I can go because I can only go on Fridays.

Length of interview: 11 minutes and 1 second.
### School 1: Head teacher interview transcription.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- How long have you been involved with teaching?</td>
<td>24 years.</td>
</tr>
<tr>
<td>2- What kind of structure does a traditional school day follow within your school?</td>
<td>360 children and 17 fully qualified teachers.</td>
</tr>
<tr>
<td>3- What is the structure of a traditional school day at your school? What kind of break structure is in place at the school?</td>
<td>The students will come in around quarter to 9, and first lessons will start at 9. So our first break is at 10:35 and we finish at 10:55 so that’s 20 minutes in the morning and at lunch time we have 12:05 to 01:05 and then we finish school at quarter 3:15.</td>
</tr>
<tr>
<td>4- At what points of the day do you feel students are most vulnerable with regards causing disruptions whether it is within lessons or during break periods?</td>
<td>Break times, lunch times, sometimes with unfamiliar supply teachers.</td>
</tr>
<tr>
<td>5- If I was an NQT student within your school how would you equip me to be able to distinguish and deal with low level and major behavioural disturbances within both break times and also within lessons? What discipline procedures are in place?</td>
<td>School behaviour policy, Teacher coaching, Use of IRIS (video coaching) equipment to self-review, Support from team leader and senior teachers. Emphasis in school on positive behaviour management through PSHE/circle time activities focussing on positive behaviour choices and anger management. Behaviour management strategies as part of teacher training when achieving QTS. All staff receive Team Teach training run by Social, Emotional and Mental Health (SEMH) team- providing strategies for de-escalation as well as training for appropriate holding of children if necessary</td>
</tr>
<tr>
<td>6- What philosophy with regards break periods and students physical activity levels during these break periods in the school day does the school hold?</td>
<td>Children will be able to access a range of structured activities during break and lunch including football, skipping, bat and ball games, playground games etc. This includes zoning of the playground to ensure pupils safety and enjoyment. Physical activity is encouraged as part of a healthy lifestyle (we have Healthy Schools accreditation).</td>
</tr>
</tbody>
</table>
7- To what extent do you feel your students are being provided with the opportunity to be as physically active as possible during break periods? What kind of equipment, facilities and provisions are available to your students to allow this to happen?

As above

8- What further provisions do you feel could be put in place to ensure students are as physically active as possible during their break periods?

A wider range of games equipment in consultation with pupils.

9- To what extent do you agree with the statement that increased provision for students to be physically active can see a decrease in negative behavioural occurrences both during break periods and also lessons?

There is a clear link between provision of well organised and well supervised opportunities for engaging physical activities and positive behaviour choices. These activities have a positive impact both during break times and when the children return to class providing that they are effectively managed and supervised.

10- How do you feel your staff should operate during break periods?

Supervising, encouraging and facilitating activities while at the same time ensuring that there are clear expectations for behaviour.

11- During wet play days, how in your opinion should the role your staff alter?

A similar approach while ensuring clear expectations for appropriate behaviour in the classroom.

12- With regards nutrition of students, what philosophy do you hold towards the content of pack lunches and the kinds of school dinners that are provided?

Children are encouraged to eat a healthy balanced diet. In order to reduce the amount of unhealthy snacks brought in as part of a packed lunch, once a week on “Choose Day” Tuesday children are allowed to bring in one item such as crisps or a chocolate bar within their pack lunch etc but this is monitored and not allowed on other days of the week.

13- What is the school’s philosophy towards extra-curricular activities? What extracurricular activities are on offer to your students?

We run lots of extra school activities, with all teachers getting involved in the running of the clubs. We offer hockey, rugby, football, athletics, Kurling, swimming, netball, basketball, running club, gymnastics, dance, karate. But as I said previously our school try’s to, and I believe it does, cater for everybody so there are some alternative things like French, ICT, ART, newspaper club, website club.

Interview Length: N/A emailed interview.
NOTES: School

School 2: notes from the classroom

2 (Year 6 class)- Day 1, Thursday the 5

th March

Behavioural incidence tally sheet: Morning lessons between registration and break time, focusing on:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 2</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>• One student shouting out an answer, asked to be quiet by the teacher, teacher explained to him that he should know the hand up policy.</td>
</tr>
<tr>
<td>• Student talking over the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
# 2 (Year 6 class)- Day 1, Thursday the 5

Behavioural incidence tally sheet: post break lesson bridging the gap between break and lunch time:

<table>
<thead>
<tr>
<th>Categorization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level disruption: E.G:</td>
<td>Talking out of turn, Idleness or work avoidance, Hindering other students,</td>
</tr>
<tr>
<td></td>
<td>Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat</td>
</tr>
<tr>
<td></td>
<td>behaviour, General rowdiness, Impertinence.</td>
</tr>
<tr>
<td>Tally:</td>
<td>2</td>
</tr>
<tr>
<td>Description/Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student talking with friends on table whilst the teacher was explaining</td>
</tr>
<tr>
<td></td>
<td>to the class.</td>
</tr>
<tr>
<td></td>
<td>• Persistent leaning on chairs causing the teacher to stop the class.</td>
</tr>
<tr>
<td>Major disruption: E.G:</td>
<td>Verbal abuse of other students, Physical aggression to other students,</td>
</tr>
<tr>
<td></td>
<td>Verbal abuse of teacher, Physical destructiveness, Physical aggression</td>
</tr>
<tr>
<td></td>
<td>towards teacher.</td>
</tr>
<tr>
<td>Tally:</td>
<td>N/A</td>
</tr>
<tr>
<td>Description:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
2 (Year 6 class)- Day 1, Thursday the 5

Behavioural incidence tally sheet: Post lunch lessons taking the class up to the end of the day:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 1</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>□ Student talking over the teacher, delaying learning as teacher had to re explaining the task delaying the start of it.</td>
</tr>
</tbody>
</table>
NOTES: School

<table>
<thead>
<tr>
<th>th March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</td>
</tr>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
NOTES: School 2 (Year 6 class)- Day 2, Friday the 6th March

Behavioural incidence tally sheet: Morning lessons between registration and break time:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 6</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>• Two students chatting, distracting each other asked to move to another table.</td>
</tr>
<tr>
<td>• Whole table chatting too much, causing a sharp rise in the noise within the classroom.</td>
</tr>
<tr>
<td>• Student chatting with person on another table.</td>
</tr>
<tr>
<td>• Child walking around, distracting people on their way to get equipment.</td>
</tr>
<tr>
<td>• Persistent chair leaning causing the teacher to tell the student to use all four legs, breaking up the flow of the lesson.</td>
</tr>
<tr>
<td>• Student talking to their friend across the table at too high of a tone, spoiling the quiet good learning environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
### Behavioural incidence tally sheet: post break lesson bridging the gap between break and lunch time:

**Low level disruption:** E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.

<table>
<thead>
<tr>
<th>Tally: 4</th>
</tr>
</thead>
</table>

**Description/Examples:**
- Chatting about inappropriate things, and not doing work.
- Chair swinger falls of their chair disrupts the class and it causing a loud noise.
- Student disrupting the whole table.
- Student talking over teacher.

**Major disruption:** E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.

<table>
<thead>
<tr>
<th>Tally: N/A</th>
</tr>
</thead>
</table>

**Description:**
- No major disruptions were observed.
**NOTES: School 2 (Year 6 class)- Day 2, Friday the 6th March**

**Behavioural incidence tally sheet: Post lunch lessons taking the class up to the end of the day:**

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
<th>Tally: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description/Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>□ Student chatting whilst the teacher was trying to explain the task to the group, causing the teacher to pause and wait for them to be quiet so they could continue, reducing the time within the lesson spent learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
<th>Tally: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td></td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
<td></td>
</tr>
</tbody>
</table>
NOTES: School 2 (Year 6 class)- Day 3, Monday the 9th March

Behavioral incidence tally sheet: Morning lessons between registration and break time:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 3</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>▪ Student taking a long time to get changed, delaying the start of the lesson.</td>
</tr>
<tr>
<td>▪ Students chatting to each other, raising the noise of the classroom, causing it to be unconventional and causing the lesson to be delayed whilst the teacher regains a good working environment.</td>
</tr>
<tr>
<td>▪ Students, even though the teacher said they could perform only things that they have done, started to attempt things they had not be taught causing the teacher to stop the whole lesson and address the students.</td>
</tr>
<tr>
<td>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</td>
</tr>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
# NOTES: School 2 (Year 6 class)- Day 3, Monday the 6th March

**Behavioural incidence tally sheet: post break lesson bridging the gap between break and lunch time:**

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 2</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>• Students during on the white boards in front of them task were not listening to the teacher who is explaining the task.</td>
</tr>
<tr>
<td>• Boy spinning on their chair not doing work and messing with the jumpers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>☐ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
## NOTES: School 2 (Year 6 class)- Day 3, Monday the 9th March

**Behavioural incidence tally sheet: Post lunch lessons taking the class up to the end of the day:**

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
<th>Tally: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description/Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>• Noise in the class to high, lots of small groups chatting in the class, teacher asked for the students to work quietly.</td>
<td></td>
</tr>
<tr>
<td>• Asked the class for quiet and picked out a couple of certain students who were the main culprits.</td>
<td></td>
</tr>
<tr>
<td>• Flicking water about, when asked to clean the tables.</td>
<td></td>
</tr>
<tr>
<td>• A student was picked out as they were leaning across the table talking whilst they were meant to be listening distracting other students and putting them off their work.</td>
<td></td>
</tr>
<tr>
<td>• 4th time of asking for the chatter to stop, class now asked to work in silence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
<th>Tally: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td></td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
<td></td>
</tr>
</tbody>
</table>
School 2: Notes from break times

NOTES: School 2 - Day 1, Thursday the 5th of March (Break and lunch time observations)

### Break time: (outdoor play)

#### Structure of playground?
- Students as they went out were aloud a snack box that included a piece of fruit for them to have.
- Year 6 football pitch, which also can be created into a small basketball pitch.
- The castle, which is a large wooden structure shaped like a castle that is open for the children to play in.
- A large wooden boat that students can play on.
- Adventure playground, small non running assault course, with woodchip ground, and a platform for performances to take place on.
- Large rock for climbing.
- Within the summer months a large playing field is available, with a running track on it, football goals, and a trail to walk around.
- Midgey mansion, is a small wooded areas where only year 6 children can go in, it is an area where they can make dens.
- Main part of the playground has lots of floor markings, also boxes of equipment are provided, including outdoor badminton, skipping ropes, hoola hoops and social benches.

#### How active are students, is their play structured, are both gender active and mixing?
- Nearly all students, both male and female were active in some shape or form.
- Few inactive girls and boys, more female then male sitting on benches chatting.
- Boys and girls separate play on the whole,
- Both genders playing with the hoops, boys playing an outdoor badminton styled game.
- Both male and female students playing on the rock, castle and boat, but mainly separately.
- Adventure playground being used by both genders, and female students performing on the platform to some of their friends.
- Year 6 boys playing a football match.
- Some of the younger children playing with the floral markings.

#### Are there any behavioural incidences? (major/minor)
- Some students blocking the entrance to the castle, but was quickly dealt with.

#### Are teachers present on the playground (officiating/ structuring games for students)?
- 4 members of teaching staff out at any point.
- They were strategically placed around the playground so that the whole playground was being observed by teachers.
- Very passive involvement with presence, merely chatting with students and looking for any problems that may be occurring around the playground.
- No involvement with organisation or officiating of games.
- Students very free to do what they want within the boundaries of the playground.
**Lunch time: (outdoor play)**

### Structure of playground?

- Year 6 football pitch, which also can be created into a small basketball pitch.
- The castle, which is a large wooden structure shaped like a castle that is open for the children to play in.
- A large wooden boat that students can play on.
- Adventure playground, small non running assault course, with woodchip ground, and a platform for performances to take place on.
- Large rock for climbing.
- Within the summer months a large playing field is available, with a running track on it, football goals, and a trail to walk around.
- Midgey mansion, is a small wooded areas where only year 6 children can go in, it is an area where they can make dens.
  Main part of the playground has lots of floor markings, also boxes of equipment are provided, including outdoor badminton, skipping ropes, hoola hoops and social benches.

### How active are students, is their play structured, are both gender active and mixing?

- Girls and boys mixing a lot more.
- Year 6 boys playing football on the year 6 pitch, with girls watching, some joined in towards the end.
- The badminton game was being played by the boys.
- Boys and girls playing on both the castle and the rock.
- The boat was not used by students.
- Very few children inactive, nearly all students active in some kind of way.
- Both boys and girls playing with the hoops, but in separate groups.
- The adventure playground was being used by mainly male students.
- Floral markings were not being used.
- Small group of girl’s inactive sitting on the benches provided chatting.

### Are there any behavioural incidences? (major/minor)

- No behavioural incidences observed.

### Are teachers present on the playground (officiating/structuring games for students)?

- 4 members of teaching staff out at any point.
- They were strategically placed around the playground so that the whole playground was being observed by teachers.
- Very passive involvement with presence, merely chatting with students and looking for any problems that may be occurring around the playground.
- No involvement with organisation or officiating of games.
- Students very free to do what they want within the boundaries of the playground.
NOTES: School 2- Day 2, Friday the 6th of March (Break and lunch time observations)

Break time: (outdoor play)

Structure of playground?

- Students as they went out were aloud a snack box that included a piece of fruit for them to have.
- Year 6 football pitch, which also can be created into a small basketball pitch.
- The castle, which is a large wooden structure shaped like a castle that is open for the children to play in.
- A large wooden boat that students can play on.
- Adventure playground, small non running assault course, with woodchip ground, and a platform for performances to take place on.
- Large rock for climbing.
- Within the summer months a large playing field is available, with a running track on it, football goals, and a trail to walk around.
- Midgey mansion, is a small wooded areas where only year 6 children can go in, it is an area where they can make dens.

Main part of the playground has lots of floor markings, also boxes of equipment are provided, including outdoor badminton, skipping ropes, hoola hoops and social benches.

How active are students, is their play structured, are both gender active and mixing?

- Both the boat and the castle were being utilised by male and female students.
- Year 6 football match happening on the year 6 pitch, one girl playing with them.
- Girls sitting at the top of the rock watching the year 6 football match.
- Adventure playground being dominated by female students, some male, light activities happening as a no running policy is in place.
- Some inactive boys and girls on benches, but genders were mixing.
- Male students playing with the outdoor badminton and hoops.
- Very structured play as students knew where they could go and what equipment they could use, once students picked a place to play they tended to stay there for the whole of break, no inactive students walking around looking to cause trouble.

Are there any behavioural incidences? (major/minor)

☐ No behavioural incidences

Are teachers present on the playground (officiating/ structuring games for students)?

- 4 members of teaching staff out at any point.
- They were strategically placed around the playground so that the whole playground was being observed by teachers.
- Very passive involvement with presence, merely chatting with students and looking for any problems that may be occurring around the playground.
- No involvement with organisation or officiating of games.
- Students very free to do what they want within the boundaries of the playground.

Lunch time: (outdoor play)
### Structure of playground?
- Year 6 football pitch, which also can be created into a small basketball pitch.
- The castle, which is a large wooden structure shaped like a castle that is open for the children to play in.
- A large wooden boat that students can play on.
- Adventure playground, small non running assault course, with woodchip ground, and a platform for performances to take place on.
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- Within the summer months a large playing field is available, with a running track on it, football goals, and a trail to walk around.
- Midgey mansion, is a small wooded areas where only year 6 children can go in, it is an area where they can make dens.
- Main part of the playground has lots of floor markings, also boxes of equipment are provided, including outdoor badminton, skipping ropes, hoola hoops and social benches.

### How active are students, is their play structured, are both gender active and mixing?
- Floral markings not in use.
- Boys playing with the outdoor badminton equipment.
- The adventure playground, boat and castle in use, by male and female students, with some cases of gender mixed play.
- Both male and female students, separately playing on the rock.
- Year 6 boys playing football on the year 6 pitch.
- Small groups of mainly female students chatting and being inactive.
- On the whole nearly all students were active.

### Are there any behavioural incidences? (major/minor)
- No behavioural incidences.

### Are teachers present on the playground (officiating/structuring games for students)?
- 4 members of teaching staff out at any point.
- They were strategically placed around the playground so that the whole playground was being observed by teachers.
- Very passive involvement with presence, merely chatting with students and looking for any problems that may be occurring around the playground.
- No involvement with organisation or officiating of games.
- Students very free to do what they want within the boundaries of the playground.
NOTES: School 2- Day 3, Monday the 9th of March (Break and lunch time observations)

Break time: (outdoor play)

Structure of playground?

- Students as they went out were aloud a snack box that included a piece of fruit for them to have.
- Year 6 football pitch, which also can be created into a small basketball pitch.
- The castle, which is a large wooden structure shaped like a castle that is open for the children to play in.
- A large wooden boat that students can play on.
- Adventure playground, small non running assault course, with woodchip ground, and a platform for performances to take place on.
- Large rock for climbing.
- Within the summer months a large playing field is available, with a running track on it, football goals, and a trail to walk around.
- Midgey mansion, is a small wooded areas where only year 6 children can go in, it is an area where they can make dens.
- Main part of the playground has lots of floor markings, also boxes of equipment are provided, including bouncy equipment, lacrosse styles game. Also 3 social benches are placed around this main part of the playground.

How active are students, is their play structured, are both gender active and mixing?

- All students very active.
- Few inactive boys, more inactive girls, chatting on the social benches.
- Boys and girls together playing the lacrosse styles game.
- Boys and 3 year 6 girls playing football on the year 6 pitch.
- Bouncy equipment not in use.
- Floral markings not in use.
- Castle, rock and boat all being use by both genders, the rock is only being sat on by students.
- Girls mainly playing on the adventure playground, low intensity activity, some boys also playing in this area but separately to the girls.

Are there any behavioural incidences? (major/minor)

☐ No behavioural incidences

Are teachers present on the playground (officiating/ structuring games for students)?

- 4 members of teaching staff out at any point.
- They were strategically placed around the playground so that the whole playground was being observed by teachers.
- Very passive involvement with presence, merely chatting with students and looking for any problems that may be occurring around the playground.
- No involvement with organisation or officiating of games.
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Lunch time: (outdoor play)
### Structure of playground?
- Year 6 football pitch, which also can be created into a small basketball pitch.
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- Midgey mansion, is a small wooded areas where only year 6 children can go in, it is an area where they can make dens.
- Main part of the playground has lots of floor markings, also boxes of equipment are provided, including bouncy equipment, lacrosse styles game. Also 3 social benches are placed around this main part of the playground.

### How active are students, is their play structured, are both gender active and mixing?
- Boys mainly and a couple of girls playing football on the year 6 football pitch.
- Just boys playing the lacrosse styled game.
- Both girls and boys playing on the bouncy equipment.
- Large rock, boat and castle being used, students active on both the boat and the castle, but students on the rock simply sitting on it watching the year 6 football.
- Floral markings not in use.
- Adventure playground, in use from boys and girls but students playing separate gender games.
- Inactive students at a minimum, but mainly girls sitting on the social benches.

### Are there any behavioural incidences? (major/minor)
- No behavioural incidences

### Are teachers present on the playground (officiating/ structuring games for students)?
- 4 members of teaching staff out at any point.
- They were strategically placed around the playground so that the whole playground was being observed by teachers.
- Very passive involvement with presence, merely chatting with students and looking for any problems that may be occurring around the playground.
- No involvement with organisation or officiating of games.
- Students very free to do what they want within the boundaries of the playground.
1- How long have you been a teacher?

... around 17 years.

2- What kind of structure does a traditional school day follow within your school?

Erm... children will come in at 8:45, and then work until 10:30, and then first break will be 20 minutes until 10:50, and then the children work again until 12 o’clock they have lunch until 1 and then the end of the day is 3:15.

3- During the day in your opinion how does the classroom change with regards behaviour and attentiveness of students? Could you pin point certain times where behaviour and attentiveness are at their best and worst? (Morning, lunch, afternoon).

Err... our kids are quite good, I wouldn’t say if they any less attentive it would be in the afternoon, I mean sometimes they can find it hard to focus after morning break especially if there has been an issue during morning break. But once again these are few in far between.

4- How do you feel about the resources and procedures that are in place at the school to allow you to distinguish and treat differing levels of disruptive behaviour during lessons? (major and low level disruption)

Erm... I mean we don’t have much disruptive behaviour during lessons, because there are so many rewards for the children to follow, so... we are quite a positive rewards based school, erm we have lots of things, like house points, sweets, extra play time. So yeah I suppose that is one strategy in place at this school that because it is in place we do not come across many incidences of minor disruption.

5- Do you find there are less or more low level or major behavioural disruptions during lessons following on from a break period compared to lessons following on from another lesson? Why do you think that is the case?

Erm... probably more following on from break if there were any just because sometimes they can’t handle issues that may have occurred in the playtime by themselves, but again it’s quite rare. I also think our school is very good in flowing lessons as there is no time between lessons to be disruptive between lessons.

6- What kind of role do you feel you play during break and lunch times?

Erm... just supervisory really, year 6 have their own play area where they can go and play, sort of on their own but they know there are adults there if they were to need them, to get them ready for that transition for secondary school. But yeah it’s sort of just being out there as a first port of call really as we are trying to make the children sort things out on their own, but at the same time know that there is a place they can go to if anything goes wrong.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7- How active do you feel your students are allowed to be during break</td>
<td>Because of the amount of provisions, yeah they are allowed to be as active as they want, they have stuff to climb on, like the rock, they have lots of space to run around, they are allowed to play running games skipping games and we also have toys out for them. So, on the whole they are able to be really active if they choose to be.</td>
</tr>
<tr>
<td>periods in the school? What kinds of provisions are put in place to</td>
<td></td>
</tr>
<tr>
<td>ensure they are physically active? (equipment, markings, staff</td>
<td></td>
</tr>
<tr>
<td>involvement)</td>
<td></td>
</tr>
<tr>
<td>8- What resources and procedures are in place at the school to allow</td>
<td>Erm... well to start with you are responsible for more children. The juniors are always told which adults will be out there on that specific day so they can always come and find you, but... we do not have to deal with many behavioural incidences during break and lunch times, it’s mainly just being there for them in case there is an accident or anyone is poorly.</td>
</tr>
<tr>
<td>you to distinguish and treat differing levels of disruptive behaviour</td>
<td></td>
</tr>
<tr>
<td>during break and lunch periods? (major and low level disruption)</td>
<td></td>
</tr>
<tr>
<td>9- Which break in the school day provokes the most major or low level</td>
<td>I’d probably say a break that the students are not used to... I think within our school because break is longer it does not make it much of an issue, if they have an issue... it is usually because we have thrown in an extra break time, and the students are not entirely sure what the rules are, like where they are allowed to play. Because they are not indoctrinated into what the regular rules are.</td>
</tr>
<tr>
<td>disruptions? What kinds of incidences?</td>
<td></td>
</tr>
<tr>
<td>10- If the weather is poor (wet day) how do you feel your role</td>
<td>What we will do is release one of the teachers so you will have two classes to supervise, to allow the other member of staff to have a drink, go to the toilet or whatever and then we will swap over. But wants again it is really just being that body there if the students need you. If they don’t need you then we will not interrupt in their play.</td>
</tr>
<tr>
<td>changes? Do more behavioural incidences occur during wet plays?</td>
<td></td>
</tr>
<tr>
<td>11- To what extent does wet play effect students attentiveness and</td>
<td></td>
</tr>
<tr>
<td>behaviour within the classroom?</td>
<td></td>
</tr>
</tbody>
</table>
**Not in this school, I've seen it be very much so the case in other school I've worked in.. our kids as soon as you tell them playtime is over, I believe they are as attentive after exercise as they are if they have been kept in.**

12- In your opinion how important do you feel ensuring students are as physically active as possible during break periods in the school day? What is your philosophy towards breaks within the school day?

_Erm... I mean obviously, erm... I mean nobody can deny the health benefits, but we don’t enforce the kids to run around, you know certainly towards year 6 the girls prefer not to be racing around, I think that is part of the transition as you don’t do that as much at secondary school. But yeah the opportunity although we do not enforce it is definitely there for them to be very active as a lot is provided. Also we are a school that really values PE and then the students are forced to run around so if they do not do it during breaks they do get three PE sessions, a gym session an outdoor games session and then dance or OAA. So if they do not run around it does not matter, but of course in an ideal world you would want them to be as active as possible within both breaks in the school day._

13- What suggestions would you make to your school to try and increase provision for students to be physically active at break times?

_Erm... I don’t think there is much more we could do, we’ve got things... like we’ve got the castle and the rock that they can climb, they have the adventure playground... we have a rambling route, we’ve obviously got a really big field. In terms of space we provided I do not think there is much more that we could provide. Even from reception early on we have the climbing wall so that they are used to using those major muscle groups... erm and being active. Oh yes and we are having a caving system being put in which will be really good as we usually do it in the hall and that ends up taking loads and load of time, I think we will be one of the only schools with a caving system. I can’t really think of anything we could do that we already do that would make the students more physically active._
### School 2: Student focus group interview transcription. (Male = Blue, Female = Red)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- What kind of things do you like to do during play times?</td>
<td><strong>Err... I like to play football, I like playing other games but mainly football.</strong>&lt;br&gt;Yeah we both like to play football on the year 6 pitch,. yeah just football really.</td>
</tr>
<tr>
<td>2- Are there any sports you like to play?</td>
<td><strong>I like to play football and that’s it mainly. I like to play football, and basketball.</strong></td>
</tr>
<tr>
<td>3- Do you play games against other teams or do you just play for fun?</td>
<td><strong>I like to play in teams, and I do like to play competitively when I am playing football because I find it really fun.</strong>&lt;br&gt;Yeah I like to play in two team that compete against each other because it’s fun, you can keep score and talk about it after the match.</td>
</tr>
<tr>
<td>4- Do you do different things during morning and afternoon play times?</td>
<td><strong>No I do exactly the same things, I just play football at both... erm I think it’s probably more organised and we get more out of the lunch football match.</strong>&lt;br&gt;Yeah I do similar things. The game is better because instead of 20 minutes of playtime we get 40 minutes and we have more fun at lunch.</td>
</tr>
<tr>
<td>5- Do you think the school gives you enough of an opportunity to do different things during plays time?</td>
<td><strong>Yeah... yeah because we have got a climbing rock, castle, pirate ship, adventure playground and then we have all the play time games that come out as well, and also for us as year 6s we can play basketball or football, so yeah we have load of options.</strong>&lt;br&gt;Yeah we have definitely got enough I think, we also have a wooded area where only year 6s can go and we can go there and make den and stuff.</td>
</tr>
<tr>
<td>6- How could play times be improved? (More staff involvement etc.)</td>
<td><strong>Erm... there could be astro turf on the football pitch, because at the minutes it is just concrete so it is really easy to injure yourself.</strong>&lt;br&gt;<strong>Could be longer... I mean like the first break time could be a bit longer, because it used to be half an hour and now it’s gone down to 15 minutes.</strong>&lt;br&gt;<strong>But with regards facilities I think we don’t really need improvement because we have loads of options as it is.</strong></td>
</tr>
<tr>
<td>7- What do the teachers do during play times?</td>
<td></td>
</tr>
</tbody>
</table>
There is one teacher that sometimes plays football, and he definitely plays with years 3 and 4 when they are on the playground in the summer. But they just sort of observe really and look out for the children during play times. I quite like how they are as it is, they are just there to look out to see if anything bad happens, and if you hurt yourself, then they will come over and help you or take you inside if you need treatment.

8- What subjects do you like the most, why?

I think its maths that I prefer most of all because we get activities that we swap around, like sometimes we go on the computers and things like that. There is another thing but I don’t know if it’s a subject... PE... I like that. Maths and science... I just like quiet enjoy science because we experiment and look for different way to do things, and I also like PE as well.

9- At what times during the day do you feel you concentrate and work best in lessons? (Morning, lunch, afternoon) why?

Err... probably after lunch... erm... I don’t really know why, it just feels a bit more... well because we have been outside I just feel like I've cooled off a bit and I can come in a bit more ready. The half an hour after lunch play... because once everyone has settled you have cleared you mind and you can just think of something else now.

10- Are there points of the day which you find it hard to concentrate? (Morning, lunch, afternoon) why?

As soon as you get into school, because it’s quite noisy in the morning, because everyone is talking to each other, and when we go into the second activity we are learning I find I work better than the first thing we cover in the day because we are all just really tired. There is lots of things you want to talk about, like what you did last night.. so yeah, and because we have just woken up you can feel really tired.

11- Do you have pack lunch or school dinners?

There are only packed lunches at our school. Yeah we do not have a kitchen to cook hot school meals.

12- What kinds of foods are in your pack lunch?

In this school it is just pack lunches, but in the infants they get given lunch. Yeah the infants get give cold pack lunches, and they get it for free. I usually have chicken, but not in a sandwich because I don’t like them, probably a carrot, maybe some crisps if I’m lucky, and a chocolate bar if I’m lucky. Erm... I usually have sandwiches a yogurt, fruit, chocolate bar... and then sometimes I have some crisps but not usually.

13- For those who eat school dinners what do you think of the school dinner, can you tell me what you have to eat?

N/A
14- Do you play any sports outside school? Which sports?

*Erm... football, and that's about it.*  
*Yeah I do football as well, it's open to boys and girls.*

15- What kinds of after school activities are available?

*Erm... everything really, I mean we swim in the summer, we do curling, we don’t do cycling and we don’t do as much athletics as I would like, because in the winter we don’t do any athletics at all really.*  
*Yeah we do loads, like usual sports like football,... and we did have a winter spots day but that was just football, netball, hockey and rugby but no athletics or uni hock which is more fun.*

Length of interview: 9 minutes and 30 seconds

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School 2: Head teacher interview transcription

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1- How long have you been involved with teaching?</td>
<td>23yrs teaching</td>
</tr>
<tr>
<td>2- What kind of structure does a traditional school day follow within your school?</td>
<td></td>
</tr>
</tbody>
</table>
### 3- What is the structure of a traditional school day at your school? What kind of break structure is in place at the school?

Ok.. so the students come into class at 8.45 and then they will have lessons until 10.30 which is when break begins. Break last 20 minutes and takes the children up till 10:50. After this students will have their second lot of lessons from 10:50 till 12.05. Lunch starts at 12:05 and ends at 1:00. And then the end of the day is 3:15. And then obviously if students are attending after school clubs they will stay for a longer period of time.

### 4- At what points of the day do you feel students are most vulnerable with regards causing disruptions whether it is within lessons or during break periods?

Play-time most vulnerable time for students.

### 5- If I was an NQT student within your school how would you equip me to be able to distinguish and deal with low level and major behavioural disturbances within both break times and also within lessons? What discipline procedures are in place?

As a student you would be on the playground with senior member. You will also be equipped with a, staff handbook which has tips & behaviour policy.

### 6- What philosophy with regards break periods and students physical activity levels during these break periods in the school day does the school hold?

Playtime should be enjoyable for everybody with rules that should be followed. Children should be allowed lots to do through the use of zoned areas to make playtime more enjoyable. I believe we tick all these boxes with our school.

### 7- To what extent do you feel your students are being provided with the opportunity to be as physically active as possible during break periods? What kind of equipment, facilities and provisions are available to your students to allow this to happen?

I believe with this school we cater for all aspects, so if students want to have a quiet break to relax we have, Quiet areas, but if students want to be more physically active then there are many options for them to choose from, like the Role play areas, Games Areas where we rotate differing games equipment the students are allowed to play with on a weekly basis, Physical areas such as... Ramble route, Adventure playground, and the rock. We also have an exploration area with a science garden and an Area for just year 6 students.

### 8- What further provisions do you feel could be put in place to ensure students are as physically active as possible during their break periods?

We are getting a caving system put in the school.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>9- To what extent do you agree with the statement that increased provision for students to be physically active can see a decrease in negative behavioural occurrences both during break periods and also lessons?</td>
<td>I agree with the statement, and would stress that enjoyable playtimes helps behavioural issues within this school. But I would also like to stress we have very few issues.</td>
</tr>
<tr>
<td>10- How do you feel your staff should operate during break periods?</td>
<td>Staff should engage with children at playtime, and monitor certain areas, so that the whole of the playground can be observed by a member of staff.</td>
</tr>
<tr>
<td>11- During wet play days, how in your opinion should the role your staff alter?</td>
<td>Wet play role should not change.</td>
</tr>
<tr>
<td>12- With regards nutrition of students, what philosophy do you hold towards the content of pack lunches and the kinds of school dinners that are provided?</td>
<td>During the first break if there is enough left over from the infants then the older students can have a piece of fruit or a healthy snack and only pack lunches are allowed, and we emphasise for these to also be as healthy as possible, that’s a school rule.</td>
</tr>
<tr>
<td>13- What is the school’s philosophy towards extra-curricular activities? What extracurricular activities are on offer to your students?</td>
<td>We run lots of extra school activities, with all teachers getting involved in the running of the clubs. We offer hockey, rugby, football, athletics, Kurling, swimming, netball, basketball, running club, gymnastics, dance, karate. But as I said previously our school try’s to, and I believe it does, cater for everybody so there are some alternative things like French, ICT, ART, newspaper club, website club.</td>
</tr>
</tbody>
</table>

Interview Length: N/A emailed interview.
**School 3: Notes from the classroom**

**NOTES: School 3 (Year 6 class)- Day 1, Friday the 20th March**

**Behavioural incidence tally sheet: Morning lessons between registration and break time, focusing on maths and english:**

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tally:</strong> 10</td>
</tr>
<tr>
<td><strong>Description/Examples:</strong></td>
</tr>
<tr>
<td>• Lots of chatter, children meant to be reading.</td>
</tr>
<tr>
<td>• Student reading a book they were not meant to be.</td>
</tr>
<tr>
<td>• Student chatting, supposed to be quiet work.</td>
</tr>
<tr>
<td>• Moving around when the register was being taken.</td>
</tr>
<tr>
<td>• Few students talking out of turn.</td>
</tr>
<tr>
<td>• Few students messing about when it comes to looking at the eclipse.</td>
</tr>
<tr>
<td>• Students tapping pencil on the table when listening to the teacher putting them off what they were going to say.</td>
</tr>
<tr>
<td>• Classroom chatter, raising the classroom noise to a really high level.</td>
</tr>
<tr>
<td>• Two students chatting and not doing work.</td>
</tr>
<tr>
<td>• Students walking around distracting other students not doing what they should be doing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tally:</strong> N/A</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
### NOTES: School 3 (Year 6 class)- Day 1, Friday the 20th March

Behavioural incidence tally sheet: post break lesson bridging the gap between break and lunch time, focusing on: maths and English

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 14</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>• Classroom chatter raising the noise within the class, to high.</td>
</tr>
<tr>
<td>• Student walking around distracting others.</td>
</tr>
<tr>
<td>• Boy laughing inappropriately.</td>
</tr>
<tr>
<td>• Couple of students shouting out when specifically told to put hands up.</td>
</tr>
<tr>
<td>• Student talking with their partner about something inappropriate putting off other students from their work.</td>
</tr>
<tr>
<td>• Student sitting at their desk not doing their work.</td>
</tr>
<tr>
<td>• Student talking loudly across the room. □ Student out of their seat.</td>
</tr>
<tr>
<td>• Student swinging on their chair knocking into a student’s leg. □ Students messing about with rulers.</td>
</tr>
<tr>
<td>• Constant chatting from class, sending the teacher “insane”.</td>
</tr>
<tr>
<td>• Student shouting out at the teacher.</td>
</tr>
<tr>
<td>• Student went to the toilet without asking the teacher.</td>
</tr>
<tr>
<td>• Student asked inappropriate question not about the working in attempt to make students laugh.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>□ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
**NOTES: School 3 (Year 6 class)- Day 1, Friday the 20th March**

Behavioural incidence tally sheet: Post lunch lessons taking the class up to the end of the day, focusing on topic and free time:

<table>
<thead>
<tr>
<th>Low level disruption: E.G: Talking out of turn, Idleness or work avoidance, Hindering other students, Unpunctuality, Unnecessary noise, Breaking school rules, Out-of-seat behaviour, General rowdiness, Impertinence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally: 6</td>
</tr>
<tr>
<td>Description/Examples:</td>
</tr>
<tr>
<td>• Chatter when the teacher was talking</td>
</tr>
<tr>
<td>• Student making a strange noise when the teacher was talking</td>
</tr>
<tr>
<td>• Student loudly humming when doing work, putting people around them off their work.</td>
</tr>
<tr>
<td>• Cheeky comment about the work to teacher.</td>
</tr>
<tr>
<td>• Student wondering about told to sit back in their chair.</td>
</tr>
<tr>
<td>• Student shouting out at teacher.</td>
</tr>
<tr>
<td>Major disruption: E.G: Verbal abuse of other students, Physical aggression to other students, Verbal abuse of teacher, Physical destructiveness, Physical aggression towards teacher.</td>
</tr>
<tr>
<td>Tally: N/A</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>☑ No major disruptions were observed.</td>
</tr>
</tbody>
</table>
# School 3: Notes from break times

**NOTES: School 3- Day 1, Friday the 20th of March (Break and lunch time observations)**

## Break time: (outdoor play)

### Structure of playground?

- No equipment provided in the morning.
- Whole concrete playground, with a small wooden assault course running down one side, a pitch marked out with metal fences in the middle with wooden boards for goals. A small wooden house structure also on this area.
- Two netball hoops, just off the main playground.
- Quiet area, where students can sit and read or chat to friends.

### How active are students, is their play structured, are both gender active and mixing?

- Lot of running related games like catch taking place, played by both boys and girls separate and mixed.
- Boys using assault course.
- Boys and girls using wooden house.
- Quite a few inactive students, both boys and girls standing in groups chatting, more girls than boys.

### Are there any behavioural incidences?

- Fight between two boys.
- Lots of arguing due to girls friend and boyfriend situations.
- Boys teasing a group of girls, very harmless but girls complained and teacher told the boys off.
- Boy knocked fruit out of student hand, went on the floor.

### Are teachers present on the playground (officiating/structuring games for students)?

- 3 members of staff /teacher assistants out at break time.
- All situated at differing parts of the playground.
- Mainly there looking for behavioural issues that may occur and looking out for the welfare of the children.
- Not involved with the games or physical activity of students.

## Lunch time: (outdoor play)

### Structure of playground?

- Equipment was provided for ¾ of the play and was packed away just before the teacher came out to collect them.
- Cones, doge balls, skipping ropes, hoops were provided.
- Whole concrete playground, with a small wooden assault course running down one side, a pitch marked out with metal fences in the middle with wooden boards for goals. A small wooden house structure also on this area.
- Two netball hoops, and an enchanted garden just off the main playground where students can sit and read or chat to friends.
### How active are students, is their play structured, are both gender active and mixing?

- Students were more active as the equipment was out.
- Boys playing dodgeball.
- Mainly girls playing with skipping ropes and hoops, some boys playing with them.
- Still some inactive groups, mainly girls, less then morning break though.
- Girls sitting in the quiet garden.
- Boys playing on the assault course.
- Wooden house mainly used by girls.

### Are there any behavioural incidences?

- Students arguing over equipment.
- Students also arguing over girlfriend and boyfriend situations

### Are teachers present on the playground (officiating/structuring games for students)?

- Dinner ladies out, and teachers came out towards the end of the lunch break to take them into the classroom.
- All situated at differing parts of the playground.
- Mainly there looking for behavioural issues that may occur and looking out for the welfare of the children.
- Also with children who need one on one support.
- Not involved with the games or physical activity of students.
1. **How long have you been a teacher?**

   *Erm... this is my 6th year of teaching... I've been at this school throughout my whole teaching career... I trained in Leicester, I did the PGCE route and came straight from university so I did a degree in education and then a year PGCE, I came on placement to this school and then I did two years teaching in year 5 and this is my 4th year teaching year 6. And I'm also head of English as well.*

2. **What kind of structure does a traditional school day follow within your school?**

   *Ok so kids come in at 8:40 and they have a bit of morning work they will do until about 9, and then lessons will usually start from about 9 o'clock, we have English and maths in the morning, guided reading which is about half an hour, we follow the international primary curriculum where we do topic work where everything is based round a film and we bring into the foundation subjects within that, including computing. The children on a Thursday in year 6 have an hour of PE and RE. Break time is at half 10 for 13 minutes 12:05 to 12:55, and the kids leave at 3 o'clock.*

3. **During the day in your opinion how does the classroom change with regards behaviour and attentiveness of students? Could you pin point certain times where behaviour and attentiveness are at their best and worst? (Morning, lunch, afternoon).**

   *Erm... so during school... during lessons we have different parts of lessons, so within the whole class teaching most of the class is well focused, and I have behavioural support from my teaching assistant during those times, and then when we move into independent work there is a bit of a transition, but I tend not to use the carpet too much, I tend to have the children already sitting at their tables which in turn minimizes the transition period, because that's when you will lose time whilst you wait for students to sit and settle down and things. They tend to be more focused on the morning and then when the day goes on, especially if there have been issues at break times it can really effect the first part of the afternoon, for example settling down straight after lunch, they tend to get quite tired in the afternoon and lose their focus more easily.*

4. **How do you feel about the resources and procedures that are in place at the school to allow you to distinguish and treat differing levels of disruptive behaviour during lessons? (major and low level disruption)**

   *Ok so we all follow a behavioural policy in school, which is like a child being provided with three warning, and once they have had those warnings you can send them out of the lesson or to another member of staff, and before they get sent out you can move them to another area of the classroom, and every class in the school follows that procedure. We have also got a phase leader for years 5 and 6 which we can use with support with behaviour and then if it goes through them then it can then go onto senior management. We also have teaching assistants in every class, and they are used as a behavioural support massively during lessons to try and distract children or use different techniques to minimise the number of disruption in the class.*
We do have positive rewards things like star of the week, house points and stickers and stuff like that, which is a bit more of a positive approach, and every class can have their own individual rewards systems like we have had raffle tickets in the past.

6- Do you find there are less or more low level or major behavioural disruptions during lessons following on from a break period compared to lessons following on from another lesson? Why do you think that is the case?

There is more I think, there is more post break or lunch time if there has been an issue or if the children have had problems at home, that’s an extra thing and it is a huge thing with our children, so if they are having a bad day because something had happened in the morning before they have come to school, then that will affect how their morning goes, but particularly if there has been something that has happened at break time between children then it can carry on in the classroom. So sometimes I will take time out either as a circle time, or time to sort those things out, because if there has not been some kind of intervention then there is no point in the children carrying on because they won’t be able to concentrate until it is sorted.

5- What kind of role do you feel you play during break and lunch times?

Erm... so we only have to go on break time duty once a week, so that’s when we were outside. So when I’m outside we have to monitor behaviour and check if all of the children are ok and deal with disputes outside, most of that gets dealt with on the playground, occasionally if it is a serious issue we will take if further. We are supposed to have a break on the other 4 days, but if something has happened previously in the week then we can get called down at lunch times as well. Even when I’m not supposed to be outside I still try and know what my children are up to. Like in the past I had a particular bad class with behavioural problems both inside and outside the classroom, I used to go out and check on how the children’s behaviour had gone with the dinner ladies, and build a relationship with the dinner ladies and try and support them with the behaviour of some of the children.

7- How active do you feel your students are allowed to be during break periods in the school? What kinds of provisions are put in place to ensure they are physically active? (equipment, markings, staff involvement)

Well outside they erm.. there is a timetable for basketball and football that changes every day between year groups, obviously not all children do that, there is equipment out there which they can go on at lunch time there are things that are provided or which should be provided that the children can use. If I’m out there then I will try and make the children be active and not just stand around or sit down, because it is there break time and staff should be trying to encourage them to be more active so yeah, resources are out there but then again it’s if they choose to use them.

8- What resources and procedures are in place at the school to allow you to distinguish and treat differing levels of disruptive behaviour during break and lunch periods? (major and low level disruption)
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>During break times we use the wall, if any children are creating an issue, the children will stand on the wall for a few minutes just to cool off. If there has been a big fight or something we have a behaviour mentor which will come out and deal with that situation and she will also pull children during lessons if there has been a major problem and they need to speak to someone. At lunch time dinner ladies are encouraged to deal with behaviour and again they can also use the behaviour mentor as well if they see something serious happening.</td>
<td></td>
</tr>
<tr>
<td>9- Which break in the school day provokes the most major or low level disruptions? What kinds of incidences?</td>
<td>Erm... I'd have to say probably the first morning break as in the morning especially for year 6 at this time of the year it is so heavily focused on work and revision for SATS, and the students have had to concentrate and work really hard that they just have loads of steam to give off and go a bit wild.</td>
</tr>
<tr>
<td>10- During wet play how do you feel your role changes? Do more behavioural incidences occur during wet plays?</td>
<td>At wet play you are responsible for your own class so children will stay within the classroom and either you or your teaching assistant have to make sure they have things that will occupy them within the classroom, it tends to be a bit more chilled out, but because they have not been outside, after break can be a bit, that lesson can be more disruptive because they have not been allowed outside to let off some steam and stuff.</td>
</tr>
<tr>
<td>11- To what extent does wet play effect students attentiveness and behaviour within the classroom?</td>
<td>It massively effects the day especially if they do not get out at both break time and lunch time... the children’s focus will go... and yeah they cannot concentrate on things for large amount of time, erm.. they get frustrated more, and they do not seem to make as much progress with their work, and they need more prompting to follow the classroom rules because they can get a little hyper.</td>
</tr>
<tr>
<td>12- In your opinion how important do you feel ensuring students are as physically active as possible during break periods in the school day? What is your philosophy towards breaks within the school day?</td>
<td>I think that it is really important that children are not only outside for their break but that they are also physically active because they need to concentrate so much within lessons particularly the high you get up the school, with focused work, close reading and attentive tasks, which means it is really important that when they are outside they can do things that are a lot more free and getting their bodies moving and just yeah.. having that realise really. That why it is really important that why we should promote different things. So there is sport clubs that go on four lunch times a week which a lot of the year 6 students are involved with just to give them that break from English and maths because we do it every day. So yeah I think it is really important.</td>
</tr>
</tbody>
</table>
**13- What suggestions would you make to your school to try and increase provision for students to be physically active at break times?**

* I think firstly we need to get more equipment out there and also dinner ladies need more support and training, on how to interact with the children and how to help inactive children get involved and showing them really how important it is on getting them on side because it is the students chance of getting a release from work, we had a skipping day and that really helped as the kids were getting involved with something more active.

Length of interview: 10 minutes and 45 seconds

**School 3: Student focus group interview transcription. (Male = Blue, Female = Red)**

1- What kind of things do you like to do during play times?

* Erm... we sort of play like games, but sometimes the teacher like let us tag along and we just talk, we have like set days of football and basketball and that's also fun as well, and that sort of stuff. At break time and lunch time some weeks its dodgeball week and then some weeks you get football and basketball and that will be your day to play with them, it depends on age groups who have the equipment on each day.

2- Are there any sports you like to play?

* Me personally I’m into football and basketball and that’s really it. Erm... I sort of like basketball.

3- Do you play games against other teams or do you just play for fun?

* I like playing against other teams, but sometimes the boys get a bit.... You know and don’t let the girls join in, but I think we are trying to start a girls basketball team and also a time were just girls can play football at break. Erm... it depends really, I don’t like to do 11 vs 11, I like to do like 6 on 6 or 1 on 1.

4- Do you do different things during morning and afternoon play times?

* Erm... sometimes yeah, like at break I would just chill with my friends, and then at lunch time if it is basketball I will just play that or if it is football I will play that. Erm... at break time if, because we have set days, our day is Monday and Wednesday. On Monday we play football, and on Wednesday I play basketball, so on those days I would do that for both breaks, or I would go to mediating, which is where you help the younger children, and just help them out.

5- Do you think the school gives you enough of an opportunity to do different things during play times?
I do think yeah, I do think we get quite a bit of choice.
Yes because we have all different types of tournaments, like we have a quad tournament which involves cricket, basketball, football and hockey, and then we have them separate and we have all different ones, like we have tri golf, we have a lot of different types of stuff and types of games.

6- How could play times be improved? (More staff involvement etc.)
I think there could be more equipment out at play time, and like more safety because when people fall over and it is on pure concrete you can scrape your skin.
I don’t think it really needs improving, but like he said safety really because if you do fall on concrete then it could really damage clothes and body.

7- What do the teachers do during play times?
They walk around, like monitoring. At lunch people come in called dinner ladies and if they see someone in trouble like fighting or something they are there, and if you are upset you can go tell them or something, and we have a teacher you sorts out all the behaviour problems.
They are like carers, at break time teachers come out because they have break time duties but at lunch we have the dinner ladies.

8- What subjects do you like the most, why?
Maths and science by far, and also PE because at maths I like to work across all the places on my page and when it comes to English you have to write downwards, and science I like it because it is a mix of chemistry and you see how plants grow, wild life, nature and the life cycle.
My favourite subject is art and design because with my future I think I can do something to do with it.

9- At what times during the day do you feel you concentrate and work best in lessons? (Morning, lunch, afternoon) why?
After lunch because we have like more energy after eating and we also have had fresh air because we have been outside.
From 11 to 12, so like between break and lunch, because in the morning I’m always asleep, and then when it is… I’m not really like wide awake but I know what’s happening around me.

10- Are there points of the day which you find it hard to concentrate? (Morning, lunch, afternoon) why?
**11- Do you have pack lunch or school dinners?**

You get two options I have a packed lunch because, sometimes I don’t really like the food their because I’m kind of like a fussy eater, and when it is my own pack lunch I can put in there what I like to eat and try and eat a balanced diet.

I’m the same, I’m a fussy eater as well and I don’t eat certain foods and I have a packed lunch anyway because you get to choose a variety of foods, and you can give yourself a healthy diet.

**12- What kinds of foods are in your pack lunch?**

_**Cheese and pickle sandwich, and then I would have a treat and id have two oranges and an apple, and id also have a bag of crisps**_

_I would have a wrap, and I would treat myself as well and have like a pack of crisps, and I would have like, to take the pack of crisps away I would have some green grapes and a drink of water._

**13- For those who eat school dinners what do you think of the school dinner, can you tell me what you have to eat?**

_N/A_

**14- Do you play any sports outside school? Which sports?**

_I do hockey and netball._

_I do football badminton and ping pong._

**15- What kinds of after school activities are available?**

_After school club, football training where we have someone from the local football team comes in and trains with the football team and like shows us what to do before the Wednesday night tournament. And we also, well we did have in year 5, William Shakespeare club and we went to the theatre to watch Macbeth.

At after school club they have dodgeball and football and they have lots of different types of sports. And we have eco club, where we are eco warriors where we like go out on trips and we help the homeless and we help other people as well, and I’m a part of that as well._

Length of interview: 10 Minutes and 52 Seconds.
**School 3: Head teacher interview transcription**

<table>
<thead>
<tr>
<th>1- How long have you been involved with teaching?</th>
<th>I have been teaching for 16 years. I have been Head teacher for 18 months.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2- How many students and teacher staff are in your school?</td>
<td>At present 78 members of staff 24 full time teachers. With regards students 2 3 4</td>
</tr>
<tr>
<td>At present 475 2 form entry 3 x forms in year 6 / new build opening in September 2015 730 3 form entry.</td>
<td></td>
</tr>
<tr>
<td>3- What is the structure of a traditional school day at your school? What kind of break structure is in place at the school?</td>
<td>We run a breakfast club from 8.00am until 8.40am. Children enter school 5 6 7</td>
</tr>
<tr>
<td>8.40am registration closes at 9.00am. The school day ends at 3.00pm. We run 8 an after school club from 3.00pm – 4.30pm. All children have a morning break 9 at 10.30am. Lunchtime at 12.05pm – 1.05pm. Younger children also have a post morning break.</td>
<td></td>
</tr>
<tr>
<td>4- At what points of the day do you feel students are most vulnerable with regards causing disruptions whether it is within lessons or during break periods?</td>
<td>Usually coming in from lunch and break are the vulnerable times children who need help. We have a team of Year 6 mediators / friends who target these children and befriend them. We have buddy stops and a behaviour mentor who helps sort out major issues.</td>
</tr>
<tr>
<td>5- If I was an NQT student within your school how would you equip me to be able to distinguish and deal with low level and major behavioural disturbances within both break times and also within lessons? What discipline procedures are in place?</td>
<td></td>
</tr>
</tbody>
</table>
We have a whole school behaviour policy. 3 warnings and then time out in another class. Then a member of the senior leadership team if this fails. Children are awarded house points, stickers and certificates weekly as well as class trophies for behaviour and academic achievement. Whole school annual training on these polices is carried out on training day at the beginning of the year. NQTs are sent on an induction programme and are given a school mentor to equip them with these skills.

<table>
<thead>
<tr>
<th>6- What philosophy with regards break periods and students physical activity levels during these break periods in the school day does the school hold?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports activities are rotated due to space. Equipment is provided. During all break and lunchtimes children have equipment and have the opportunity to take part in a wide range of sporting activities. We have a large field and 4 playgrounds. Sport is a great way to engage the harder to reach children and keep them occupied.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7- To what extent do you feel your students are being provided with the opportunity to be as physically active as possible during break periods? What kind of equipment, facilities and provisions are available to your students to allow this to happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>See above netball, football, basketball. Tennis. Cricket. Skipping. Hoops, cycling, ball games etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8- What further provisions do you feel could be put in place to ensure students are as physically active as possible during their break periods?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have just bought some software which will be used in class during lessons a bit like wake and shake to get the brain working.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9- To what extent do you agree with the statement that increased provision for students to be physically active can see a decrease in negative behavioural occurrences both during break periods and also lessons?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I agree with this statement. We have these activities / equipment/facilities in place to address this issue and the impact it has is phenomenal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10- How do you feel your staff should operate during break periods?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff should always be interactive with the children aiding and playing activities alongside them. Modelling appropriate behaviour for the students to follow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11- During wet play days, how in your opinion should the role your staff alter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My staffs job should not change they should continue to Modell appropriate behaviour for the students to follow. We try to have games but due to space and classroom constraints this tends to be board games / colouring or computers / iPads.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12- With regards nutrition of students, what philosophy do you hold towards the content of pack lunches and the kinds of school dinners that are provided?</th>
</tr>
</thead>
</table>
Children need to be given a nutritious healthy balanced diet. We work close with the schools catering outlet to ensure children have appropriate choices to correct balances of food but also ensure that they try new foods. We have theme menus monthly to introduce new world foods and we also run workshops for parents re packed lunches and cooking in the home to ensure these meet required nutritional standards. Healthy food healthy enquiring mind!

13- What is the school’s philosophy towards extra-curricular activities? What extracurricular activities are on offer to your students?

Many as well as curriculum clubs, homework, reading, maths, newspaper, ICT we have football, basketball, netball, cricket, tri golf, cross country running, badminton swimming.

Interview Length: N/A emailed interview.

---

**Significant Direct quotes and key themes from the transcriptions**

**Behaviour and management of behaviour during lessons:**

*After break some of the children tend to bring in disruption and we encourage them to try and keep them outside…*

School 1 classroom teacher interview, lines

*I mean we don’t have much disruptive behaviour during lessons, because there are so many rewards for the children to follow, so… we are quite a positive rewards based school, erm we have lots of things, like house points, sweets, extra play time.*

School 2 Classroom interview, lines 10-13

*our school is very good in flowing lessons as there is no time between lessons to be disruptive between lessons.*

School 2 Classroom interview, lines 18-20

*child being provided with three warning, and once they have had those warnings you can send them out of the lesson or to another member of staff, and before they get sent out you can move them to another area of the classroom, and every class in the school follows that procedure*

School 3 Classroom interview, lines 27-31
I’d have to say lunch times as it is longer which allows the students to build up a tendency to be bored. Also because break time is staggered it means only year 5 and 6 are in the playground whereas at lunch all year groups are out together which can cause some problems.

School 1 classroom teacher interview, lines 153-156.

And also because there is no transition from walking outside to inside they find it more difficult to switch off from break to the lesson and become more disruptive because of this.

School 1 Classroom teacher interview, lines 186-188.

I think break are paramount within the school day, I think from a social point of view especially in our school, from a working together point of view and a health point of view that they do get out there and they do burn off some steam.

School 1 teacher interview, lines 189-192

We do have positive rewards things like star of the week, house points and stickers and stuff like that, which is a bit more of a positive approach...

School 3 Classroom interview, lines 37-38

the first morning break as in the morning especially for year 6 at this time of the year it is so heavily focused on work and revision for SATS, and the students have had to concentrate and work really hard that they just have loads of steam to give off and go a bit wild.

School 3 Classroom interview, lines 79-82

Break times, lunch times, sometimes with unfamiliar supply teachers

School 1 Head teacher interview, line 7

Emphasis in school on positive behaviour management through PSHE/circle time activities focussing on positive behaviour choices and anger management.

School 1 Head teacher interview, lines 10-12

Play-time most vulnerable time for students.

School 2 Head teacher interview, line 9

Usually coming in from lunch and break are the vulnerable times children who need help.

School 3 Head teacher, line 10-11

Engagement of students:

...sometimes they can find it hard to focus after morning break especially if there has been an issue during morning break

School 2 classroom teacher interview, Lines 7-8

They tend to be more focused on the morning and then when the day goes on, especially if there have been issues at break times it can really effect the first part of the afternoon, for example settling down straight after lunch, they tend to get quite tired in the afternoon and lose their focus more easily.

School 3 Classroom interview, lines 22-2
After break because in the morning, I feel quite tired but after a break I feel.. erm like when I’ve been running around I feel less tired and I concentrate better.

School 1 Student focus group interview, lines 57-59 (Female)

Erm.. for me it is, erm.. between break time and lunch time because break time… erm I don’t know it just wakes me up a little bit and I can concentrate and after lunch time you are already awake and you are adding on and you just feel like you want to run around a lot and it just distracts me a little bit.

School 1 Student focus group interview, lines 60-63 (Male)

Afternoons, erm.. I’d say like after lunch, because you have already been running about and after lunch it feels like you want to run about a lot more.

School 1 Student focus group interview, lines 64-65 (Male)

In the morning when I come in, because I live far away and I have to get to school on time, erm… I have to wake up really early at 6 o’clock and by the time I get here I’m always late and tried.

School 1 Student focus group interview, lines 66-68 (Female)

The half an hour after lunch play… because once everyone has settled you have cleared you mind and you can just think of something else now.

School 2 Student focus group interview, lines 41-42 (Male)

As soon as you get into school, because it’s quite noisy in the morning, because everyone is talking to each other, and when we go into the second activity we are learning I find I work better than the first thing we cover in the day because we are all just really tired.

School 2 Student focus group interview, lines 43-46 (Male)

There is lots of things you want to talk about, like what you did last night.. so yeah, and because we have just woken up you can feel really tired.

School 2 Student focus group interview, lines 47-48 (Female)

After lunch because we have like more energy after eating and we also have had fresh air because we have been outside.

School 3 Student focus group interview, lines 44-45 (Female)

From 11 to 12, so like between break and lunch, because in the morning I’m always asleep, and then when it is… I’m not really like wide awake but I know what’s happening around me.

School 3 student focus group interview, lines 46-48 (Male)

Morning, like as we come into school, yeah.. because I think, oh no its another school day.

School 3 Student focus group interview, lines 49-50 (Female)

I wouldn’t say directly at the start of school I would say like half 9 or 10.

School 3 Student focus group interview, line 51 (Male)

Provisions to be physically active during break and lunch times, and future improvements:
No I do exactly the same things, I just play football at both... erm I think it’s probably more organised and we get more out of the lunch football match.

School 2 Student focus group interview, lines 10-11 (Female)

Yeah I do similar things. The game is better because instead of 20 minutes of playtime we get 40 minutes and we have more fun at lunch.

School 2 Student focus group interview, lines 12-13 (Male)

I like playing against other teams, but sometimes the boys get a bit... You know and don’t let the girls join in, but I think we are trying to start a girls basketball team and also a time were just girls can play football at break.

School 3 Student focus group interview, lines 9-11 (Female)

I think there could be more equipment out at play time, and like more safety because when people fall over and it is on pure concrete you can scrape your skin.

School 3 Student focus group interview, lines 27-29 (Male)

...allowing students to be referees for certain play times, and they will have to learn to be a leader, we could have team captains, they could have differing positions you know...

School 1 Classroom teacher interview, lines 213-215

dinner ladies need more support and training, on how to interact with the children and how to help inactive children get involved and showing them really, how important it is on getting them on side because it is the students chance of getting a release from work...

School 3 Classroom interview, lines 106-111

Erm... there could be astro turf on the football pitch, because at the minutes it is just concrete so it is really easy to injure yourself.

School 2 Student focus group interview, lines 20-21 (Female)

Children will be able to access a range of structured activities during break and lunch including football, skipping, bat and ball games, playground games etc. This includes zoning of the playground to ensure pupils safety and enjoyment. Physical activity is encouraged as part of a healthy lifestyle (we have Healthy Schools accreditation).

School 1 Head teacher interview, lines 17-21

Sports activities are rotated due to space. Equipment is provided. During all break and lunchtimes children have equipment and have the opportunity to take part in a wide range of sporting activities

School 3 Head teacher interview, lines 21-23

Role of the teacher at break and lunch times:

just being out there as a first port of call really as we are trying to make the children sort things out on their own, but at the same time know that there is a place they can go to if anything goes wrong.

School 2 Classroom interview, lines 24-27
Like in the past I had a particular bad class with behavioural problems both inside and outside the classroom, I used to go out and check on how the children’s behaviour had gone with the dinner ladies, and build a relationship with the dinner ladies and try and support them with the behaviour of some of the children.

School 3 Classroom interview, lines 58-62

They just like at break time come out and like stand and watch up play… and if like something bad happens then they like sort it out for us…

School 1 Student focus group interview, lines 45-48 (Female)

Yeah, erm… like at lunch time the adults are there if you need help, and you have to go to them if you want to play with another thing, like tennis or cricket. They also let you know who can play on the pitches.

School 1 Student focus group interview, lines 49-51 (Male)

There is one teacher that sometimes plays football, and he defiantly plays with years 3 and 4 when they are on the playground in the summer.

School 2 Student focus group interview, lines 26-27 (Male)

I quite like how they are as it is, they are just there to look out to see if anything bad happens, and if you hurt yourself, then they will come over and help you or take you inside if you need treatment.

School 2 Student focus group interview, lines 30-32 (Female)

They are like carers, at break time teachers come out because they have break time duties but at lunch we have the dinner ladies.

School 3 student focus group interview, lines 36-37 (Male)

Supervising, encouraging and facilitating activities while at the same time ensuring that there are clear expectations for behaviour.

School 1 Head teacher interview, lines

Staff should engage with children at playtime, and monitor certain areas, so that the whole of the playground can be observed by a member of staff.

School 2 Head teacher interview, lines 37-38

Staff should always be interactive with the children aiding and playing activities alongside them. Modelling appropriate behaviour for the students to follow.

School 3 Head teacher interview, lines 31-32

Nutrition of students:

I’m the same, I’m a fussy eater as well and I don’t eat certain foods and I have a packed lunch anyway because you get to choose a variety of foods, and you can give yourself a healthy diet.

School 3 Student focus group interview, lines 56-58 (Female)
**Children are encouraged to eat a healthy balanced diet. In order to reduce the amount of unhealthy snacks brought in as part of a packed lunch, once a week on “Choose Day” Tuesday children are allowed to bring in one item such as crisps or a chocolate bar within their pack lunch etc but this is monitored and not allowed on other days of the week.**

School 1 Head teacher interview, lines 33-37

**We work close with the schools catering outlet to ensure children have appropriate choices to correct balances of food but also ensure that they try new foods. We have theme menus monthly to introduce new world foods and we also run workshops for parents re packed lunches and cooking in the home to ensure these meet required nutritional standards.**

School 3 Head teacher interview, lines 37-42

**I used to have pack lunch, but I always had to make the food myself, but I would always be busy, and so would my mum because she had to go and open the shop, so erm… in the end I just have just have hot dinners.**

School 1 student focus group interview, lines 73-75 (Female)

**After school activities:**

**I have never gone to a club, I would go clubs if they were on Fridays but there is not because all the other days I have mosque and by the time I'm out I should have gone mosque.**

School 1 Student focus group interview, lines 85-87 (Female)

**At after school club they have dodgeball and football and they have lots of different types of sports. And we have eco club, where we are eco warriors where we like go out on trips and we help the homeless and we help other people as well, and I'm a part of that as well.**

School 3 student focus group interview, lines 72-75 (Female)

**We run lots of extra school activities, with all teachers getting involved in the running of the clubs. We offer hockey, rugby, football, athletics, Kurling, swimming, netball, basketball, running club, gymnastics, dance, karate. But as I said previously our school try’s to, and I believe it does, cater for everybody so there are some alternative things like French, ICT, ART, newspaper club, website club.**

School 2 Head teacher interview, lines 45-49

**Wet play behaviour and provisions:**

**behaviour issues just build up because going outside is so important for the children because they really.. really need to let off steam.**

School 1 Classroom teacher interview, lines 161-162.

**Not in this school, I've seen it be very much so the case in other school I've worked in..**

School 2 Classroom interview, Lines 49-50

**It massively effects the day especially if they do not get out at both break time and lunch time… the children’s focus will go… and yeah they cannot concentrate on things for large amount of time**
Philosophies towards breaks during the school day:

There is a clear link between provision of well organised and well supervised opportunities for engaging physical activities and positive behaviour choices. These activities have a positive impact both during break times and when the children return to class providing that they are effectively managed and supervised.

School 1 Head teacher interview, lines 24-28

Playtime should be enjoyable for everybody with rules that should be followed. Children should be allowed lots to do through the use of zoned areas to make playtime more enjoyable. I believe we tick all these boxes with our school.

School 2 Head teacher interview, lines 12-15

I agree with the statement, and would stress that enjoyable playtimes helps behavioural issues within this school. But I would also like to stress we have very few issues.

School 2 Head teacher interview, lines 25-27

Sport is a great way to engage the harder to reach children and keep them occupied.

School 3 Head teacher interview, lines 24-25

I agree with this statement. We have these activities / equipment/facilities in place to address this issue and the impact it has is phenomenal.

School 3 Head teacher interview, lines 30-31

Physical education within Primary schools:

Also we are a school that really values PE and then the students are forced to run around so if they do not do it during breaks they do get three PE sessions, a gym session an outdoor games session and then dance or OAA.

School 2 Classroom interview, lines 57-60

There is another thing but I don’t know if it’s a subject... PE... I like that.

School 2 student focus group interview, line 35 (Female)
Ethics form
Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

Application for Ethical Approval: For all applications for ethical approval (staff/PGR/Masters/UG)

This form should be used by ALL members of the University including undergraduate students, postgraduate students, staff and those in visiting or emeritus roles who wish to undertake research involving human participants under the name of the University of Chichester. You do not need to complete this form if your research does not involve human participants directly or indirectly (e.g. observation studies) (see section 4.1 of the Research Ethics Policy (REP) for more information), however, you are expected to work within the Research Ethics Policy and Researcher Code of Conduct. The University does not conduct research on animals. If your proposed project involves animals in any way please seek advice from the Research Office before proceeding.

THIS FORM MUST BE COMPLETED AND APPROVED by the relevant person(s) and if categorised as Category B it must be approved by the Research Ethics Committee (REC) prior to commencement of research. Full guidance on the Application process can be found in the body and appendices of the Research Ethics Policy.

REQUIRED DOCUMENTATION Each Application must be submitted alongside relevant consent forms, information letters/sheets, and debriefing sheets. This documentation should be version numbered and dated.

Categorisation of applications for ethical approval

Category A projects are less likely to involve participants from vulnerable groups and/or involve sensitive issues or areas/activities that entail a level of risk of distress or harm to participants or researchers. They only need to be approved by your supervisor and do not need to be considered by the Research Ethics Committee. The Research Ethics Policy provides further guidance on categorisation and areas of risk.

Category B projects need to be considered by the Research Ethics Committee. The process of approval can take several weeks or longer depending on the number of applications being considered at any one time and the resolution of any issues that are raised by the Committee. It is fairly common for applications to be returned for further amendments prior to approval. The Committee expects applications from students to be of the same quality as those from staff. A helpful way to consider this position is to consider the research project from the point of view of the research participant.

Undergraduate or taught postgraduate student applicants: Your tutors and programme team will be able to advise you on how and when to complete this form. Your project supervisor is responsible for categorising your application as Category A or Category B and for authorising it. Communications relating to Category B applications should be between the supervisor and the clerk to the Research Ethics Committee. The student should not contact the clerk directly.

Postgraduate research students: Your PhD supervisor is responsible for categorising your application as Category A or Category B and for authorising it.

Academic Staff: Your line manager is responsible for categorising your application as Category A or Category B and for authorising it.

Emeritus or Visiting roles: The Head of Department of the area to which you are linked is responsible for categorising your application as Category A or Category B and for authorising it.

[this is a detachable front sheet, the form begins on the next page]
Conor Caldwell,

To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

Section A: Basic Information

A1: Title of study: To what extent does an increase in student's physical activity level during breaks within the school day correlate positively with decreases in negative behavioural incidences?

A2: Name of Applicant: (in collaborative projects, just name the lead applicant) Conor Caldwell

A3: Position of Applicant (e.g. UG/Masters/PGR student, academic) Undergraduate

A4: Programme of study: (for UG or taught Masters students only) Physical education and sport coaching (UG)

A5: Department of Applicant: Physical education and sport coaching

A6: Checklist to ensure application is complete. Have you prepared the following documents to accompany your application for ethical approval, please tick the appropriate column for each of the following:

<table>
<thead>
<tr>
<th>Document</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation of Ethical Approval of any other organisation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(e.g. NHS, MoD, National Offender Management Service)</td>
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<tr>
<td>Recruitment information / advertisement (e.g. draft text for email/poster/social media/letter)</td>
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<tr>
<td>Information sheet for participants</td>
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<tr>
<td>Information sheet for carers/guardians</td>
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<tr>
<td>Information sheet/letter for gatekeepers e.g. Head teacher, teacher, coach</td>
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<tr>
<td>Consent form for participants</td>
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<tr>
<td>Assent form for younger children</td>
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<tr>
<td>Documentation relating to the permission of third parties other than the participant, guardian, carer or gatekeeper (e.g. external body whose permission is required)</td>
<td></td>
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<tr>
<td>Medical questionnaire / Health screening questionnaire</td>
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<tr>
<td>Secondary information sheet for projects involving intentional decision/withholding information</td>
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<tr>
<td>Secondary consent form for projects involving intentional decision/withholding information</td>
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<tr>
<td>Debrief sheet to give to participants after they have participated</td>
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</tbody>
</table>

Statements about completeness of the application

For research involving under 18s or vulnerable groups, where necessary, a statement has been included on all information sheets that the investigators have passed appropriate Disclosure and Barring Service checks

I can confirm that the relevant documents listed above make use of document references including date and version number

I can confirm that I have proof read my application for ethical approval and associated documents to minimise typographical and grammatical errors

Declaration of the applicant:

I confirm my responsibility to deliver the research project in accordance with the University of Chichester's policies and procedures, which include the University’s ‘Financial Regulations’, ‘Research Ethics Policy’, ‘Data Systems and Security Policy’ and ‘Data Protection Policy’ and, where externally funded, with the terms and conditions of the research funder.

In signing this research ethics application form I am also confirming that:

* The research study must not begin until ethical approval has been granted.
* The form is accurate to the best of my knowledge and belief.

* Working with under 18’s or other vulnerable groups may require a Disclosure and Barring Service Check. Contact HR@chi.ac.uk if you are not sure whether you have an up to date and relevant DBS check or if you require more information. Do note that a DBS check may take several weeks to obtain.

Research Ethics Policy approved at Academic Board 16/6/14. Pro-forma approved at Research Ethics Committee 01/07/2014

Page 2 of 15
Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

- There is no potential material interest that may, or may appear to, impair the independence and objectivity of researchers conducting this project.
- Subject to the research being approved, I undertake to adhere to the project protocol without deviation (unless by specific and prior agreement) and to comply with any conditions set out in the letter from the University ethics reviewers notifying me of this.
- I undertake to inform the ethics reviewers of significant changes to the protocol (by contacting the clerk to the Research Ethics Committee (research@chi.ac.uk) in the first instance).
- I understand that the project, including research records and data, may be subject to inspection for audit purposes, if required in future, in keeping with the University’s Data Protection Policy.
- I understand that personal data about me as a researcher in this form will be held by those involved in the ethics review procedure (e.g. the Research Ethics Committee and its officers and/or ethics reviewers) and that this will be managed according to Data Protection Act principles.
- I understand that all conditions apply to any co-applicants and researchers involved in the study, and that it is my responsibility to ensure that they abide by them.
- For the Student Investigator: I understand my responsibilities to work within a set of safety, ethical and other guidelines as agreed in advance with my supervisor and understand that I must comply with the University’s regulations and any other applicable code of ethics at all times.

Signature of Applicant: ........................................ Date: 6.2.15

(if you haven't typed in your name and title of study in the Header of the document then please write your name and title below to ensure that this page links to the rest of the document, otherwise leave this blank)

Name of applicant: ........................................................................................................

Title of study: To what extent can physical activity be used as a tool for reducing behavioural problems, thus facilitating increased engagement levels within other subject areas and so having a positive impact on academic achievement of students?

Research Ethics Policy approved at Academic Board 18/6/14. Pro-forma approved at Research Ethics Committee 01/07/2014
Page 3 of 15
Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

Section B: Authoriser assessment and approval

Where Applicants are students (undergraduate or postgraduate) supervisors should authorise this form; where applicants are staff members their line manager (or nominated signatory) should authorise this form.

<table>
<thead>
<tr>
<th>B1: Name of Authoriser:</th>
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<tbody>
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</table>

| B2: Position of Authoriser:
(e.g. supervisor, line manager) |
<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Authoriser:</td>
</tr>
</tbody>
</table>

AUTHORISER:
Please categorise the application (A or B) ensure that the application form and all of the required documentation are complete before signing this application.

Authoriser assessment: (delete as appropriate – see Section 10 of the Research Ethics Policy)

<table>
<thead>
<tr>
<th>Category A: Proceed with the research project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate applications: Form and documentation retained at Department level, details A1 to A4 forwarded to the Research Office</td>
</tr>
<tr>
<td>Masters, PhD and staff applications: Form and documentation forwarded to the Research Office <a href="mailto:research@chi.ac.uk">research@chi.ac.uk</a></td>
</tr>
<tr>
<td>Category B: Submit to the Ethical Approval Sub-group for consideration <a href="mailto:research@chi.ac.uk">research@chi.ac.uk</a></td>
</tr>
<tr>
<td>Proceed only when approval granted by the Chair of the Research Ethics Committee</td>
</tr>
</tbody>
</table>

Authoriser, please provide a comment on your assessment of the research project and for those projects involving vulnerable groups that you are authorising as Category A please justify this classification in the box below. As a further point, do make appropriate reference to any other codes of practice in your discipline particularly if you think that the proposed research may be in tension with those codes.

Comment:

Authoriser’s declaration:
- I have read the Research Ethics Policy and this has informed my judgement as to the category of assessment of this application.
- I understand that the applicant has taken account of the Research Ethics Policy and other relevant University policies in preparing this application.
- For Supervisors: I understand my responsibilities as supervisor, and will ensure, to the best of my abilities, that the student investigator abides by the University’s Research Ethics Policy at all times.

Authoriser, please complete this table making it clear which version of the application form you are approving:

<table>
<thead>
<tr>
<th>Version of the form (e.g. original version/amended version following REC sub-group comments)</th>
<th>Signature of authoriser</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16/11</td>
</tr>
</tbody>
</table>

For REEO use: IF CATEGORY B: Signature of the Chair of the Research Ethics Committee (or authorised signatory).

Signature: .......................................................... Date: ........................................

Please note that the Research and Employer Engagement Office will retain all applications for ethical approval for 5 years after the research project has ended as stated in the University’s Data Protection Policy.

Research Ethics Policy approved at Academic Board 18/6/14. Pro-forma approved at Research Ethics Committee 01/07/2014

Page 4 of 15
Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

Section C: Ethical Review Questions begin:

<table>
<thead>
<tr>
<th>C1. Does the study involve human participants?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants in research are taken to include all those involved in the research activity either directly or indirectly and either passively, such as when being observed part of an educational context, or actively, such as when taking part in an interview procedure.</td>
</tr>
<tr>
<td>NB: the University does not conduct research on animals. If your proposed project involves animals in any way please seek advice from the Research Office before proceeding.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>
Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

C2. Why should this research study be undertaken?

Achievement in schools is dependent on a range of variables such as quality of teaching, the intellectual capabilities of the child and also the child’s investment and motivation towards learning (Hattie & Anderman, 2013). Evidence of what the current study is trying to determine has been provided by Medcalf et al (2006) who gave weight to the argument for greater provision of PE, by concluding that after physical education lessons, students showed significant improvements in concentration and task completion, whilst off task behaviours were reduced. This is further supported by York (2010) who found that students who participated in school sport had higher academic achievement than pupils who did not.

Although York (2010) goes onto say that students taking part in more than one sport were found to achieve lower academically then the students taking part in just one sport. This statement does therefore suggest that too much physical activity could have negative effects on education, as it may detract the students focus away from other subjects. A further argument is proposed by Tremblay et al (2000) who claim, although physical activity and academic achievement do share a relationship, the relationship in their study, was shown to be weak in both mathematics and reading. This weak relationship was further criticised by Ahamed et al (2007). In their study 60 minutes of additional physical activity per week was administered to children in grades 4 and 5 at intervention schools. After 16 months the results of a standard academic test did not significantly differ from the intervention, suggesting possibly that physical activity alone is too weak to raise academic achievement of students. Furthermore, all the research conducted has been purely qualitative, which could affect its validity because the research is open to opinions which could be bias to a particular agenda.

Alongside enhancing academic achievement, physical activity can initiate school wide reform by teaching, encouraging and giving children opportunities to practice socialness such as by being friendlier and more aware of others, thus having a positive effect on behaviour of students within lessons (Wenos et al., 2013). Sandford (2008) emphasises this by explaining that government policies over the last 20 years show there is a strong and enduring belief that engaging in physical activity programmes are good for young people showing signs of disaffection and anti-social behaviour. This is further supported by (Medcalf et al, 2006) who claim Physical Education offers particular advantages for promoting improved behaviour within a school setting. Nicholson (2008) goes as far as to claim that physical activity may be more effective behavioural intervention than psychopharmacological treatment at reducing disruptive behaviour. Armour et al (2008) holds claim to what Allison et al put forward. The BskyB’s ‘living for sport’ programme they analysed, consisted of a sport and physical activity programme developed to target pupils displaying poor class behaviour. The findings of this programme showed that attitudes and behaviour had improved in school life.
C3a. What are you planning to do?

Three primary school visits will be completed. Three whole school days will be spent within each primary school, with a provisional meeting occurring between the researcher and the head of each school prior to the start of each visit. Within these visits observations of the students’ behaviours during both break times, lunch times and also within lesson time will be completed. Prepared observation sheets for both break period and classroom observations were created. With regards the break period observation sheets notes will be taken about how active the students were, what sort of activities they were partaking in, the amount of behavioural incidences occurring, how involved members of staff were with regards the organisation of the activities on offer and also how active the different genders were in comparison with each other. With regards the classroom observation sheets both major and minor behavioural incidences will be tallied and notes will be taken to describe further in depth the types of major and minor disruptions that were occurring. All the observations and notes will be taken alongside and compared with a member of staff to ensure reliability of results.

Alongside these observations, semi structured interviews with the year 6 classroom teacher who was in charge of the observation lessons will take place. This interview will draw out their opinion of their role during break periods, and if they had noticed any differences in the amount of behavioural incidences during lessons just prior to a rest period and other lessons that followed on from a separate lesson. A further interview with the head teachers will be conducted. These interviews gauge the head teacher’s philosophy with regards taking advantage of the time during rest periods during the school day to make their students more physically active, nutrition of the students, and how alternating the structure of the school day could potentially increase engagement of students and reduce negative behavioural incidences occurring during the school day. The last form of data will come in the form of a student focus group. The focus group as previously stated consisted of students of differing ages. They will be asked questioned about what kind of activities they liked to do during breaks, if they differ during differing break periods (break/lunch) and also how they feel they work in lessons just post a break and lessons that follow on from another lesson. The exact same procedure was completed in all three primary schools.

C3b. When are you planning to do it?

3 days will be spent in all three primary schools. The researcher will spend an introductory day within both schools. They will also be present in the school for the whole day, and data collection will take place during all of the days, during both break and lunch times, and also within lessons.

C4. Where will the research be undertaken?

The Research will take place within primary schools. A fully qualified member of staff will be present throughout the day, the researcher will not be left alone with students.
C5. Who are the participants?

<table>
<thead>
<tr>
<th>Participant</th>
<th>Numbers in study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults with no known health or social problems i.e. not in a vulnerable group:</td>
<td>6</td>
</tr>
<tr>
<td>Children aged 16-17 with no known health or social problems:</td>
<td>0</td>
</tr>
<tr>
<td>Children under 16 years of age with no known health or social problems:</td>
<td>12</td>
</tr>
<tr>
<td>Adults who would be considered as vulnerable e.g. those in care, with learning difficulties, a disability, homeless, English as a second language, service users of mental health services, with reduced mental capacity</td>
<td>0</td>
</tr>
<tr>
<td>Identify reason for being classed as vulnerable group and indicate ‘numbers in study’ in next column adjacent to each reason (expand the form as necessary):</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Children (aged &lt;18) who would be considered as particularly vulnerable e.g. those in care, with learning difficulties, disability, English as a second language</td>
<td>0</td>
</tr>
<tr>
<td>Identify reason for being classed as vulnerable group and indicate ‘numbers in study’ in next column adjacent to each reason (expand the form as necessary):</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Other participants not covered by the categories listed above (please list):</td>
<td></td>
</tr>
<tr>
<td>List other categories here:</td>
<td>0</td>
</tr>
</tbody>
</table>

C6a. Is there something about the context and/or setting which means that the potential risk of harm/distress to participants or research is lower than might be expected?

Answer: No

Optional: Further information to justify answer to 6a

The participants are pupils and teacher who attend and work in the school. Due to this they will know where the nearest fire exit is and understand the location to go to if a fire was to occur. Also they have used all the facilities prior to the study so the location is not new to them.

C6b. Are there any conflicts of interests which need to be considered and addressed? (For example, does the research involve students whom you teach, colleagues, fellow students, family members? Do any of the researchers or participants have any vested interest in achieving a particular outcome? See section 9 of the Research Ethics Policy (REP))

Answer: No

If conflicts of interest are envisaged, indicate how they have been addressed:

---

2 Known to the researcher


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Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

C7. How will potential participants in the study be identified, approached and recruited?

Please include details of:

- Basis for selection of participants in the study: e.g. participants must be clinically obese adults; participants must be social workers over the age of 50; participants must have achieved Grade 5 in an appropriate musical instrument
- Any criteria for exclusions (e.g. participants declaring a heart problem will be excluded)
- How the selection criteria will be applied (e.g. Health questionnaire completed prior to joining the study)

The means by which the participants will be recruited (e.g. through an advert, through a school, through a sports club), please be specific about the medium of the advertisement/recruitment information (e.g. poster, email, website, social media, word of mouth) and mention any third parties who may be involved in supporting the recruitment.

Contact will be made to the head teacher of the school with information about the study. I will also visit the school before hand to discuss logistics with the head teacher. The head teacher will then email all members of staff about the study, and respond to the researcher informing them that research can take place within the school. Consent forms and assent forms will be produced and given to the members of staff chosen by the head teacher and also the students who are taking part in the study. Once these forms have been provided back to the researcher data collection can take place.

C8. Will any payment, gifts, rewards or inducements be offered to participants to take part in the study? See section 11 of the REP.

Answer: No

Please provide brief details and a justification:

C9a. Is the process of the study and/or its results likely to produce distress, anxiety or harm in the participants even if this would be what they would normally experience in your work with them? See section 5 of the REP.

Answer: No

If you answered Yes to 9a, please answer 9b below:

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Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

C9b. Is the process of the study and/or its results likely to produce distress or anxiety in the participants beyond what they would normally experience in your work with them?

Answer: No

If yes this Application must be categorised as 'B'

Please provide details:

C9c. What steps will you take to deal with any distress or anxiety produced?

At least one fully qualified member of teaching staff employed by the school where the intervention is taking place will be present throughout the research study.

C9d. What is the potential for benefit to research participants, if any?

The potential benefits for the school include a greater understanding with regards the extent to which students being physically active during break times can have upon their behaviour within the classroom, and also possible suggestions for differing ways to structure the schools day in order to minimise the amount of negative behavioural incidences that occur during lessons, therefore increasing the amount of learning occurring during lessons and future academic success for both the school and the individual students.
Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

**C10. Will the study involve withholding information or misleading participants as part of its methodology?** *(Please refer to sections 6.11 and 10 of the REP for further guidance)*

**Answer:** No

If 'yes' this Application must be categorised as 'B'

Please provide details:

<table>
<thead>
<tr>
<th>C11a. Does your proposal raise other ethical issues apart from the potential for distress, anxiety, or harm?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong> No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C11b. If your answer to C11a. was 'yes', please briefly describe those ethical issues and how you intend to mitigate them and/or manage them in the proposed study.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>C11c. Does your proposed study give rise to any potential risk of harm or distress to yourself or other members of the research team? OR is there any risk that you could find yourself in a vulnerable position as you carry out your study.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong> No</td>
</tr>
</tbody>
</table>

If you answer 'yes' to either of these points please explain briefly what the risks are and what steps you are taking in order to minimise and manage those risks.

For example does your study involve you in 1-1 interviews in a private setting that might suggest precautions need to be taken relating to lone-working *(See section 9 of the REP)*. Have you considered the likelihood of a participant(s) disclosing sensitive information to you about illegal or harmful behaviour and what actions you would take in such circumstances?
Conor Caldwell,
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C12. Will informed consent of the participants be obtained and if so, how?

Answer: Yes

See section 6 of the REP to help you answer this question. Section 6.2 covers research that involves observing behaviour in a public place where gaining informed consent may not be practical or feasible.

When and how will informed consent be obtained? Will it be written or oral consent bearing mind that oral consent will not be considered adequate other than in exceptional circumstances and must be appropriately justified in your application?

NB: Ethical approval should, as a principle, be sought before research participants are approached.

Before any data can be collected, authorization from the head teacher of both schools will be assured. Also ethical approval will have been granted so that the research project to go ahead and also consent and assent from both the students and teachers will have to be granted prior to data collection.

C13. Is there anyone whose permission should be sought in order to conduct your study? E.g. Head teacher of a school, parents/guardians of child participants.

Answer: Yes

When and how will informed consent be obtained and from whom? Will it be written or oral consent bearing mind that oral consent will not be considered adequate other than in exceptional circumstances and must be appropriately justified in your application? If you are seeking to gain 'foco parental' consent from a school rather than seeking individual parental consent please describe your reasoning.

Once ethical approval has been granted, permission from the head teachers of both schools will have to be granted in order to collect data within their school. Further permission will then have to be granted by the classroom teachers, and the students to ensure they are able to take part in the study.

C14. Do you need to seek the permission of any other organisations, individuals or groups other than outlined in section 13? E.g. the Research Ethics Committee of partner or participating organisations. Organisations like the NHS and the Prison Service have specific systems for granting ethical approval for research.

Answer: Yes

Please note that all applications must go through the University of Chichester Application for Ethical Approval process and that they must meet the Research Ethics Policy (REP) requirements. Other prior approval will be taken into account but will not in itself be sufficient to gain University Research Ethics Approval. Each application must normally be accompanied by evidence (e.g. formal statement from the appropriate Ethics Committee) confirming approval by the external body (and any concerns/Issues identified). In cases where an external body requires prior approval from the University Research Ethics Policy (such as some NHS work) the Research Ethics Committee (REC) may grant in principle approval pending written confirmation of ethical approval by the external body.

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Please describe the permission that is required and how you will be seeking that permission: Please attach any relevant documentation e.g. letter, that relates to the seeking of the relevant permissions.

For the research to go ahead it must match the University of Chichester Application for Ethical Approval process and also must meet the Research Ethics Policy (REP) requirements.

C15. It is normally required that a participant’s data is treated confidentially at the outset of, during and after the research study. Will this be the case?

Answer: Yes

If the answer is ‘yes’ please describe how you will be maintaining the confidentiality of participants’ data. If the answer is ‘no’ please justify the exceptional circumstances that mean that confidentiality will not be guaranteed. See section 7 of the REP.

Please make reference to measures you are taking to ensure security of data from the point of data collection, transfer from notebooks/voice recorders etc., onto secure devices, to the point of analysis, sharing and final storage. Actions should be in accordance with the University’s Data Systems and Security Policy and Data Protection Policy (in particular see Appendix 4 of the Data Protection Policy for guidance for University staff).

Please provide details:

Participant confidentiality will be maintained throughout the study by not using their actual names. All participants will be classified as for example teacher 1, 2, 3, 4 or students 1, 2, 3, 4. The Uni One Drive account which is a secure University account will hold all raw data. The only people that will be able to access data will be the researcher, the participant, who will only be able to view their own data and not the other participants and also the advisor lecture for the research. All data will be destroyed after the external examiner has completed the final marking of the work.

C16. It is normally required that the anonymity of participants is maintained and/or that an individual’s responses are not linked with their identity. Will this be the case?

Answer: Yes

If the answer is ‘yes’ please describe how you will be maintaining the anonymity of participants. If the answer is ‘no’ please justify the circumstances that mean that anonymity will not be guaranteed. See section 7 of the REP.

NB: In group studies it is likely that each individual in the group will be aware that others in the group are participating in the study – they are therefore not anonymous to each other. However, their identity should not normally be associated with their individual responses. In some studies individual participants may not want their identity known to other participants and the study must be designed and undertaken accordingly.

Please provide details:

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Conor Caldwell,
To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

Due to the fact that the head teacher, the classroom teacher and the students will be known to each other as they work and attend the same school, to ensure the optimum amount of confidentiality possible the data gathered about each individual participant will not be shared with any other participants they will only be allowed to access their own data. To further secure the participants anonymity their name will not be used in the data collected, they will simply be referred to as teacher or student 1, 2, 3, 4. The schools name will not be used in the project either.

C17. Will participants have a right to comment or veto material you produce about them?

Answer: Yes

Please give details and if your answer is 'no' then please provide a justification.

Data will be allowed to be withdrawn from the research project up until two weeks after the data collection has taken place. The class teachers veto will be acted upon.

C18. Does the project involve the use of or generation/creation of audio, audio visual or electronic material (e.g. Dictaphone recording, video recording) directly relating to the participants?

Answer: No

If yes, please describe how the collection and storage of this will be managed bearing in mind data protection and anonymity issues (see section 7 of the REP).

C19. How will the participants be debriefed?

It is expected that wherever possible all participants will receive some form of debriefing. This might be a verbal debriefing or a written debriefing depending on the context of the study. Debriefing provides an opportunity to remind participants of the procedures and outcomes of the research, and to provide further assurances on areas such as confidentiality, anonymity, and retention of data. Projects that intentionally withhold information or deceive as part of their methodology must include a written debrief sheet. (Please refer to sections 6.1 and 6.2 of the REP for further guidance)

A day before data collection I will visit all the schools, debrief the head teachers the classroom teachers and the students of both of their requirements during the project. Also within this visit participants will be further assured about their confidentiality, anonymity, their right to with draw and retention of data.
Conor Caldwell,

To what extent does increasing students physical activity levels during breaks within the school day correlate positively with decreases in negative behavioural incidences?

C20a. Might the research entail a higher than normal risk of damage to the reputation of the University, since it will be undertaken under its auspices? (e.g. research with a country with questionable human rights, research with a tobacco company. See section 9.3 of the REP).

Answer: No

C20b. If your answer to 20a was yes, please describe the potential risk to the University’s reputation and how this risk will be mitigated.

<table>
<thead>
<tr>
<th>Answer: Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, please provide brief details:</td>
</tr>
<tr>
<td>NB: Have you considered the date by which it would be impractical for participants to withdraw their data from your study? Once you have begun to analyse the data or prepare it for publication it is reasonable for you to state that it will not be possible for a participant to request that their data is removed from the study. You need to make this clear on the information sheet.</td>
</tr>
<tr>
<td>The dissertation will be able to be viewed in the university library by other students at the university if requested.</td>
</tr>
</tbody>
</table>

C21. Will your results be available in the public arena? (e.g. publication in journals, books, shown or performed in a public space, presented at a conference, internet publication and placing a dissertation in the library. See section 8 of the REP)

Answer: Yes

C22. Are there any additional comments or information you consider relevant, or any additional information that you require from the Committee?

[end of form]