

Reducing Low Level Indiscipline

Balcurvie Primary School

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Aim

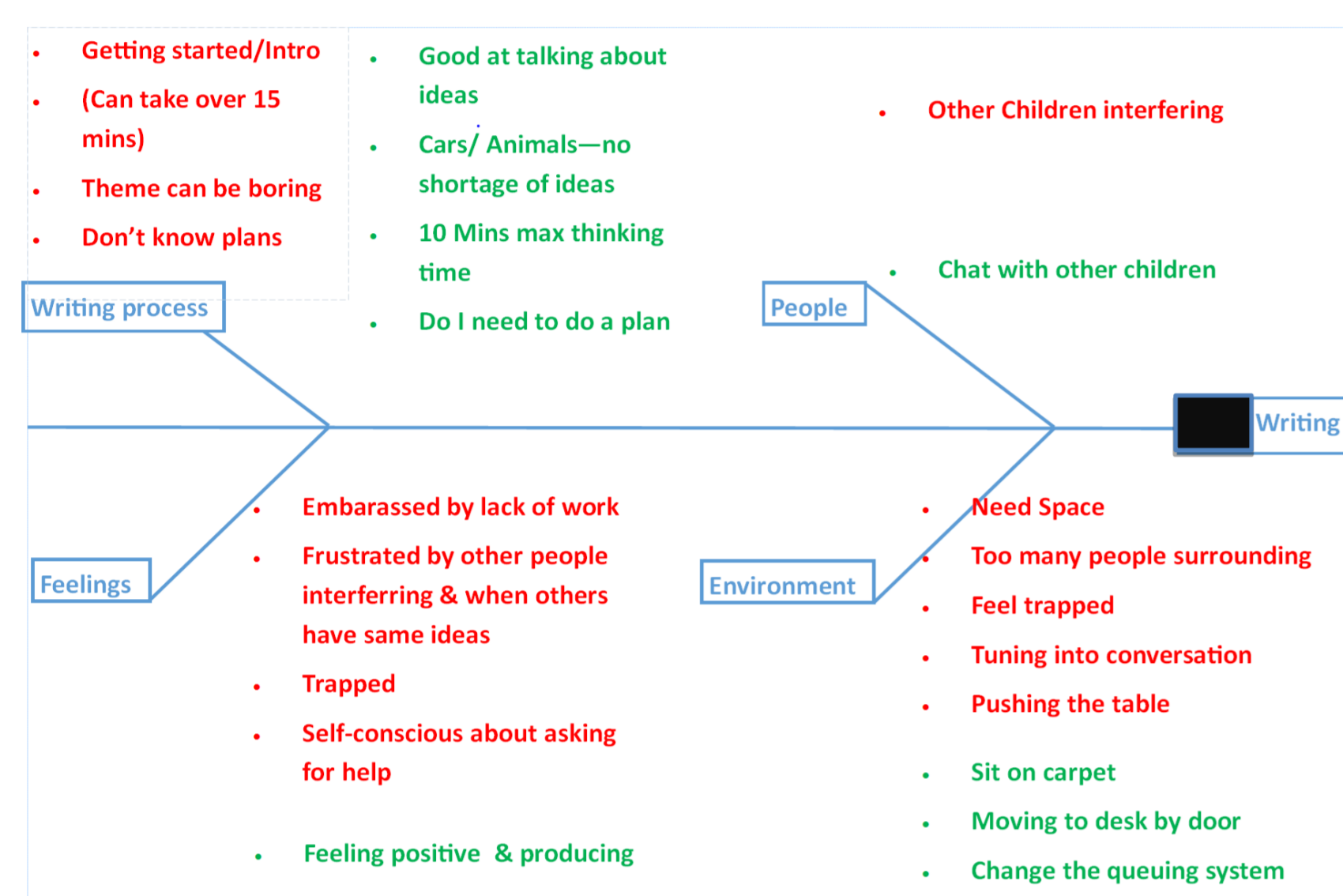
Decrease the number of interruptions (by one child) from approx. 15 per day to under 5 per day by June 2018.

Method

We identified a learner with high incidence of interruptions.

We started to monitor the number of daily interruptions (baseline).

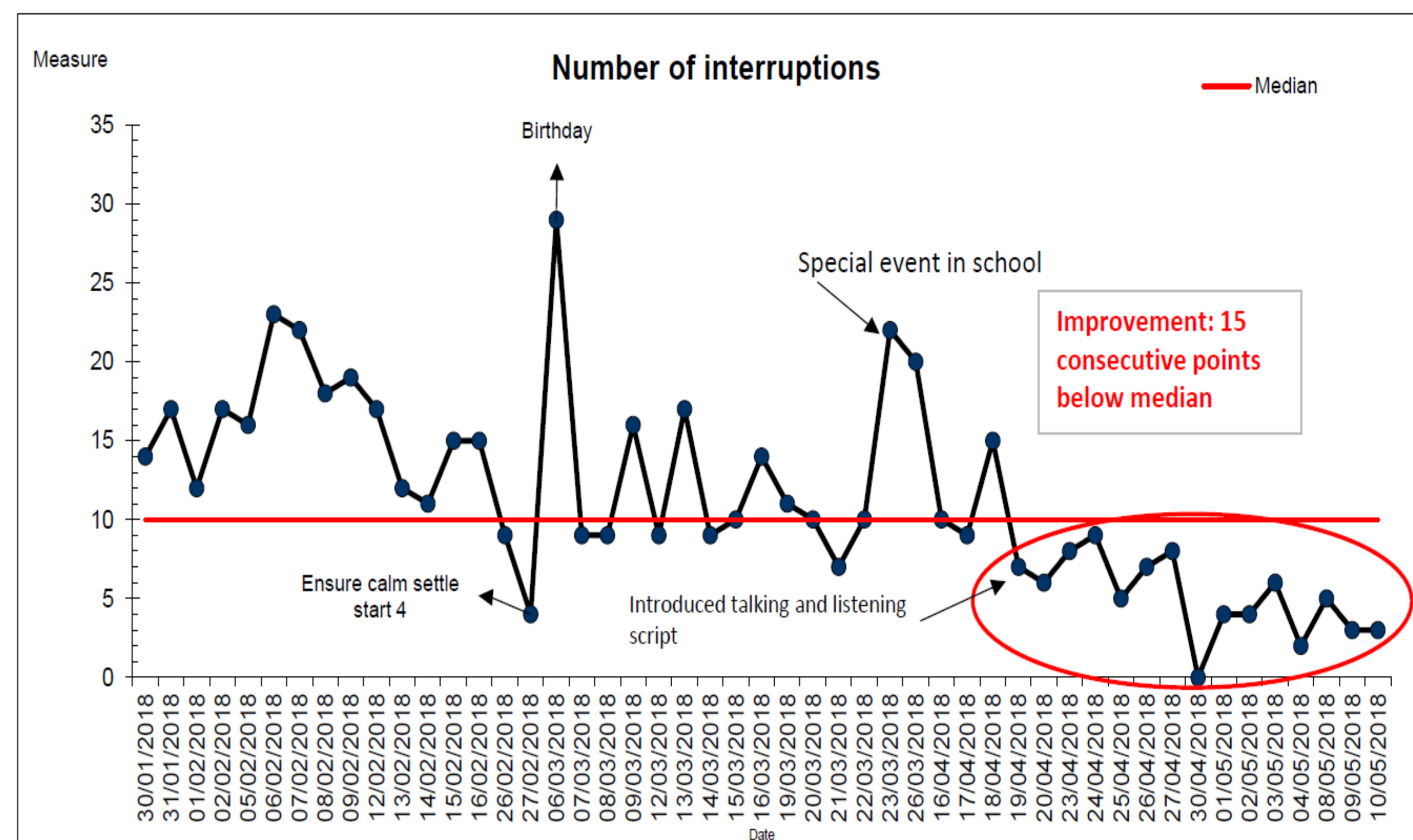
Quality improvement tools helped us to gain a deeper understanding of his needs and perspective by ensuring the pupil was involved in the process.



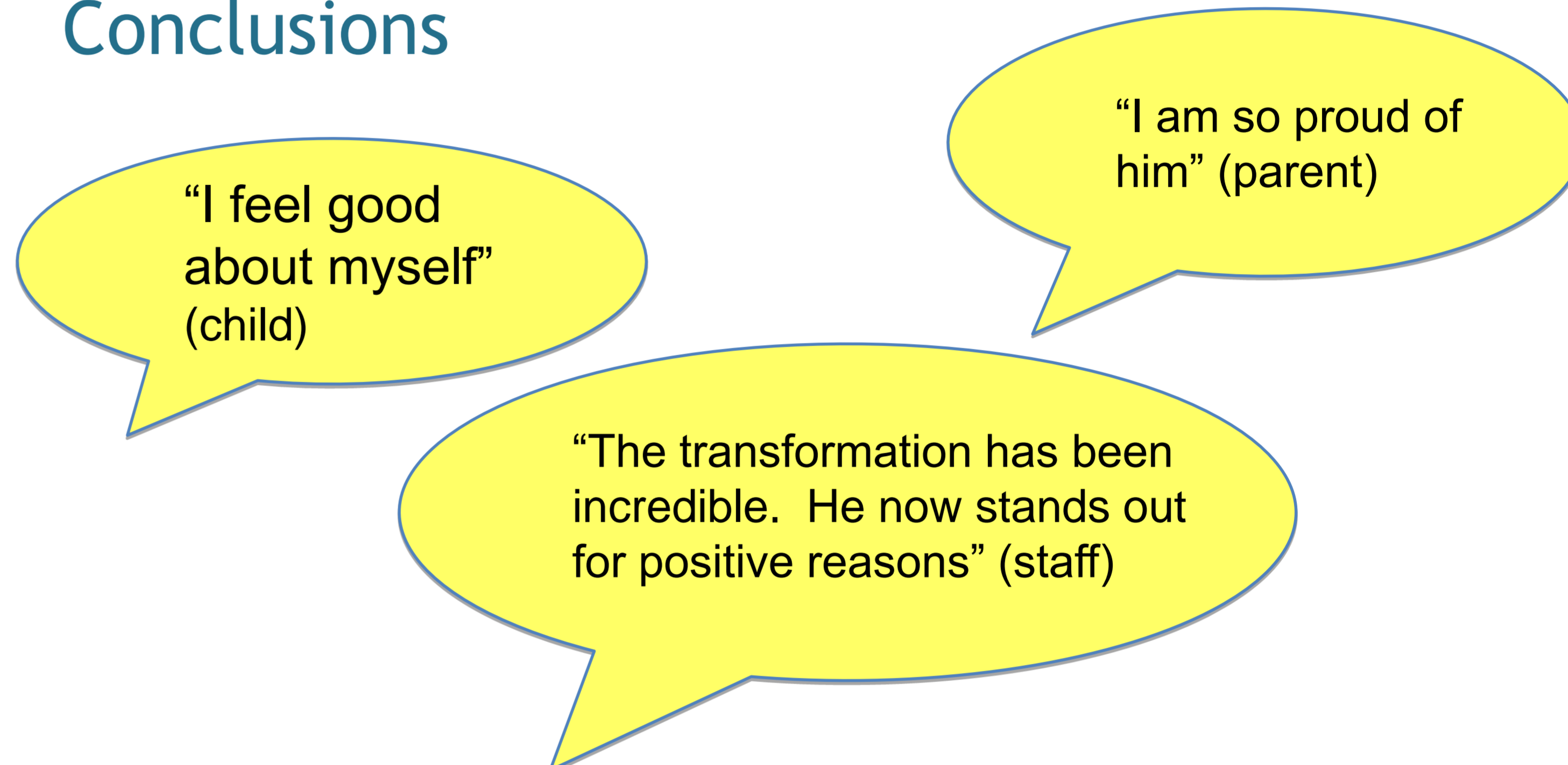
Too Many Interruptions

Challenges-things preventing you from not interrupting	Things which may help to decrease the number of interruptions
If I know the answer I want to impress my teacher & let the others know I know the answers. I want others to notice me & think I'm smart	Mindfulness helps me to calm down. I don't interrupt as much after a session Settled Start needs to be more calm
Instead of me telling people I'm smart I want them to realise or figure out	Some sort of recognition (public) to acknowledge that I have an amazing general knowledge
If it's a subject I'm really interested in eg cars, wildlife, sports, foods, I get excited and shout out (instant recall). If it's something I need to think about, I think I slow down & put my hand up & wait	When we're discussing a topic I am really interested in, it might help if my teacher(s) say something like "Lewis, I know you have a great knowledge about this topic but we need to give another person a chance to speak" (I know the teacher needs to be fair & let everyone take part)
I'm embarrassed about attending the Settled Start. I think people think I'm bad. I can get over-excited in the Bothy	Can I sit on the floor during group discussions?
Where my teacher sits at the laptop, I am behind her. I feel she can't see I have my hand up & so I sometimes shout out.	

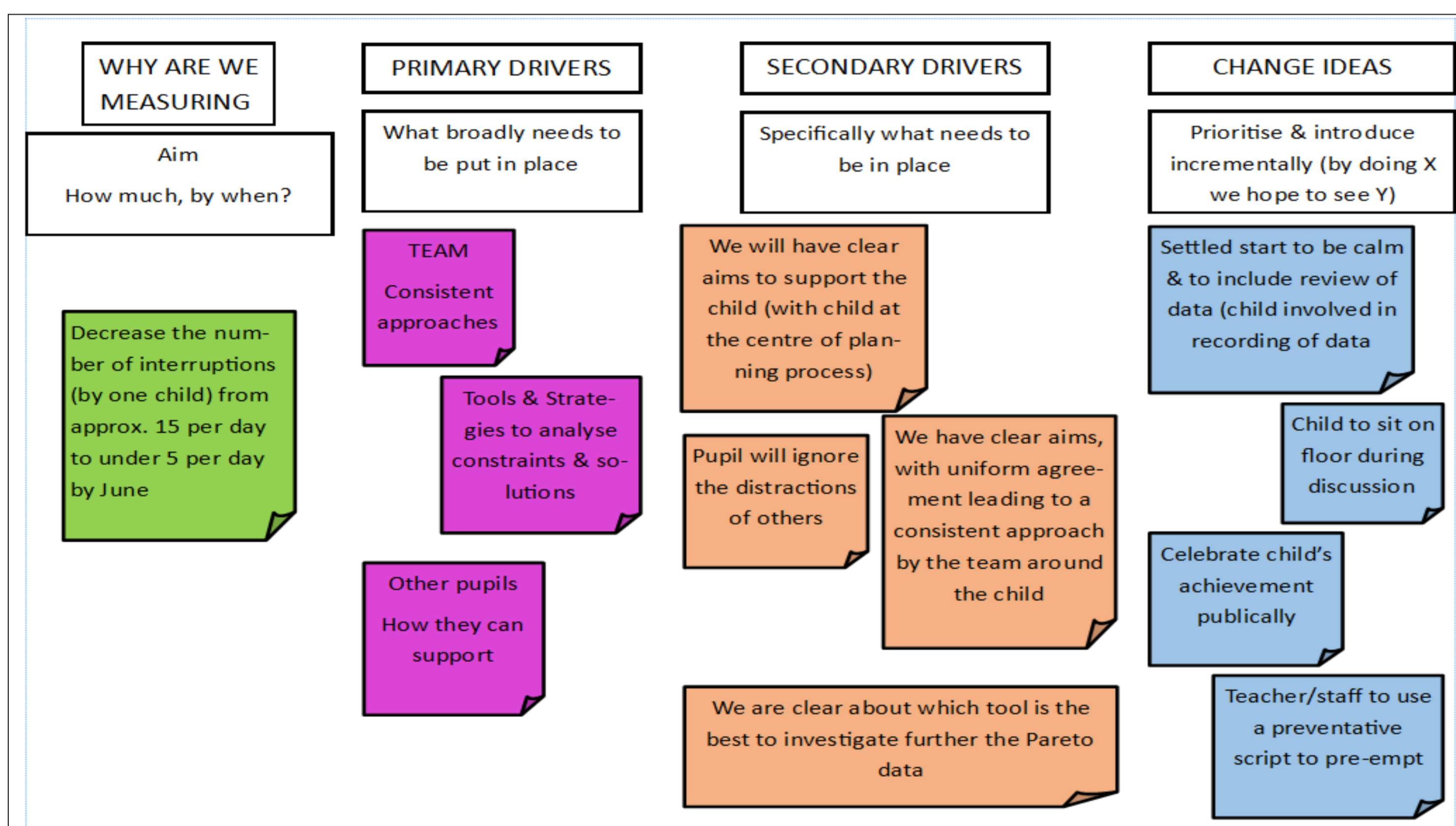
Results



Conclusions



Process Change



Achievements

- Number of interruptions has significantly reduced.
- Learner thriving on feeling of success.
- Negative parental involvement now non-existent.
- Relationships have improved (peers and staff).
- We have successfully achieved our first MFI Project.



- Putting the child at the centre of the entire process and ensuring that his voice was heard, was integral to the process of understanding what was happening for this child and what changes were likely to have success.
- Talking and listening script led to a reduction in the number of interruptions (shift in our data).

Key Learning Points

- Pupil's interruptions have reduced significantly.
- Child's involvement was key.
- We learned that the settled start was less settled than we had assumed.
- These QI tools are adaptable and can be used to meet the differing needs of individual learners.
- Measurement was easier than first expected.
- Process has helped learner to self reflect, self regulate and be more resilient to minor setbacks.
- Pupil invested in the process of recording interruptions.