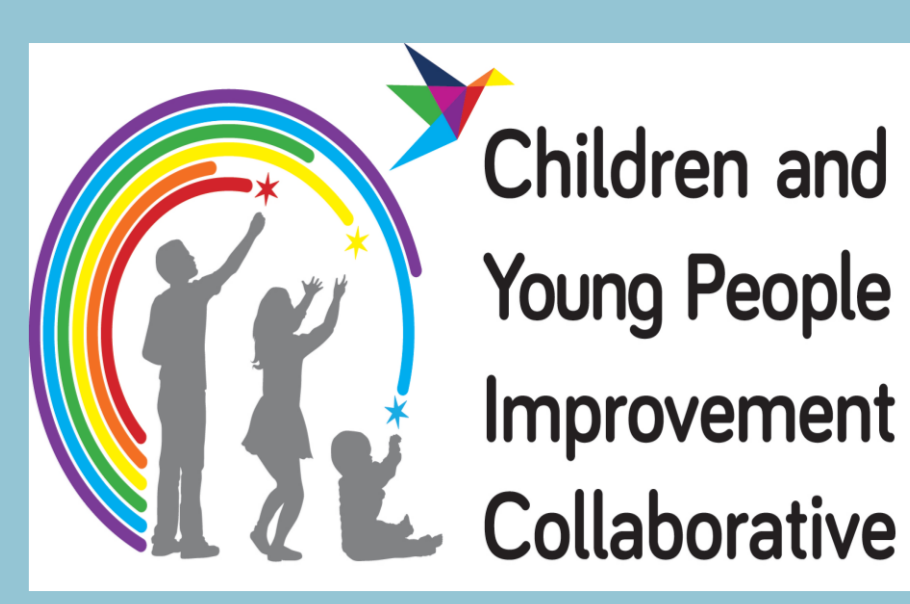


# Decreasing Classroom Walkouts

Ben Neighbours, Class Teacher, Pathhead Primary School  
 Lynsey McDonald, HWB Lead, Pathhead Primary School  
 Lynne Tobin, Principal Teacher, Fife Pedagogy



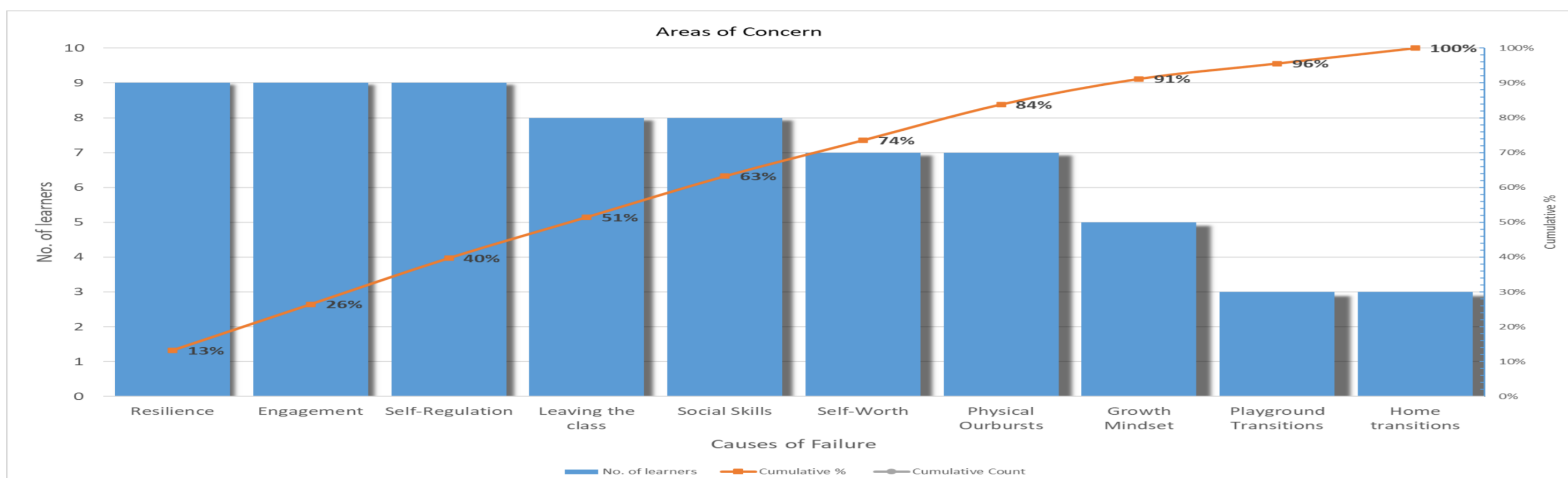
As schools started to return to 'in person teaching' (albeit with a number of mitigations) during the COVID-19 pandemic, this project was part of a group study across 4 primary school settings to explore how we can best improve learner wellbeing, relationships & engagement with learning during a challenging time for all.

The identified learner was struggling and would walk out when dysregulated. They could walk out up to 4 times per day, impacting on relationships, wellbeing & learning.

**AIM: By the end of March '22 decrease the number of identified learner classroom walkouts from 3 to 1 per day.**

## Method

- An improvement team was set up across the schools to identify common barriers to learners & provide mutual support for the practitioners involved.
- Learners were selected due to observable challenges in class – resulting in difficulties in regulating emotions, positive relationships/wellbeing and engagement with learning.
- The Pareto chart below highlights the areas of concern for the improvement team. Due to the impact on the identified learner, **leaving the class** was the focus area for the identified learner in the current project.



- Pupil voice was an important aspect of gathering learner views & concerns then using this information to plan for change ideas to be tested:

I worry about my school work. I'm not as confident as other people.

I like to help the little ones in nursery. It's fun.

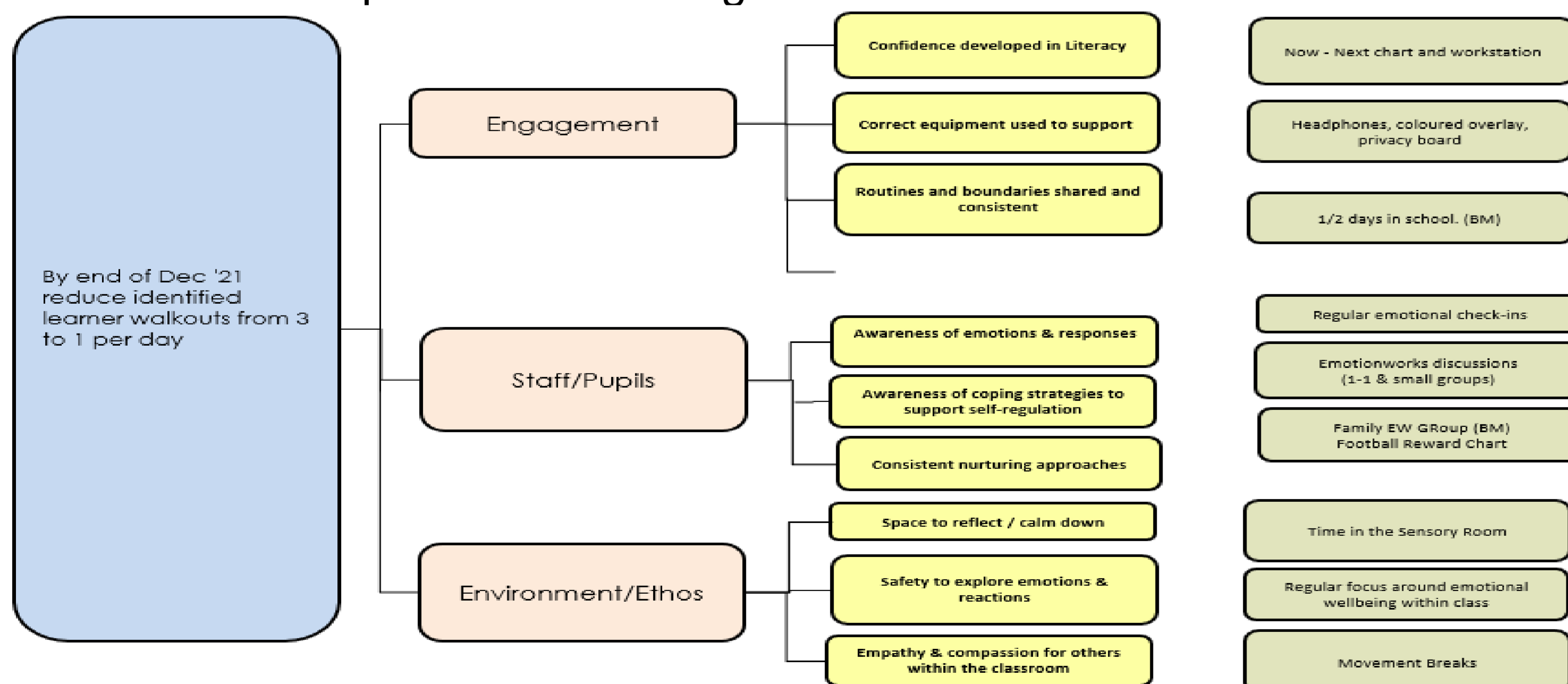
I don't like reading or gym.

I get angry and leave the class. It's too noisy sometimes.

Some days I don't know what's happening.

## Process Change

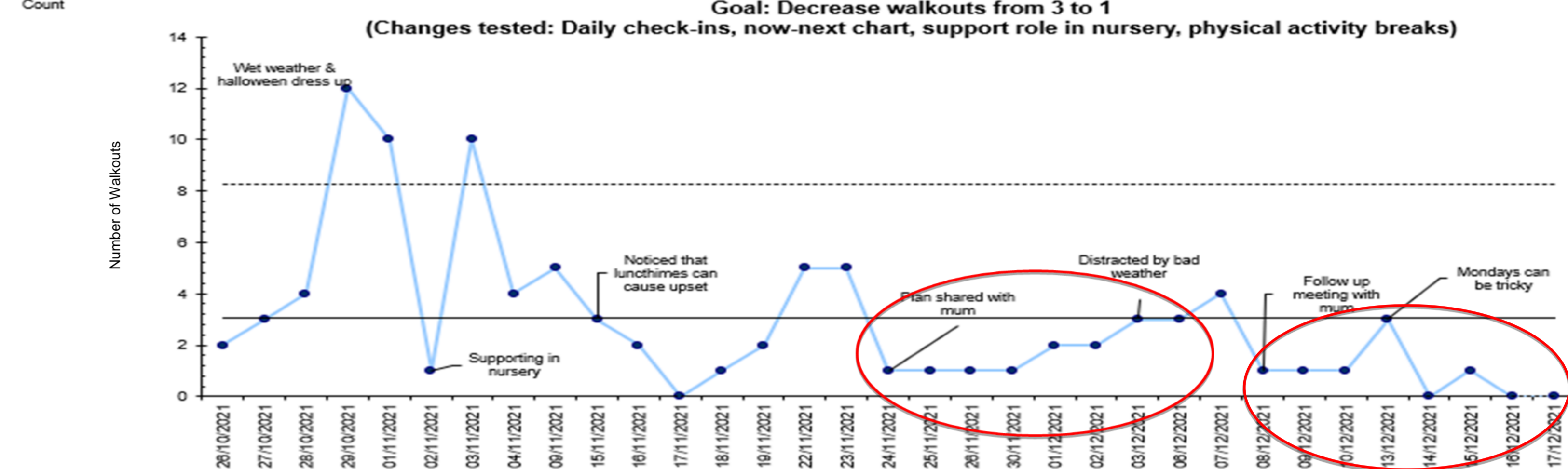
- A driver diagram was created to provide a clear structure of interventions planned for testing.



## Achievements

- The identified learner successfully decreased the number of classroom walkouts from 3 to 1 per day – towards the end of the study period, walkouts reduced to 1 or 0 per day.
- Learner was able to identify triggers and how to access support or strategies to use independently.
- He is gaining a sense of responsibility via being a role model for nursery learners.
- Confidence is building via peer working opportunities.

## Results



- An decrease in learner classroom walkouts from 3 to 1 was achieved.
- Spikes in the chart were attributed to identifiable causes – mainly due to wet weather or Halloween events in school.
- Lunchtimes and Mondays were also noted to be trigger points.
- One to one conversations helped the learner to open up & identify triggers.
- Clear timetabling provided a plan and structure for the day so they knew what the expectations were – specifically a now & next approach worked best.
- Small group/paired reading sessions built positive relationships with peers & confidence in literacy.
- Breaking up the day with a visit to help in nursery provided an opportunity to be a role model – boosting confidence.

## Conclusions

Both practitioner and learner conclusions were positive:

**Staff Feedback:**

- The QI has allowed me to develop a range of different strategies to support my learners.
- I feel more confident when approaching certain situations.
- I feel that I have a deeper connection and better relationship with my learners

**Learner Feedback:**

- I liked having the breaks in nursery as I got a chance to be away from my class.
- I like having my chart in front of me as I knew what I was working towards and what was next.
- The check ins help me especially if I am feeling a bit angry, as often the teacher helps me to calm.

## Key Learning Points

- Daily check-ins built relationships with staff & encouraged exploration of emotions. Support strategies & tools were shared during these sessions.
- Peer relationships were enhanced via the reading slots.
- Extra teacher input boosted his confidence further.
- Sharing progress with mum ensured consistency between school – home.
- Afternoons were often trigger points.
- Nursery visits broke the day up for the learner & gave him a role of responsibility.

## Next steps

- A new QI focus will be around morning slots.
- Daily check-ins should continue, along with now & next charts which provide structure and routine for the learner.
- Learning will be shared with colleagues in school to further test the effectiveness of approaches taken.