



Martial Arts Helps Lunch Time Discipline

Background

The behaviour of the boys in lunch can be particularly concerning when they all come together are often boisterous during the lunch time play, in particular having short attention spans. This made the playground quite daunting for some children.

Leadership

The leadership team were very supportive of the project and encouraged the children to take part in the activity.

Quote – Mrs Marsay Subject Leader

"The impact of the Martial Arts club has been very rewarding. It is so good to see these children having such a clear focus whilst enjoying the actual activity."

Quote – Pupil(s)

"I love learning all the new skills for martial arts. It teaches you all about control and when to use the different moves."

Actions

The school felt they had to address this behaviour by providing constructive activities that the boys could engage with, and potentially engage with other children not in their friendship groups, to help make the atmosphere friendlier.

The school contacted their local School Sports Partnership – who they were members of, to ask for advice. They organised a coach to deliver a Martial Arts session once a week during lunchtime break, encouraging a more structured activity focus for these children.

Impact

Midday Supervisors have seen a marked improvement of the behaviour at lunchtime. As a direct result of providing a structured and focussed activity for some of the more disruptive children, there have been less incidents and a calmer atmosphere across the playground. Other pupils are engaging in more physical activity for longer periods of time as the disruptive element and disturbance has been reduced. The children taking part in the Martial Arts club have developed specific skills and have ultimately improved their agility, balance and control. For some it has opened up a new interest and a potential pathway to out of school access and participation. Teaching staff have seen a positive impact on afternoon lesson time, as there are less incidents that require following up after lunchtime. Children come back into lessons in a positive frame of mind and therefore learning time is at a maximum.

How partners are supporting the school/cluster of schools to embed and sustain the activity

The Sports Partnership and the school review the martial arts club on a termly basis, and the school are currently looking at other clubs, that could potentially achieve the same outcome, but for different children.