

**A Case Study Exploring Systemic Implications of Implementing the
Attachment Awareness Programme at Key Stages 3 and 4**

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Abstract

Research has highlighted how the plasticity of adolescent brains provides a window of opportunity for positively affecting a child or young person's internal working model: their trajectory for developing positive attachments in relationships and mental health in their present and future lives.

In light of the neuroscientific evidence for brain plasticity for CYP in early adolescence and the positive local authority-wide evaluations of the attachment awareness programme, this research provides a closer examination of the systemic implications of implementing an attachment awareness programme for Key Stages 3 and 4 by providing a case study of a secondary school that has adopted the programme. This was with the intention to look not at the effectiveness of the programme, but rather at the way in which the attachment awareness programme sits alongside other priorities, policies and procedures in the school. In the interest of further developing this particular preventative response to CYP's mental health issues in schools, this research investigated a 'real-world' view of the intricacies involved for school staff when sustaining an attachment awareness programme alongside other school systems.

The research was undertaken from a pragmatic perspective and followed an exploratory purpose utilising qualitative methods. 15 individual semi-structured interviews and two focus groups with a total of 24 participating school staff answered questions relating to the systemic implications of the attachment awareness programme. Using thematic analysis, the findings were organised into five overarching themes. Findings suggest that fundamental systemic implications include: changing organisational behaviours around behaviour; developing attachment practice; responsibility for attachment awareness; time and resources; and staff training considerations and priorities.

Wider systemic implications are highlighted as the research considers the interacting influences around schools when implementing the attachment awareness programme. Educational psychologists are ideally situated to work across these systemic factors and could support the implementation of the programme to reach its potential.

Declaration

This work has not been accepted for any degree and it is not currently being submitted for any other degrees.

This research is being submitted in partial fulfillment of the requirements of the University of East London for the Doctorate in Educational and Child Psychology.

The thesis is the result of my own work and investigation, except where otherwise stated.

Other sources are acknowledged by explicit references in the text. A full reference list is included in the thesis.

Ethical approval was obtained from the University Research Ethics Committee (UREC) and confirmation of its approval is embedded in my thesis.

I hereby give permission for my thesis, if accepted, to be available for reading and for interlibrary loans, and for the title and summary to be made available to outside organisations.

Christopher Mears

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Abbreviations List

ARC – Attachment Research Community
AAS – Attachment Aware Schools
B&NES – Bath & North East Somerset
BPS – British Psychological Society
CEPP – Centre for Education Policy in Practice
CLA – Children (who are) Looked After
CPD – Continual Professional Development
CYP – Children and Young People
DfE – Department for Education
DT – Designated Teacher
EP – Educational Psychologist
ICIS – In Care in School
IPA – Interpretative Phenomenological Analysis
LA – Local Authority
NICE – National Institute for Health and Excellence
PSHE – Personal Social and Health Education
SEL – Social and Emotional Learning
SEAL – Social and Emotional Aspects of Learning
SLT – Senior Leadership Team
TEP – Trainee Educational Psychologist
UEL – University of East London
VSH – Virtual School Head

Chapter One – Introduction

1.1 Introduction to the Thesis

This thesis presents an exploration of the systemic implications of implementing the attachment awareness programme at Key Stages 3 and 4. The purpose of this chapter is to introduce the reader to this area of study, and in doing so will immediately provide operational definitions to clarify the specific terminology used. The researcher will provide a critical overview of attachment theory followed by a context and background that includes the recent developments of the attachment awareness programme, before explaining the rationale for the study and finally introducing the specific aim of this research.

1.2 Definition of Key Terms

Key terms used in this study requiring definition include:

- Social and emotional learning (SEL)
- Systemic
- The attachment awareness programme

1.2.1 Social and Emotional Learning

The Education Endowment Foundation (2020) classify social and emotional learning interventions as those that place emphasis on improving students' interactions with others and emotional self-management, above a focus on the direct academic elements of learning. Three broad categories of SEL interventions are identified:

- Universal programmes which generally take place in the classroom;
- More specialised programmes which are targeted at students with particular social or emotional needs;
- School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. (The Education Endowment Foundation, 2020)

The attachment awareness programme falls into the final category and is therefore identified in the present study as a SEL intervention.

1.2.2 Systemic

The founder of General Systems Theory, von Bertalanffy (1968) proposes that “a system can be defined as a complex of interacting elements” (p. 55). Brofenbrenner's (1979) Ecological Systems Theory suggested that a child's life develops within a complex set of interacting environmental systems. These psychological frameworks guide the exploration of this study. Therefore, ‘systemic’ is defined within the present research as the complex and interacting environmental systems that affect the development of children and young people. A non-exhaustive list of ‘systemic’ examples for this thesis includes: family; relationships; schools and their policies and practices; local authority and central government education initiatives, interventions and statutory requirements.

1.2.3 The Attachment Awareness Programme

The attachment aware schools programme was initially developed in recognition of the needs of children and young people in care and on the edge of care who may have experienced trauma and unmet attachment needs (Dingwall & Sebba, 2018a). The programme recognises that these needs must be met in schools with relational strategies where staff report being insufficiently prepared. The programme was based on an assumption that all children in school need to be prepared to learn. Whether children are in care or not, those with attachment needs are often not emotionally prepared for learning (Dingwall & Sebba, 2018; Rose, McGuire-Snieckus, Gilbert, & McInnes, 2019). Therefore, school staff need to be trained in a whole school attachment awareness ethos through a programme that emphasises Bowlby's (1969) attachment theory; the neuroscientific evidence to support it, and emotion coaching strategies. This training forms the core of the attachment awareness programme and is aimed at developing an inclusive learning environment that meets the needs of any children with potential attachment difficulties (Rose et al., 2019).

1.3 Attachment Theory – A Critical Overview

Attachment theory emphasises the critical importance of children developing a secure internal working model of relationships through bonding with a primary caregiver. If this is unavailable on a regular daily basis, particularly for a child from birth to two, then attachment theory postulates that a sense of secure attachment for the child is disrupted, and that this can have a negative impact on the child's future relationships and emotional state (Bowlby, 1969). However, attachment theory has attracted disagreement and debate since Bowlby published his work, 'Attachment and Loss', 1969-1982 (Bowlby, 1969).

One key criticism with Bowlby's theory has been the concept of attachment monotropy; debate has argued over the accuracy of Bowlby's suggestion that children are born with an innate capacity to attach to one caregiver – the child's mother. Schaffer and Emerson (1964) cited in Rutter (1981) highlight that a sole principal attachment to the mother was found in only half of the 60 eighteen-month old children that were studied; in nearly a third of cases the main attachment was to the father. Rutter (1981) confirms that Bowlby's arguments and the accumulation of evidence that relationship deprivations for children's psychological development is important. However, a key aspect of Rutter's (1981) criticism of Bowlby's theory is that "New research has confirmed that, although an important stress, separation is not *the* crucial factor in most varieties of deprivation. Investigations have demonstrated the importance of a child's relationship with other people other than his or her mother" (Rutter, 1981, p. 217).

Rutter (1981) also highlights empirical evidence that refutes concerns that group day care for children may in some way prevent the development of primary selective attachments. This raises further debate around the emotional development for children who are cared for in either institutional settings, i.e. residential care, or pre-school day nurseries.

Tizzard (2009) points criticism towards Bowlby's opposition of institutional care and separation in hospitals as well as nurseries for children under three. The article draws historical reference to Bowlby's personal life and infers that his

own upbringing sensitised him to issues of loss and attachment. In this regard, the article takes issue with what it refers to as Bowlby's "crude theory" and highlights its impact on the general public and a movement to encourage women to stay at home after the Second World War. The article takes up a personal position; not only are the author's views expressed as a mother, but also through the work of her late husband who set up occupational training for young adults in care; Tizzard (2009) defends the role of institutional care for CYP. However, after suggesting that Bowlby's influence was felt by many women as oppressive - until feminism and consumerism led to greater confidence for mothers to return to work - the author refers to her first major research project: a longitudinal study of children who spent their early years in residential nurseries. Interestingly, Tizzard (2009) concludes that Bowlby was 'partially right'.

Further recent debate has highlighted the influential role of attachment in child development and its use as a predictive outcome for CYP's mental health issues. Meins (2017) claims that attachment theory is overrated. More specifically, she suggests that the Department for Health's use of insecure attachment as a predictor for CYP to continue along a trajectory to physical ill health, delinquency, mental illness and criminality is unhelpful, unreliably deterministic and pathologising.

Meins (2017) highlights the confusion between insecure attachment and a lack of attachment, whilst agreeing that having no attachment to anyone will have a negative impact on children's development. Meins (2017) highlights that 39 per cent of the population are insecurely attached, and therefore suggests that insecure attachment is not abnormal. Referring to meta-analysis from previous studies carried out on the four attachment categories across multiple circumstances, Meins (2017) claims that treating insecurely attached children as a homogenous group is problematic. Furthermore, Meins (2017) suggests that promoting attachment to ensure CYP's wellbeing is an oversimplification of the evidence, and highlights that attachment is a quality of close relationships rather than an individual personality trait.

Meins (2017) proposes resilience as an alternative concept to attachment for predicting children's development. She argues that recent research has highlighted the complex interaction between individual genes and the environment when predicting resilience and vulnerability; for example, when examining CYP's mental health issues and future prospects. Meins (2017) defends criticisms of resilience by referring to behavioural genetic studies, highlighting, for example, how having a particular genotype children who were maltreated had an increased risk of antisocial behaviour. Furthermore, she suggests that particular genotypes make individuals better or worse at dealing with environmental stress.

Meins (2017) elects to position resilience versus attachment in her position paper by claiming that attachment is an overrated theory, and that it is typically more attractive than resiliency because it presents a causal relation that is easier to understand than the complexity of combined genetic and environmental resiliency factors.

Attachment, and the quality of relationships that CYP have with the key adults in their lives forms a significant part of a CYP environment. Therefore, in regards to Meins (2017) argument, what may be of useful further consideration is that attachment forms a part of the genetic and environmental resiliency factors that she promotes. Instead of positioning attachment and resiliency as an 'either/or' debate, it may be useful to consider the combined effects of the two when searching for predictors of mental health challenges for CYP.

A consistent feature of the included criticisms of attachment highlights the importance of CYP developing secure attachment relationships with 'someone'. The debate finds common ground in the acknowledgment that having no attachment to anyone - whether it is a child's mother, father, nursery worker or teacher, will impact negatively on CYP. This argument provides support for the concept of the development of 'attachment awareness' in nurseries, schools and colleges where staff can be better skilled and equipped to respond to CYP most in need of developing healthy bonds and relationships with adult care givers.

1.4 Context for the Research

The Department for Education green paper for transforming children and young peoples' (CYP) mental health provision highlighted the need to address the prevalence of mental health issues for CYP in the UK. The paper suggests that one in ten CYP in this country has some form of clinically diagnosable mental health disorder, equating to approximately 850,000 CYP (Department for Education, 2017). This green paper also refers to attachment difficulties six times and whole school approaches to addressing mental health issues for CYP a total of 16 times. It suggests that some young people are far more likely than others to experience mental health problems, claiming that 8% of 5-10 year olds have a diagnosable mental health disorder compared to nearly 12% of 11-15 year olds. Approximately 200,000 young people aged between 10–17 are referred to mental health specialist services each year in England (The Children's Society, 2017) whilst between one third and half of children are reported to have an insecure attachment with a least one caregiver (Bergin & Bergin, 2009)

The Department for Education proposals included committing an additional £1.4 billion for transforming CYP mental health issues from 2015/16 to 2019/20 and placed a responsibility on joint working between schools, colleges and the NHS. The intended purpose of the extra funding and collaboration was for the early identification of mental health issues for referrals to be made to NHS CYP mental health services (Department of Health & Social Care & Department for Education, 2018). In response to these proposals being made available for public consultation, the Attachment Research Community (ARC) expressed concerns over schools becoming an access point for a medicalised, diagnostic and treatment service. Instead, the ARC recommend that schools can achieve much for less through a whole school, systemic approach and refer to recent positive evaluations of the attachment awareness schools programme (The Attachment Research Community, 2018)

1.5 Background

Whilst on placement as a Trainee Educational Psychologist (TEP) with a local authority educational psychology service, the researcher pursued information regarding potential outcomes for CYP with attachment difficulties when writing psychological advises for Education, Health and Care needs assessments. Online research including government legislation led to a particular interest in attachment approaches for school staff. This led on to a search for practical recommendations, and discovery of The Attachment Research Community (ARC).

Through contact with trustees at the ARC the researcher became aware of early developments for the attachment awareness programme. Further online research identified several local authorities implementing the programme and the researcher learnt that senior managers for virtual school departments were responsible for implementation. By making further contacts with two virtual schools, the researcher held preliminary conversations around researching a specific area of interest in regard to the systemic implications of the attachment awareness programme. This led to identifying one local authority that had been implementing the programme across a wide variety of schools.

The researcher learnt that local authorities had generally implemented the attachment awareness programme more in primary schools than secondary schools. Secondary schools are generally larger and more complex organisations from a systemic perspective and thus there was a key potential interest for this study in locating a secondary school. Interest for basing the research in a secondary school had also been prompted from the researcher's understanding of neuroscience, and reports of a second growth spurt in parts of the adolescent brain (Giedd, 2008). This information has been reported to provide a window of opportunity for CYP to develop relationships with secondary caregiver figures who can positively affect a CYP's attachment difficulties (Sunderland, 2012).

1.6 Developments of the Attachment Awareness Programme

1.6.1 Attachment in schools

Bergin and Bergin (2009) set out an important foundation for the development of attachment in schools. Their recommendation for school policies include implementing school-wide interventions with a clear overarching promotion of the need for teachers to understand and utilise the role of attachment within the classroom. They emphasise that secure relationships between students and teachers and a sense of belonging at school, or 'school bonding' is a fundamental need for CYP from which they balance a need for security with a natural sense of exploration; the driving forces behind a desire to learn (Bergin & Bergin, 2009).

A further important point made in their position paper is that attachment forms the basis of socialisation for children, as harmonious child and adult interactions lead to CYP adopting adult values (Bergin & Bergin, 2009). They propose a responsibility on schools to be consistent in expecting all staff to adopt an attachment awareness approach in order to reinforce these interactions throughout a CYP's school day. Bergin and Bergin (2009) recommend that individual teachers behave in specific ways to achieve this and provide guidance accordingly. Furthermore, they also recommend that these approaches "may require programmatic or even structural changes in school" (p. 158).

In addition to implementing school wide interventions for attachment in schools, Bergin and Bergin (2009) also suggest that organisational policy recommendations should include the following: the provision of a variety of extracurricular activities; smaller schools; continuity of staff; facilitation of transitions for students to new schools or teachers; and reducing transitions in and out of the classroom.

The merits of Bergin and Bergin's (2009) recommendations are not questioned in this introduction as it is suggested they would provide general school improvements that many would agree are beneficial to students. However, the

implications are questioned, particularly as the authors conclude that: “most of our recommendations are low cost because they simply require improved relationships with children, rather than new curriculum or infrastructure” (p. 163). From the complex question of how school staff develop relationships with children to the organisational policy changes that are suggested by the authors, this introduction provides initial insight into the researcher’s interest in exploring the systemic implications of such recommendations. However, Bergin & Bergin (2009) contribute significantly towards an argument for schools to think differently to the idea that they exist for learning alone. As (Noddings, 1992) cited in Bergin and Bergin (2009) suggests, “the first job of schools is to care for children” (p. 161).

1.6.2 The Development of Attachment Awareness in Schools in the UK

The National Institute for Health and Care Excellence (NICE) published specific guidance on: ‘Children’s attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care’. A key priority for implementation as set out in the guidance states “Schools and other education providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training on attachment difficulties (National Institute for Health and Care Excellence, 2015, p. 5) Amongst the Attachment Research Community’s published response to the Department for Education’s green paper for transforming children and young peoples’ (CYP) mental health (Department of Health and Department for Education, 2017) were a number of recommendations that included: “the full implementation of the 2015 NICE guideline on attachment” (p. 2).

Moullin, Waldfogel and Washbrook (2014) claim: “While the majority of children are securely attached, 40 per cent are insecurely attached” (p. 4). This statistic indicates there are significantly more children in a school with an insecure attachment type than there are CLA or pre-CLA. This highlights the importance of school staff receiving training for ‘any’ children with attachment difficulties.

In the UK there is now a statutory responsibility for Virtual School Heads (VSH)

to promote the education of CLA (Department of Health and Department for Education, 2017). CLA attract 'pupil premium plus' additional funding, which is used to help close the gap between the attainment levels of CLA and their peers. VSHs have flexibility how they use pupil premium plus so that they are able to design the most effective personal education plans possible for individual CLA and the whole looked-after cohort (Department for Education, 2018a). This funding is 'top-sliced' by the local authorities and is explained in the Department for Education (2018a) statutory guidance for local authorities on promoting the education of CLA and previously CLA as: "the proportion of pupil premium plus funding centrally pooled by the VSHs and used to provide support best delivered at a local authority-wide level – e.g. training on attachment for all designated teachers in the authority area" (p. 19).

The financial steps taken towards providing additional support for CLA in schools is a welcome reform. Furthermore, and significant to the development of attachment awareness in schools is the specific identification of the role and responsibilities of a designated teacher (DT).

The Department for Education statutory guidance for the responsibilities of the DT role for CLA and previously CLA (2018b) states:

... designated teachers should take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked-after children learn and achieve and how the whole school supports the educational achievement of these pupils. This means making sure that all staff: are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour (Department for Education, 2018b, p. 11).

VSHs and designated teachers are now expected to work together to ensure that schools are attachment aware. The specific guidance for this has been made clear so that:

... the school understands attachment theory and the impact of attachment disorders on a child's emotional development and learning, and adopts a whole school approach to identifying and supporting pupils with attachment difficulties. This includes upskilling of staff and use of appropriate support resources, such as those developed by Bath Spa University (Department for Education, 2018a, p. 30).

The introduction of legislation to address the need for local authorities to take greater responsibility for the promotion of learning opportunities for CLA has led to an emphasis on the development of attachment awareness in schools. Furthermore, an acknowledgment that attachment awareness in schools is required beyond the needs of CLA is acknowledged in the Department for Education's framework of core content for initial teacher training "providers should emphasise the importance of emotional development such as attachment issues and mental health on pupil's performance, supporting trainees to recognise typical child and adolescent development, and to respond to atypical development" (Department for Education (DfE), 2016, p. 17).

What appears to have been recognised through guidance from NICE with support from organisations such as the ARC is that attachment awareness in schools is now being considered a necessity rather than an option. It is suggested that the clear responsibilities for the roles of VSHs and DT is to provide school staff with attachment awareness training, along with the consideration that attachment difficulties reach beyond the needs of CLA only. This has led to the natural development of attachment awareness programmes for schools in this country.

1.6.3 The Development of the Attachment Awareness Programme

In their position paper Parker and Levinson (2018) initially provide historical context for their view of how dominant pedagogical practice has created an approach to education that is so sharply focused on learning that it fails to acknowledge the importance of students' feelings as they arrive to school.

The paper traces how researchers from the Centre for Education Policy in Practice (CEPP) at Bath Spa University began exploring Gottman's emotion coaching model for use in schools (Gottman & DeClaire, 1997). The CEPP teamed up with a group of Wiltshire schools in 2011 and 2012 to develop the approach for schools using an action research model. Simultaneously, the CEPP developed the 'In Care, In School' (ICIS) project with Bath and North East Somerset (B&NES) local authority. The project worked with a group of young people in care and care leavers to develop materials and raise awareness of the barriers they found to learning. At the same time, early years consultants in B&NES local authority were concerned about the number of reception-aged children presenting with attachment needs. An external training provider was commissioned for attachment training in a small number of schools, but this model was financially unsustainable. This led to identifying a need for a framework for a whole school approach that would provide ongoing support. The emotion coaching model was adopted by the Attachment Aware Schools programme and included practical strategies for teachers (Parker & Levinson, 2018).

In their chapter entitled 'Attachment Aware Schools: An alternative to behaviourism in supporting children's behaviour, Parker, Rose, & Gilbert (2016) introduce their Attachment Aware Schools framework developed at Bath Spa University.

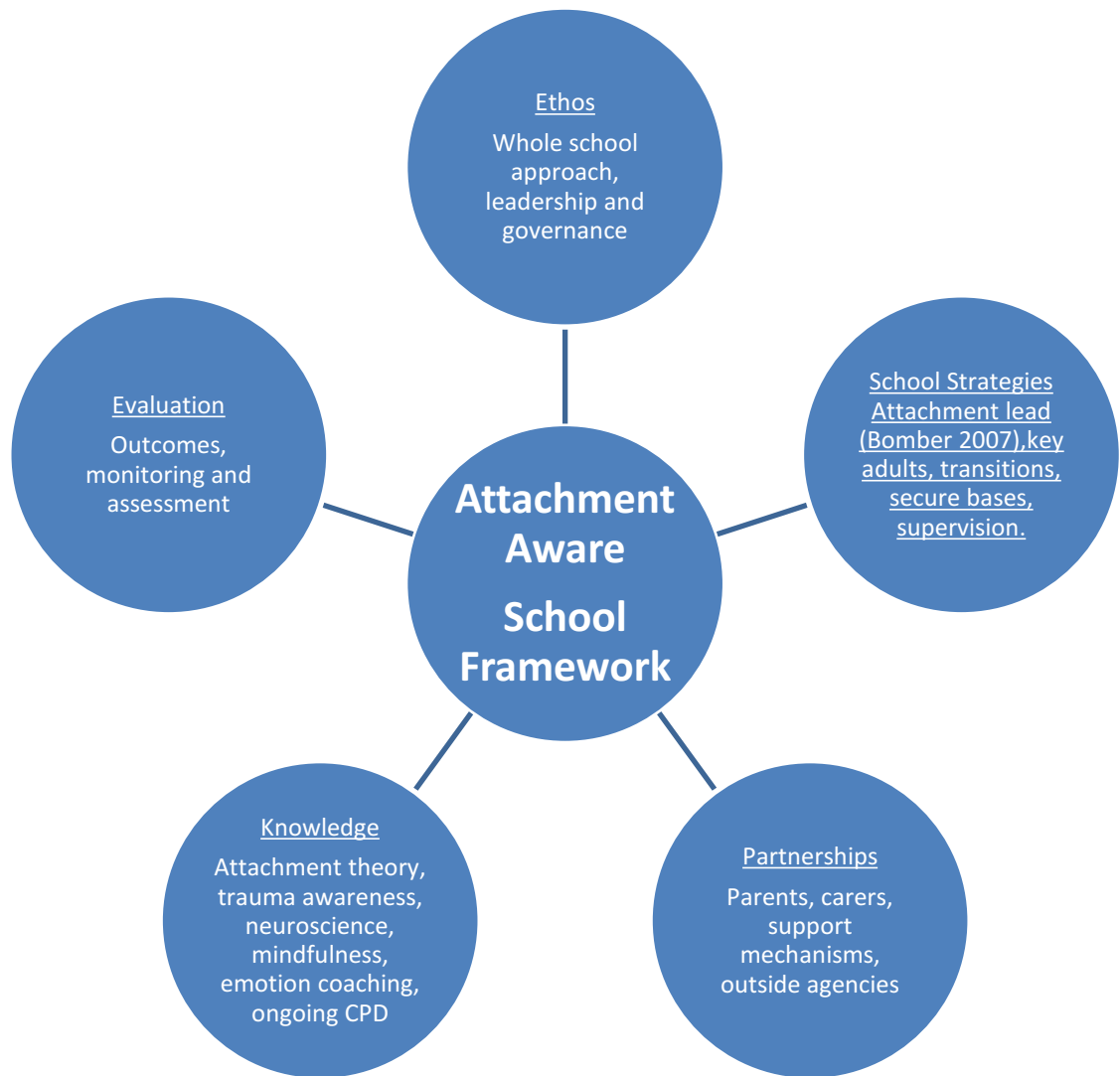


Figure 1: The Attachment Aware School Framework. Reprinted from *The Palgrave International Handbook of Alternative Education* (p. 441-463), by Parker, Rose, & Gilbert In Lees, H. and Noddings, N. (Eds), 2016, London: Palgrave MacMillan. Reprinted with permission.

There are noticeable systemic considerations within the framework. These include a collaborative emphasis that place importance on the need for schools to adopt a whole school ethos that is transmitted from the governors and leadership team outwardly.

Parker et al (2016) suggest that their work highlights how schools need to be “child centred, ...create nurturing relationships, ... acknowledge adults’ roles as a potential secondary attachment figure and create appropriate nurturing

infrastructures for children with emotional and behavioural impairments (p. 449-450).

The Attachment Aware Schools framework sets out guidance on creating an inclusive whole school approach that provides strategic consideration of the needs of CYP with attachment difficulties. However, what is not clear are the implications of such a framework. For example, when considering such a multifaceted framework it may reasonably be expected that schools would require additional resources to implement the approaches and activities concerned. Indeed, as Howes (1999) cited in Parker et al (2016) suggests, attachment-based strategies require personal development from school staff that may be considered by some as extending beyond the teaching profession. What is also considered for schools at an organisational level is the additional time that is required, not only to attend to the needs of children and young people (CYP) with attachment difficulties, but also the training required for implementation, and sustainability.

1.7 Theoretical Context

von Bertalanffy's (1968) general systems theory and Bronfenbrenner's (1979) ecological systems theory provide the key psychological frameworks that underpin this research. These frameworks guide an exploration of how a whole school attachment awareness programme that has been developed from attachment theory (Bowlby, 1969) and places emphasis on relational-based strategies (Rose et al., 2019) to address the needs of students interacts with school systems that form part of a child or young person's microsystem. This research argues that the implementation of whole school interventions such as the attachment awareness programme have systemic implications that require understanding from the perspective of wider influences such as government legislation and local authority expectations. In the interest of exploring potential barriers and facilitators, this research has taken a systemic theoretical position from which the reader is able to look beyond the programme's effectiveness to consider interacting organisational factors for implementation.

1.8 Researcher's Position

The research takes a pragmatic ontological position, where the researcher's role is guided by the idea that meaning of a concept consists of practical implications (Johnson & Onwuegbuzie, 2004). This forms the basis of the researcher's position as the pragmatic approach prioritises a 'real-world' view and actions over philosophy. Therefore, a practical empirical emphasis has been placed on a methodological approach that works best for the research, and a purpose that explores the implications of interacting environmental systems (Robson & McCartan, 2016).

Pragmatism places importance on conducting research that prioritises values and human experience and is less concerned about creating theory. The researcher takes a pragmatic approach interested in situational context rather than searching for explanations. Value for the uniqueness of interactions and an appreciation of experiential circumstances guide the researcher's pragmatic approach, and in this regard the researcher aligns to the position of pragmatist John Dewey when considering his book *Experience and Education* (Dewey, 1938).

Dewey's view of differing pedagogies and his philosophical position of education was through a view of democracy - one that is of, by and for experience. Such a pedagogical approach rejects the traditional requirements of students to be docile and obedient as much as it urges caution over a progressive system that is too individualised and devoid of interconnectedness. This highlights the challenge of implementing an approach to education that is focused upon experience. Dewey (1938) expressed that "It is, accordingly, a much more difficult task to work out the kinds of materials, of methods, and of social relationships that are appropriate to the new education than is the case with traditional education" (p. 29).

Dewey's inclusion of social relationships as part of an experiential and pragmatic pedagogy is something the researcher suggests is aligned with the ARC's response to the Department for Education green paper for transforming children and young peoples' mental health (Department of Health and

Department for Education, 2017; The Attachment Research Community, 2018). The attachment awareness programme, as recommended by the ARC focuses on an emphasis for attachment theory (Bowlby, 1969) and is based upon developing students' preparedness for learning through key relationships between students and school staff (The Attachment Research Community, 2018). It is this view of learning through the experience of relationships that is emphasised as a key part of the researcher's pragmatic position for this study.

1.9 Rationale

"Neuroscientists often refer to adolescence as a time of the second brain growth spurt... this means that teenagers come to this stage in life with a brain still under construction" (Sunderland, 2012, p. 5).

Early adolescence has been identified with negative spirals of behavioural and emotional patterns as higher vulnerability is increased through problematic and risk-taking behaviours (Balvin and Banati 2017; Dahl and Suleiman 2017). However, neuroscience has helped to advance the perception of early adolescence as a time of positive opportunity too, providing a greater understanding of the neural flexibility that occurs during this developmental period (Dahl & Suleiman, 2017).

Neural plasticity is described as a window of opportunity for specialised learning – a growth interval where the repetition of experience forms patterns of neural connections in the developing brain (Dahl & Suleiman, 2017). Specialised learning during the onset of puberty re-orientates attention towards social and emotional information processing streams; learning relevant to social relationships. Furthermore, neural transitions in early adolescence suggest that this may be the best time for certain types of positive intervention. The plasticity that occurs during puberty creates a unique opportunity to influence positive behavioural developmental trajectories (Dahl & Suleiman, 2017).

A key challenge for neuroscientific evidence of the adolescent brain is to acknowledge the individual differences and variation when much of the research has been based on group data (Galván, 2014). For example, there is

a need to provide further information on the plasticity of the adolescent brain in low- and middle-income countries (Balvin & Banati, 2017). Much of the current neuroscientific evidence is developed in the global North, therefore information is required to reflect the diverse experiences of adolescents around the world (Balvin & Banati, 2017). This is also important when considering the validity of the neuroscientific evidence across: adolescents from diverse ethnic backgrounds in developed countries such as the UK. A further consideration is the varying definitions of adolescence in regard to age range and pubertal status when drawing conclusions from impacts and outcomes (Balvin & Banati, 2017).

However, windows of opportunity identified from adolescent brain plasticity have generally become understood through neuroscience, highlighting how prefrontal executive functions are still under construction (Giedd, 2015). Furthermore, helping to develop the prefrontal lobe and its connections in the adolescent brain through the nurturing and connectedness found in the principles of attachment has become a key component in resiliency programmes such as the 'BALANCES' programme in Jamaica (Ward, 2017).

Neuroscience has provided an established understanding of the enormous plasticity of adolescent brains (Giedd et al., 1999). This has led to the shared view amongst certain leading professionals that attachment theory provides a window of opportunity for positively affecting a child or young person's internal working model, and their trajectory for developing positive relationships and mental health in their present and future lives (Sunderland, 2012). Combining this evidence and the pervasive nature of mental health issues for adolescents in the UK at the present time, this research proposes a case study of the implementation of an attachment based programme in a secondary school. The research seeks to contribute to the development of an intervention at an age where the recognised need is of both increasing importance, and opportunity.

The Department for Education's Mental Health and Behaviour in Schools paper (Department for Education, 2017) makes reference to several supportive claims that emphasise the need for attachment awareness in schools. These claims include whole school approaches to mental health; a reference to a secure

attachment experience as an 'in the child' protective factor; and as previously highlighted in the Department for Education green paper for transforming children and young peoples' mental health, points towards whole school trauma and attachment awareness informed approaches. However, this paper does not provide guidance on whole school attachment awareness approaches and so neither does it consider the systemic implications, for example, the organisational implications previously highlighted by Bergin & Bergin (2009) for schools implementing such a programme.

1.10 Aims

This research aims to provide a closer examination of the systemic implications of implementing an attachment awareness programme for Key Stages 3 and 4 by providing a case study of a secondary school that has adopted the programme. This is with the intention to look not specifically at the effectiveness in meeting espoused aims of the programme, but rather at the way in which the attachment awareness programme interacts with other priorities, policies, and practices and procedures in a secondary school. In the interest of further developing this particular preventative response to CYP's mental health issues in schools, this research aims to investigate a 'real-world' view of the intricacies involved for school staff when sustaining an attachment awareness programme alongside other school systems.

1.11 Summary

This chapter has provided a framework for the research with an introduction to the specific area being explored. The introduction has clarified terminology and provided a national context for presenting the background to the study. A theoretical context and the researcher's position have been provided along with the study's rationale and aims.

Chapter Two – Literature Review

2.1 Chapter Overview

The previous chapter introduced the aims of this research and presented context to the attachment awareness programme. The primary focus of this chapter is to carry out a critical review of research about the systemic implications of implementing the attachment awareness programme. When defining a literature review Fink (2010) states it is a “systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars, and practitioners” (p.3), and therefore provides guidance for the review process.

Due to limited available research on the implementation of the attachment awareness programme, the researcher sought to identify further relevant literature to evaluate the implications of implementing similar whole school programmes. However, the researcher acknowledges that a broader literature sample in the field of implementation science has not been reviewed. Therefore, this literature review is not a systematic review that would be replicable.

To inform this literature review the researcher outlined clear objectives by setting the following four questions:

1 - What type of methodology is used to research the implementation of the attachment awareness programme and a similar intervention in secondary schools?

2 - What research has been carried out on the implementation of the attachment awareness programme in secondary schools?

3 - What does research on a similar intervention to the attachment awareness programme tell us about the systemic impact of implementing a whole school approach in secondary schools?

4 – What has been learnt about the efficacy of the attachment awareness programme and a similar SEL intervention in secondary schools?

This chapter provides details of the systematic literature search before moving on to an overview of available research on the attachment awareness programme. The questions for this literature review are then addressed by analysing research carried out on the attachment awareness programme and another social and emotional learning (SEL) whole school intervention in secondary schools. This chapter concludes with setting the research questions of the present study.

2.2 Systematic Literature Searches

The research literature generated for this review was carried out by a systematic search of worldwide journals using the EBSCO electronic search engine. The databases chosen within EBSCO were as follows: Academic Search Complete, British Education Index, Child Development & Adolescent Studies, Education Abstracts (H.W. Wilson), Education Research Complete, Educational Administration Abstracts, ERIC, PsycARTICLES, PsycINFO and Teacher Reference Center.

An initial literature search was carried out incorporating the key terms relevant to this study: 'attachment aware*'. Further terms 'systemic' 'school' 'education' 'programme' and 'intervention' were also searched alongside the key terms, e.g., 'Attachment aware*' AND systemic. Therefore, the inclusion criteria for this part of the literature review was for research that had been carried out on the attachment awareness programme. Research that did not incorporate a study of the attachment awareness programme formed the exclusion criteria for this literature review. By reviewing the abstracts from articles generated from the searches it became apparent there was very limited available literature within the databases that had carried out research on the attachment awareness programme.

These searches were then replicated in both Scopus and Google Scholar and yielded certain information such as attachment aware school position papers and policy guidance. Further literature was yielded on a 'snowball' basis by

systematically checking through citations from already identified papers and a total of four articles reporting research on the attachment awareness programme were identified.

The four identified articles have a primary focus on researching the effectiveness of the programme, and not specifically the systemic implications of implementation. However, within the evaluations located there are a number of key systemic issues raised which provide a basis for answering the questions set out for this literature review. In order to further inform the present study and continue to answer these questions, the researcher explored searches for the systemic implications of implementing secondary school social and emotional learning (SEL) programmes similar to the attachment awareness programme.

Using the EBSCO electronic search engine and the databases as previously selected for the previous search terms, a further search was carried out that included the terms: 'social' 'emotional' 'learning' 'programme' and 'secondary'. Therefore, the inclusion criteria for this part of the literature review was for research that had been carried out on the systemic implications of SEL programmes for secondary schools in the UK. Research that did not incorporate a study of SEL programmes for secondary schools in the UK formed the exclusion criteria for this literature review. This yielded nine results, of which one article: Social and Emotional Aspects of Learning (SEAL) Programme in Secondary Schools: National Evaluation (2010) was selected as relevant to the focus on systemic implications for the present research on implementation of the attachment awareness programme in secondary schools in the UK.

It is important to note that because of the systemic nature of the present study, the secondary SEAL evaluation paper is highly pertinent to this literature review. The SEAL report addresses the overall implications of implementing a whole school social and emotional learning programme into secondary education systems. Similarities between SEAL and the attachment awareness programme are not exact. However, they provide a relevant and comparable insight important to the present study.

A table is provided to show the reviewed literature for the attachment awareness programme and secondary SEAL (Appendix i). A reduced table is provided for this chapter.

Table 2.1: Reviewed literature for the attachment awareness programme and secondary SEAL

Index	Authors	Title	Year	Origin	Method
1	Dingwall, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report: Bath & North East Somerset	2018	UK	Mixed methods
2	Dingwall, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report: Stoke-On-Trent	2018	UK	Mixed methods
3	Fancourt, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report	2018	UK	Mixed methods
4	Humphrey, N., Lendrum, A., & Wigelsworth.	Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation	2010	UK	Quantitative and qualitative inquiry
5	Rose, J., McGuire-Snieckus, L., Gilbert, L., & McInnes, K.	Attachment Aware Schools: the impact of a targeted and collaborative intervention	2019	UK	Mixed methods

The researcher utilised the Critical Appraisal Skills Programme (CASP) as a quality assurance framework for the current literature review (Appendix ii). All five papers were found to have provided clear aims and appropriate methodologies, as well as appropriate designs and recruitment strategies. Clear findings and analysis were also included. However, only Rose et al. (2019) and Fancourt and Sebba (2018) included information regarding ethical considerations, or considerations of the relationship between the researcher and participants. This may reflect the mixed methods nature of the five studies included, and the possible editing limitations placed on the papers for publication purposes.

2.3 Overview of literature on Attachment Awareness in Schools

The attachment awareness programme is a recent whole school development in the UK with the first identified implementation taken place 2013-2014, with the first found evaluations of the programme being completed in 2018 (Dingwall & Sebba, 2018a). Therefore, because developments of the programme are recent, searches carried out for this literature review produced a limited number of articles relating to existing research. However, a number of articles ranging from position papers and policy guidance through to the chosen evaluation reports were also identified; a table is included to provide a further overview of identified literature relating to attachment awareness in schools (Appendix iii).

2.4 Literature Review Question 1: What type of methodology is used to research the implementation of the attachment awareness programme and a similar intervention in secondary schools?

2.4.1 Methodologies and aims used to research the implementation of the attachment awareness programme.

Rose, McGuire-Snieckus, Gilbert, & McInnes (2019) reported findings from a mixed methods study of the Attachment Aware Schools (AAS) project, which included over 200 participants. The participants consisted of 107 teaching staff and support staff, and 94 pupils from 40 schools in two local authorities in the

UK. A break-down of the type of schools was not provided, with the only information relating to this stating that the CYP ranged from five to 16 years. Therefore, it is assumed that a potential mix of primary, middle, secondary and special schools made up the participating settings for the study.

Rose et al. (2019) state the purpose of the assessment focused on two parts: 1) pupil outcomes including academic and behavioural indices; 2) practitioner outcomes highlighting the impact on professional practice, adult self-regulation and behavioural impact including the challenges of implementation. Part two carries greater relevance to the questions set for this literature review and therefore draws primary attention. This part of the study was carried out using a post-intervention staff exit questionnaire, with additional data being collected from an online record of incidents where strategies had been used with accompanying practitioner comments (Rose et al., 2019).

Dingwall and Sebba (2018a) carried out a mixed method evaluation of a third cohort of The Attachment Aware Schools Programme implemented for Bath and North East Somerset Council 2015-2016. The programme was delivered to 25 participants from 16 schools: six secondary, seven primary, one middle, and two special schools. Participants are described as mainly teaching staff with two teaching assistants and two family support workers. The initial evaluation aims sought understanding of the level of effectiveness of the programme, such as outcomes for developing attachment aware attitudes and practice, as well as providing quality assurance through evaluative feedback (Dingwall & Sebba, 2018a). The greater relevance to this literature review is the report's further aims of informing future developments of the programme, as well as making recommendations for future sustainability, capacity-building and roll-out. Data collection methods for these implications were pre- and post-programme interviews of staff that included headteachers, governors, designated programme staff, teachers and support staff. Data from past cohort participant surveys and pre- and post-programme surveys also formed part of the study, with additional analysis of attendance and attainment data (Dingwall & Sebba, 2018b). Detailed information regarding the consistency of staff from which type of school was not provided. Therefore, it is not possible to decipher findings exclusively to any individual school key stage(s).

Dingwall and Sebba (2018b) also carried out a mixed methods evaluation of The Attachment Aware Schools Programme implemented for Stoke-on-Trent City Council 2016-2017. The programme was delivered to 12 schools: three secondary, seven primary and two special schools. Participants included 29 staff and 19 pupils for pre-programme interviews, with 15 staff and 13 pupils completing post-programme interviews. Further staff were involved in pre- and post-programme surveys and additional data was collected on attainment and attendance. Staff interviews included class teachers, teaching assistants, technicians and support staff (Dingwall & Sebba, 2018b). The data collected was not broken down into different key stages. The aims and objectives of the evaluation were comparable with the Bath and North East Somerset evaluation: to understand the level of effectiveness of the programme, and to inform future development and recommendations.

Fancourt and Sebba (2018) report a mixed methods evaluation of The Attachment Aware Schools Programme implemented for Leicestershire Virtual School 2016-2017. The schools involved in the programme included three secondary, 15 primary, one infant, two juniors and one alternative provision. A total of 23 training sessions were held across 24 schools with some primary schools pairing up. 102 staff took part in initial surveys with 41 post-training. Initial interviews and year-end interviews involved 11 participant teachers and other staff from one primary school, one secondary school, one FE College and one other provision. Further interviews involved four headteachers and four designated staff from four schools; the type of schools was unspecified. Further findings from other methods such as the analysis of attendance and attainment data, and interviews with students contributed to the study. The aims of the study repeat those of Dingwall and Sebba (2018a, 2018b).

The four evaluations all followed a mixed methods line of enquiry. However, these were mainly sectioned into two parts which primarily looked at: 1) impact; 2) facilitators and barriers. For facilitators and barriers, data gathering was mostly achieved by conducting interviews with staff.

The mixed methods approach used within the identified literature to evaluate the attachment awareness programme is justified within the broad general aims of the studies. Whilst aiming to provide early evidence for the effectiveness of the programme, the reports also considered some initial aspects of implementation. However, from the main findings detailed in this literature review - specifically in sections 2.5, 2.5.1 and 2.7.1 - it is suggested that separate research commitments to qualitative methods for implementation and quantitative methods for efficacy should be considered for further studies. The initial evaluations of the programme have achieved positive preliminary understandings. However, it is suggested that more comprehensive data sets will be collected from dedicated methodologies for the separate aims of efficacy and implementation.

2.4.2 Methodologies and aims used to research the implementation of a similar intervention in secondary schools – SEAL.

This section will provide an overview of the methodology and aims of the evaluation for secondary SEAL.

The SEAL evaluation combined quantitative and qualitative enquiry to look at the impact and implementation of the SEAL programme in two parts: 1) a quasi-experimental quantitative evaluation of the impact of SEAL on pupils' social and emotional skills, mental health difficulties and pro-social behaviour, and 2) a longitudinal case study element to explore implementation of SEAL (Humphrey, Lendrum, & Wigelsworth, 2010). Findings for part one showed that SEAL failed to impact significantly on key outcomes such as students' social and emotional skills and mental health difficulties. However, it is important to clarify that within the limitations of the present study the researcher has focused this literature review on the section most relevant - part two. This includes the qualitative implementation section of the secondary SEAL evaluation.

Nine SEAL secondary schools participated in qualitative longitudinal case studies. Data collection methods included observations of lessons, interviews and/or focus groups with pupils, teachers, SEAL leads, head teachers and LA staff and analysis of school documents such as SEAL self-evaluation forms

(Humphrey et al., 2010). The authors state that document retrieval and analysis was also included as part of the data generation methods so that the evaluation could gain school level insights. These insights included policy developments and whether they were adapted during the implementation of SEAL (Humphrey, Lendrum, & Wigelsworth, 2013). The Humphrey et al (2013) paper provides an overview of primary and secondary SEAL evaluations. Therefore, it was excluded from the literature review as it contains no further new information to Humphrey et al (2010) and was not specifically relevant to secondary SEAL only.

The Secondary SEAL whole school approach rollout in 2007/2008 promoted the development and application of students' learning of social and emotional skills (Humphrey et al., 2010). It is important to highlight that a key difference between SEAL and the attachment awareness programme is that guidance for SEAL included ideas how it should be promoted through the taught curriculum (Humphrey et al., 2010), whereas the Attachment Aware School Framework does not (Appendix iv). The attachment awareness programme focuses on developing a culture within schools that foster the relationships between staff and CYP rather than the explicit attempt to 'teach' children how to be socially and emotionally literate (Parker, Rose, & Gilbert, 2016). However, systemic implementation comparisons can be drawn, for example, by how both programmes have been directed from local or central government for developing a whole school ethos that promotes social and emotional wellbeing for students. Furthermore, such local and/or central government directives have been highlighted as a potential systemic barrier for the implementation of SEL programmes as the authors highlight 'will and skill' alongside time and resource allocation as crucial factors when considering barriers and facilitators (Humphrey et al., 2010). These key barriers and facilitators are explored further for this literature review in section 2.6 following an overview of some of the reported findings relevant to the present study.

2.5 Literature Review Question 2: What research has been carried out on the implementation of the attachment awareness programme in secondary schools?

This section explores the research that has been carried out on the attachment awareness programme by placing careful emphasis on the systemic implications of its implementation. The research articles identified generally provide purpose for assessing the impact of the programme’s effectiveness, whilst also including some early findings on organisational implications. This matches the aims of the research by primarily focusing on reviewing what is considered to be findings on the systemic implications of implementing the programme, for example, training and senior leadership commitment.

Dingwall and Sebba (2018a, 2018b) and Fancourt & Sebba (2018) claim their reports hold either rich or compelling evidence that the Attachment Aware Schools Programme in each of the respective local authorities impacted whole staff understanding of attachment, as well as the meaning behind behaviour and emotional well-being, or emotion coaching. These three reports then go on to suggest that the programme seems to have had impact in a number of different specific ways, most of which have consistency across each of the evaluations.

A table summarising consistent key findings across the three named Local Authorities that implemented the Attachment Awareness Programme with subsequent evaluations is provided.

Table 2.2: Consistent key findings reported across three attachment awareness programme evaluations

1	Participants who were fully involved in the evaluation commented positively on the impact that the programme had on their attitudes and practice
2	Participants noted they had a better understanding of why pupils might behave in particular ways, referring to the programme theory
3	Participants described changes in their practice, in particular recognising emotions before managing behaviours
4	School staff and pupils described the school environment as having become calmer and more nurturing
5	Impact on pupils well-being was evidenced by staff in the survey and by staff and pupils in the interviews

6	Senior leader commitment, support and resource allocation was crucial to effective engagement in the programme
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Dingwall and Sebba (2018a, 2018b) and Fancourt & Sebba (2018)

Further key findings for these evaluations primarily address individual data for improvements in attendance and attainment. However, the items in table 2.2 are consistent to all three evaluations. Furthermore, they are considered most relevant to the questions set for this literature review.

Rose et al. (2019) refer to the attachment awareness programme as one that includes relational-based practices and contributes to social and emotional learning interventions in education. This is important to highlight in terms of considering how the attachment awareness programme is defined as an intervention, as it specifically differs to other social and emotional learning programmes - by not being curricular based.

Rose et al. (2019) presented separate results for the two parts of their study. Part one is related to pupil outcomes with part two relating to impact on practitioners. This literature review focuses on the results in part 2. Rose et al. (2019) reported impact on professional practice; adult self-regulation; practitioners' self-control; and confidence discussing emotional wellbeing as key positive practitioner outcomes from a post attachment awareness programme staff exit questionnaire.

As well as evaluating impact on professional practice and adult self-regulation, Rose et al. (2019) report that the staff exit questionnaire was administered to identify information that could be included as challenges of implementation. However, rather than drawing upon clear evidence for the challenges of implementation from the findings, Rose et al. (2019) include references for important general considerations for educational establishments within their discussion. For example, Banerjee, Weare, & Farr (2014) and the Department for Education (2011) cited in Rose et al. (2019) suggest that staff can become overwhelmed by the range of social and emotional learning strategies, leading to uncoordinated and incomplete implementation.

This literature review identifies further implementation considerations that are implicit within the Rose et al. (2019) report as they discuss a participant interview example of whole school support and training, and the nature of pupil-teacher relationships. The discussion includes one head teacher addressing these points when speaking of “a shift in whole school practice and policy. We now have a more pupil centric approach to behaviour management” (Rose et al, 2019, p. 176). In addition to highlighting a programme emphasis on what is described by Rose et al. (2019) as relational-based practices, this literature review suggests a further key point of interest here is managing the effective integration of attachment awareness with a school behaviour management policy. A shift within whole school policy towards a more pupil-centric approach would indicate a potential change to the behavioural policy. However, there is no further reference to behaviour policy implications within this article.

Fancourt & Sebba (2018) make a direct reference to school behaviour policies when considering the implications of implementing the attachment awareness programme. Within a section on future improvements to the programme is the inclusion of a transcript example of a secondary teacher interview “I do feel that it does become a bit more difficult, because it feels like we’re running parallel rules...” (Fancourt & Sebba, 2018, p. 19). The report adds that this example highlights how the teacher felt caught between an attachment aware approach, the school behaviour policy, and the need for student equitability. It then suggests that a development for the programme could include the opportunity to explore school policies, such as behaviour management, within the school’s wider vision (Fancourt & Sebba, 2018). The article underlines this as a key final recommendation for

... a specific programme focusing on the leadership issues would be valuable within the portfolio of programmes, to address systemic issues such as behaviour management policies. It would be valuable to address this as a question of change management, with institutional implications (Fancourt & Sebba, 2018, p. 22).

Fancourt & Sebba (2018) highlight the systemic implication of commitment from senior leadership teams in schools when implementing the attachment

awareness programme. Indeed, one of their key conclusions states “Senior leader commitment, support and resource allocation were crucial to effective engagement in the programme and it having an impact on the school. This impact was best developed when it was coherently synchronised with other school practices and policies” (Fancourt & Sebba, 2018, p. 22).

The conclusions around senior leader commitment are echoed in both evaluations carried out by Dingwall & Sebba, 2018a and Dingwall & Sebba, 2018b. Both reports identify the support of the school senior leadership team as important in facilitating change.

Further facilitators and barriers to progress identified include the role of a significant adult and the creation of safe spaces in schools (Dingwall & Sebba, 2018a; Dingwall & Sebba, 2018b). In addition to these evaluations, further literature on attachment awareness in schools emphasise that secure relationships between students and teachers and a sense of belonging at school, or ‘school bonding’ is a fundamental need for CYP (Bergin & Bergin, 2009). Indeed, the evaluations under review state “The role of a significant adult with whom the pupil could develop a trusting relationship was mentioned time and time again” (Dingwall & Sebba, 2018a, p. 21; Dingwall & Sebba, 2018b, p. 15).

Creating safe spaces in schools was another consistent factor identified. Providing a space where CYP can self-regulate was included in all of the three named local authority evaluations (Dingwall & Sebba, 2018a; Dingwall & Sebba, 2018b; Fancourt & Sebba, 2018)

Significant adults and creating safe spaces in schools are organisational implications that highlight microsystemic considerations for schools implementing the attachment awareness programme. Rose et al. (2019) suggest that “systemic change which operates at multiple levels within the ecosystem of school and wider society are clearly necessary and findings from the project are beginning to influence national policy and professional practice” (p. 176).

Changes to professional practice were also one of the most commonly sighted systemic implications reported within the reviewed evaluations. Rose et al. (2019) claim that the attachment awareness programme promoted the importance of attachment, with staff acknowledging the effect it had on their practice. As summarised in Table 2.2, Dingwall and Sebba (2018a, 2018b) and Fancourt & Sebba (2018) all report participant changes to practice, including recognising emotions before managing behaviour. A key part of this in the reports appears to be the positive and popular mention of the use of emotion coaching as part of the programme. In their findings Dingwall & Sebba (2018b) state that some of the participants in the studies expressed that emotion coaching was a key strategy for staff to engage more appropriately with CYP with attachment difficulties.

The emotion coaching part of the attachment awareness programme is strongly emphasised as a consistent positive highlight for school staff participants across the reviewed evaluations. Reasons for this may be that emotion coaching strategies give confidence to all types of school staff when addressing CYP emotional needs. Emotion coaching may have particular appeal to school staff as it offers practical solutions and gives potential confidence for addressing not just attachment issues, but also perhaps a broad range of social, emotional and mental health difficulties. Indeed, findings on increased confidence amongst school practitioners were a consistent positive across all the reviewed evaluations. Fancourt & Sebba (2018) reported that their survey responses showed a 20% increase in confidence when supporting LAC pupils. Staff commented in their interviews that the programme had enabled them to be able to review previously troubling student behaviour.

The quality of the emotion coaching training, along with other training elements such as an understanding of attachment theory was highlighted as a major contributing factor to the success of the attachment awareness programme (Fancourt & Sebba, 2018). However, an important factor worth considering for implementation of the programme is how the reports highlight differences between the training models that were delivered. A distinction between school-based and centralised training is drawn here as the implementations differed between the two. School-based suggests training that was delivered directly to

school staff within their school setting, rather than centralised which is explained as training for one or two key staff from each school; these designated staff members then being responsible for running activities and delivering training on attachment regularly for all staff and the whole school. Leicestershire Virtual School opted for a school-based training programme whereas Bath and North East Somerset and Stoke-On-Trent chose a whole school approach (Fancourt & Sebba, 2018).

Fancourt & Sebba (2018) point out the strengths and weaknesses of both approaches. The school-based benefits are highlighted as reaching more teachers directly, whilst having the drawback of being more labour intensive. The whole school centralised approach is acknowledged as being potentially clearer when presenting the issues of attachment and enabling schools to meet and share their experiences and practice, whilst also recognising how labour intensive it is for the designated staff leads. A concern also raised around the centralised approach was the final message that school staff received (Fancourt & Sebba, 2018). The inference here may be for the potential lack of fidelity within delivery of the attachment awareness programme.

Dingwall & Sebba (2018a) and Dingwall & Sebba (2018b) make the recommendation for future training programme sessions to be both centralised as well as providing whole staff development. However, as evaluations of the attachment awareness programme, these recommendations are unable to provide clear guidance on how training should be divided between the suggested school-based or centralised approaches.

Further implementation considerations concerning the requirement of individual designated lead teachers for implementing and sustaining the attachment awareness programme is also a key potential issue. This addresses the idea of what can be considered as the role of programme champion(s), and the responsibility that comes with this. Fancourt & Sebba (2018) refer to a need for thought on greater accountability as part of their recommendations. This is highlighted by one designated teacher's explanation for how there were no timeframes for monitoring the school attachment awareness programme whole school action plan "... it doesn't figure very high on my list of priorities, because

I've got an awful lot of people competing for my time and my focus" (Fancourt & Sebba, 2018, p. 20).

This literature review considers an overlap of issues presented here. On the one hand, under conclusions (Fancourt & Sebba, 2018) acknowledge that senior leader commitment support and resource allocation were crucial. On the other, under recommendations, the issue of accountability is highlighted. Resource allocation and the time that a designated lead teacher requires to fulfill this part of their role for such a large-scale project, and the accountability, or responsibility for this are suggested as not mutually exclusive.

2.5.1 Summary

Rose et al. (2019) provide positive and important initial information regarding the effectiveness of the attachment awareness programme, with some interesting aspects of implementation. There is reference to staff becoming overwhelmed by differing SEL strategies and interventions, and the report also signposts the breadth of ecosystemic implications of the programme as it addresses the impact on staff practice through to national policy.

Dingwall and Sebba (2018a, 2018b) and Fancourt & Sebba (2018) have strikingly similar findings to each other which include reports of positive impact on whole school staff understanding of attachment theory and emotion coaching. These reports provide information that raise direct and indirect practical systemic implications regarding the implementation of the programme in the key areas of behaviour management policies, practice, training, emotion coaching, senior leadership commitment and responsibility. Further implications include the role of significant adults and designated safe spaces within schools for CYP with attachment difficulties. However, whilst acknowledging context for the evaluations as being the first assessments for a new whole school SEL approach, clear and detailed guidance on addressing such systemic implications has not been fully located.

This summary also suggests that the reports provide a confidence in the effectiveness of the programme that warrants further research into specific aspects of developing the attachment awareness programme.

2.6 Literature Review Question 3: What does research on a similar intervention to the attachment awareness programme tell us about the systemic impact of implementing a whole school approach in secondary schools?

Humphrey et al. (2010) provide a section within their findings that focused specifically on the extent to which their participating schools adopted a whole school approach to SEAL. Findings were organised around the 10 elements of the National Healthy Schools Programme whole school development framework (Department for Education and Skills, 2007) and therefore included areas of relevance to the attachment awareness programme such as: 1) leadership management; 2) policy development; 3) staff continual professional development (CPD); and 4) school culture. An overview is provided of the findings for these selected areas.

1) The secondary SEAL report highlights that leadership management was found to be largely supportive of the programme, but often took a back-step approach following initial launch. This highlights a systemic consideration around the differing levels of staff responsibility and involvement in implementing a SEL intervention.

2) Findings from data collection via document retrieval and analysis included a subtheme of policy development. This showed great variability across the nine case study schools, with some showing no evidence of policy development to include SEAL, through to others providing clear evidence of its aims, objectives and principles (Humphrey et al., 2010). However, there is no mention of any specific policies within the evaluation and whether SEAL had any direct impact on, for example, the schools' behaviour policies - something that could be considered as a key document in regard to the implementation of a whole school SEL programme.

3) Staff CPD included initial training that was described as fairly comprehensive and delivered mainly by a local authority consultant or the schools' SEAL lead.

Follow-up training was reported as not being prioritised beyond the first year of implementation and participants' responses seemed to suggest that training followed a box-ticking exercise. The report suggests that this area of development provides an example of how initial enthusiasm for the programme waned over time. This provides a good indicator for a potential issue with maintaining momentum for the implementation of a SEL intervention.

4) School culture was expressed in the evaluation in various ways, such as: the general sense of care that most staff had towards their pupils; relationships between staff; pupils' relationships with one another; the physical environment and visibility of the programme, for example, displays and charts; and the teaching and learning element, in other words, the taught curriculum aspect of the programme. However, although the evaluation generally describes the schools' need to create an appropriate ethos to integrate the programme, it reports little evidence for a change to this within the data. A significant cultural change was not clear within the report for the participating schools following the implementation of SEAL.

Humphrey et al. (2010) reported eighteen factors within five themes of barriers and facilitators for effective implementation of secondary SEAL. The five themes included: preplanning and foundations, implementation support system, implementation environment, implementer factors, and programme characteristics. A point made by the authors in their findings considered to be particularly pertinent to this study is that these factors were found to interact in creating ineffective conditions for the implementation of SEAL. This has important relevance to the present study when considering interacting systems for implementation of the attachment awareness programme. Furthermore, it is suggested that the evaluation of secondary SEAL is placed within a systemic psychological theoretical position as it addresses the interaction of systems within schools. This overlap of interacting factors is a feature of this literature review of the implementation findings for secondary SEAL and will now be addressed further.

Humphrey et al. (2010) identify 'will and skill', and 'time and resource allocation' under the themes of implementer factors and implementation environment

respectively as the two crucial aspects to progressive or non-progressive implementation. Key lessons learned from the national evaluation of the (SEAL) programme suggest that not all teaching staff are amenable to Social and Emotional Learning (SEL) programmes (Humphrey et al., 2010). This lack of 'will' may be understood in specific regard to secondary schools where a focused agenda on a formal curriculum and exam grades limits the capacity of staff who may have developed a cynical view of government and/or local authority momentary education initiatives (Humphrey et al., 2010; Humphrey, Lendrum, & Wigelsworth, 2013). An acting SEAL lead staff participant transcript suggests

... isn't it just another one of these ideas from the government that will fade out? We'll do it for a couple of years and then it'll be... we've forgot that. We've got another idea now'... there is a little cynicism from people a bit weary of initiative after initiative (Humphrey et al, 2010, p. 61)

The issue of 'buy-in' is categorised under the authors theme of preplanning and foundations. However, this barrier that suggests staff resistance to initiative overload closely relates, and overlaps with their theme of implementer factors, and more specifically the crucial factor of 'will and skill' in delivering SEAL, and what the authors describe as attitudinal disposition towards SEAL and related initiatives (Humphrey et al., 2010). The report states that staff resistance was expressed due to an unwillingness to change practice or because they felt that the delivery of a SEL programme was not part of their role. Furthermore, the authors suggest that even with the 'will' to engage in the implementation of SEAL, a lack of confidence in the specific 'skills' of things such as empathy and self-awareness also provide a potential barrier (Humphrey et al., 2010). This literature review suggests that 'buy-in' and 'will and skill' are overlapping systemic factors as one can be seen to affect the other in a bi-directional way, connecting government and local authority initiative to practice, and vice-versa.

Under a theme of implementation environment, a key part of the second identified crucial factor was time constraints. This was highlighted as one of the most consistently reported barriers to the effective implementation of the secondary SEAL (Humphrey et al., 2010). The authors report that staff felt that

SEAL-related work would be amongst the first of their responsibilities to be neglected in the face of competing role demands. An acting SEAL lead staff participant excerpt expressed that “I know that maths, English and science will take priority and I know SEAL... is going to be bottom of the pile” (Humphrey et al, 2010, p. 64).

Another important issue relating to time was briefly included under the element of ‘Teaching and Learning’. Humphrey et al. (2013) claim that in response to the question “Do you get the opportunity to talk about feelings and relationships in PSHE and tutor time?” only around 30% of pupils responded yes. Measures for this were taken across three years and pupils reported continuously less opportunity during the implementation for SEAL.

It is important to note that some of the time constraints that were reported for the implementation of SEAL were also due to staff expressing the need to rewrite lesson plans to incorporate SEAL objectives. This has less relevance to the attachment awareness programme, as already highlighted; unlike SEAL the attachment awareness programme is not a curricular-based intervention. However, Humphrey et al. (2010) also highlight how certain time constraints for leading on SEAL and pushing it through as a whole school approach were a key barrier for effective implementation. This issue addresses the difficulties faced with the responsibility placed on school SEAL programme leads when attempting to sustain momentum for implementation and the drive for ensuring that a positive and engaged whole school attitude was adopted amongst all staff (Humphrey et al., 2010).

This literature review considers the question of responsibility and the continual need for training in skills that staff may not previously have been expected to have, for example, emotion coaching. Indeed, Humphrey et al. (2010) refer to the local authority and local authority SEAL co-ordinators support as needing to be substantial and consistent. However, despite claiming that the local authority training received for SEAL was deemed the most useful element of school support for implementation, there is a lack of clarity within the evaluation over whose responsibility it was to drive the programme forwards and ensure that it was being implemented across the whole school.

Humphrey et al. (2010) state “Local authority staff play a vital role in helping schools to implement programmes such as SEAL” (p. 62). This seems to suggest, but not confirm that responsibility for implementation and sustaining the programme lay with schools. Furthermore, Humphrey et al. (2010) raise the point that schools were encouraged to explore bespoke approaches to implementation rather than following one model. This was in the hope that individual schools would make SEAL their own and avoid it becoming prescriptive. Paradoxically, the authors state the reason for this specific conceptualisation was to avoid a ‘top-down’ lack of ownership and sustainability. However, a lack of clarity over the responsibility of a developing implementation and its sustainability is not only of relevance considering the scope of a programme like SEAL, but what may be inferred here by Humphrey et al. (2010) is that it also has the potential to create the very lack of ownership that was feared. Returning to the original crucial factor of time constraints to underline this point, a headteacher stated

We could do with more time to help implement SEAL... it isn't going to be her (LA SEAL co-ordinator) because she only works part-time. So we're going to end up with a difficulty there where... someone comes in who doesn't know the school that well (Humphrey et al, 2010, p. 62)

To conclude the issue regarding time constraints and resource allocation Humphrey et al. (2010) refer to the lack of additional funding to implement SEAL. The authors highlight that SEAL was intended to integrate within existing school systems. This essentially seems to suggest that secondary schools were expected to implement the programme without any additional time, or funding.

2.6.1 Summary

Whole school implementation implications for secondary SEAL included areas such as: leadership management; policy development; staff CPD and school culture, and there were key recommendations made by this national evaluation. These recommendations included how schools that wish to engage fully in the

implementation of SEL programmes should be given the necessary resources and time for staff to be able to do this (Humphrey et al., 2010).

The national evaluation for secondary school SEAL is an important reference for the present study as it provides a comparable systemic intervention from which implementation for the attachment awareness programme can be considered. As a general but important feature of their findings, Humphrey et al. (2010) stressed that their analysis indicated that the programme failed to impact significantly upon areas such as student general mental health and behaviour problems. Attending specifically to this literature review for the report's findings regarding implementation, the evaluation highlights that crucial factors for driving the programme forward, or, as the findings suggest, holding it back, were staff will and skill, and the time and resources allocated to staff for the programme.

A particular area of interest found in this evaluation for the present study regarding the systemic implications of implementing a SEL programme is the management of policy development as a part of a whole school approach. (Humphrey et al. (2010) report 'patchy' findings for this with great variety amongst the participating schools. However, what has not been addressed in the evaluation is the specific question of how school documents such as behaviour policies were affected by the programme.

2.7 Literature Review Question 4: What has been learnt about the efficacy of the attachment awareness programme?

Dingwall and Sebba (2018a, 2018b) report the impact of the attachment awareness training in four main categories:

1. Changes in the attitudes and practices of staff in school.
2. Increased confidence in addressing the needs of children and young people.
3. Improvements in the children's educational progress, well-being, attendance and exclusions.
4. Schools' understanding of their relationship to others.

In regard to changes in attitudes and practice of staff, both Dingwall and Sebba (2018a, 2018b) report that staff participants widely recognised that attachment was vital in supporting the development of children. Post-programme staff surveys expressed how staff had a better understanding of why pupils may behave in certain ways, leading to the development of staff language and communication styles. Fancourt and Sebba (2018) also reported changes in professional repertoire, including examples from staff participants who were better able to identify children with emotional competency difficulties. This included an identified need to be able to modify key language with particular students. Rose et al. (2019) reported that over 72% of teaching staff agreed ('yes') to the attachment awareness programme training having a positive impact on their professional practice, with 25% agreeing that it had somewhat ('maybe') of an impact (n = 107).

Fancourt and Sebba (2018) reported survey responses that showed 92% of staff felt confident in supporting children who are looked after (CLA) compared with 73% before their attachment awareness training. Rose et al. (2019) reported that staff showed an increase in confidence across three time points: before the attachment awareness intervention, after the intervention and six months later in regard to both self-control during incidents, and discussing pupils' emotional wellbeing.

Dingwall and Sebba (2018a) reported attainment data for all pupils in the 16 schools in the Bath and North East Somerset attachment awareness programme:

Table 2.3: Attainment for all pupils (Bath and North East Somerset prior to the attachment awareness programme (2013-14 and 2014-15), during (2015-16) and following (2016-17)

Secondary - % A* - C English and Maths, from 2016-17 % Grade 4 or above English and Maths

Primary - % Level 4+ Reading, Writing and Maths, from 2015-16 meeting expected standard

Schools	2013-14	2014-15	2015-16*	2016-2017**
Primary 1	75	79	30	64
Primary 2	70	71	32	44
Primary 3	86	84	64	79
Primary 4	93	84	63	63
Primary 5	100	94	88	88
Primary 6	68	90	42	67
Primary 7	81	84	53	64
Primary 8	84	78	49	60
Special 1	0	KS2 0 KS4 0	KS2 0 KS4 4	KS2 0 KS4 4
Special 2	0	KS2 0 KS4 0	KS2 0 KS4 0	KS2 0 KS4 0
Secondary 1	56	58	60	63
Secondary 2	69	72	76	83
Secondary 3	71	61	64	69
Secondary 4	44	65	66	57
Secondary 5	40	40	59	38
Secondary 6	51	61	71	70

Dingwall and Sebba (2018a)

*Changes in reporting requirements in primary to % reaching expected level limit comparisons

**Changes in reporting requirements in secondary to % grade 4 or above in maths & English (closer equivalence than Best 8 GCSE score which has become main benchmark) (Dingwall and Sebba 2018a).

The authors of the Bath and North East Somerset attachment awareness programme evaluation suggest that Table 2.3 supports a positive trend in the increase in attainment across the participating schools (Dingwall and Sebba 2018a).

Evaluation data provided for the implementation of the programme across schools in the local authorities of Stoke-on-Trent and Leicestershire suggest similar attainment progress. However, it is important to recognise factors that

make a direct association between the attachment awareness programme and improved attainment levels difficult. One of these factors is that national systems for assessment for both primary and secondary schools were completely reformed during the periods of implementation (Fancourt and Sebba 2018). Furthermore, it is difficult to exclude other contributing factors, such as other intervention programmes or initiatives that schools may have individually been engaged with during the periods of the attachment awareness programme implementation.

Improvements in attendance reported in the evaluations for schools in Stoke-on-Trent, Leicestershire and Bath and North East Somerset (B&NES) are inconsistent. When comparing attendance rates pre- and during the implementation of the attachment awareness programme, Dingwall and Sebba (2018b) report overall increases in eight out of twelve schools across Stoke-on-Trent, whereas ten of the 16 schools in B&NES showed a reduction (Dingwall and Sebba 2018a). Leicestershire's evaluation of attendance data highlights the difficulty quantifying the effects of the attachment awareness programme due to national methods of reporting attendance in schools altering during the time of implementation (Fancourt and Sebba 2018). However, the report interprets the data to suggest that it is possible to consider that the programme has potential to improve schools with high levels of non-attendance. Furthermore, it is also important to consider that a national trend in both absence and persistent absence between 2013 – 2017 showed increases across primary, secondary and special schools (Dingwall and Sebba 2018b).

The impact on exclusions across the included evaluations for review is inconsistent, with some reports of data not being obtained from schools despite repeated requests from researchers (Dingwall and Sebba 2018b). However, Rose et al. (2019) reported a significant decrease in the average number of exclusions across the two measured time periods: before and after the attachment awareness programme intervention. Exclusion figures for individual schools in Leicestershire (Fancourt and Sebba 2018) were reported to be unavailable, with quantitative exclusion data also not being provided for the Bath and North East Somerset evaluation. However, qualitative staff reports

indicated that exclusions in the respective schools had generally reduced (Dingwall and Sebba 2018a).

2.7.1 Summary

Whilst the qualitative data for the identified reports for this literature review broadly suggest that the attachment awareness programme had a positive impact on the schools it was implemented, these evaluations had difficulty obtaining conclusive quantitative data regarding attainment levels, attendance and exclusions. Reasons for this included not being able to accurately associate improvements for pupils with the attachment awareness intervention alone, along with national alterations in the way that educational progress and attendance are reported.

The current study's research questions specifically address exploring the systemic implications of implementing the attachment awareness programme. Therefore, the effectiveness of the attachment awareness programme is not the primary concern for this thesis. However, by addressing a question regarding what has been learnt from the available literature regarding the efficacy of the programme, this literature review suggests that the early evaluations are encouraging. However, developments from lessons learnt regarding the difficulties in collecting data for educational progress, attendance and exclusions when evaluating the effectiveness of the attachment awareness programme highlight important next steps for future research.

2.8 Literature Review Conclusion

This literature review set a question regarding what type of methodologies have been used to research the attachment awareness programme and secondary SEAL. Two further questions looked at what the available research that has been carried out on both programmes can tell us about their implementation. A final question explored what has been learnt from the available literature about the efficacy of the attachment awareness programme.

The attachment awareness programme evaluations identified for this literature review differ significantly in regard to depth when compared to that of the secondary SEAL evaluation. The context for both explain this as it is important to acknowledge the key historical differences between the two programmes; SEAL was a national initiative first introduced by the government in 2007/2008; the attachment awareness programme has been individually selected by some local authorities to address the needs of LAC in schools from 2013-2014. However, the literature indicates that both are fundamentally comparable in that they are whole school approach SEL programmes, with clear systemic implications when considering implementation. Both regard implications for areas such as senior leadership commitment, professional practice and training as important factors.

Findings in the literature for the attachment awareness programme and secondary SEAL show systemic comparisons in relation to the way in which recommendations for future developments are highlighted. The attachment awareness programme literature revealed implementation challenges for resource allocation and time, and accountability or responsibility. Findings for organisational challenges with secondary SEAL included buy-in, will and skill and the time and resources allocated to staff for implementation. Here we see an overlap emerge between the secondary SEAL and attachment awareness programmes as both reveal a consistent need to address the allocated time and resources required to implement and sustain the programmes.

A further key point of interest for this literature review found there was an initial acknowledgment of the significance of policy development for both SEAL and the attachment awareness programme. More specifically, the potential changes to participating schools' behaviour policies was included as a consideration for one of the reports for the attachment awareness programme. Furthermore, and as reported by Fancourt & Sebba (2018) it would be valuable to address the systemic issues around behaviour policies when considering the future implementation of SEL programmes such as attachment awareness.

A limited amount of initial research has been carried out on early implementations of the attachment awareness programme. These reports have

highlighted a need for further research regarding the efficacy of the programme as the early indications are promising. However, due to difficulties collecting quantitative data, further analysis of educational progress, attendance and exclusions is required.

The literature also highlights how further research is required regarding the management of school policies when implementing the attachment awareness programme. The national secondary SEAL evaluation has similarities to the attachment awareness programme highlighting the requirements of will and skill of school staff when implementing interventions such as these, as well as the necessary time and resources required. Both sets of evaluations point towards the importance of senior leadership commitment, professional practice, and training. However, dedicated research specifically addressing these issues has not been located for the implementation of the attachment awareness programme.

With these key considerations being drawn from the literature the research questions for this study are as follows:

1. How does the attachment awareness programme sit alongside other school policies, such as behaviour management, in a secondary school?
2. How does a whole school attachment awareness programme affect the working practices and culture for staff in a secondary school?
3. What do staff report as the organisational implications, for planning, staffing and resources, of a systemic attachment-based programme in a secondary school?

Chapter Three – Methodology and Data Collection

3.1 Chapter overview

The previous chapter highlighted the available literature and information in the developing area of the attachment awareness programme. This chapter will now turn attention to the methodology used for this research. The methodology discusses the pragmatic ontological position taken for this research and the

epistemological implications. This chapter will also detail its exploratory purpose, qualitative design, the participants chosen, data gathering strategies and the procedures carried out, as well as a description and justification of the thematic data analysis. Finally, the ethical considerations and trustworthiness of this research are discussed. A time-line for the research is provided.

Table 3.1: Research time-line

March 2019	Ethical approval gained
June 2019	Meeting with local authority virtual school. Meeting and presentation of research proposal with local authority virtual school and selected secondary school.
July 2019	Consent obtained from school staff.
July 2019	Semi-structured interviews with school staff.
July 2019	Focus groups with school staff.
July 2019	Feedback to SENCo.
August 2019 – April 2020	Data transcription, analysis – complete thesis write-up.

3.2 Conceptual, Theoretical and Epistemological Framework

Johnson and Onwuegbuzie (2004) declare that the research question is the most fundamental consideration for informing research methods that will provide the greatest opportunities to gather the most useful answers. Abiding by this principle the researcher for this study followed an explicit enquiry of interest that led to a naturally pragmatic approach.

With a focus on the recent developments of the attachment awareness programme for secondary schools in this country, the literature review highlighted early evaluations of the effectiveness of the programme. However, these preliminary findings are brief, and were unable to satisfy the researcher's key interest in the wider systemic understanding of what happens when the attachment awareness programme is implemented in a secondary school and the implications for this. Having established this interest and the research questions that arose from it, the researcher for this study felt that an approach

that enabled a genuine exploration of a new whole school situation was required.

The researcher for this study shares the pragmatic view that researcher values often drive the vision for research and that being congruent with this is realistic in terms of what researchers in many cases actually do (Cherryholmes, 1992; Teddlie, 2005). This research thesis demonstrates this pragmatic principle as the researcher has been guided by a motivation for contributing to the understanding of the attachment awareness programme in schools; the vision for the study has been determined by its exploration of a new whole school intervention that has currently received limited existing research (Creswell, 2014).

Guba (1990) contends that research paradigms can be characterised by the way the researcher responds to questions relating to a) ontology - what is reality; b) epistemology - what is the relationship between the knower and the known; and c) methodology - how to go about finding out knowledge.

This thesis adopted a pragmatic approach concerned with the ontological view that the practical application of theories create reality. An example of this relevant to the current study is how the application of attachment theory through the attachment awareness programme creates a new and unique situation in a secondary school. Furthermore, pragmatism holds that methods best suited to the research questions take philosophical priority. Pragmatism therefore rejects the need for epistemological positioning as either positivist or constructivist (Tashakori & Teddlie, 2010), and is largely accepted as an approach particularly suited to mixed methods research. However, as Morgan (2014) argues: “pragmatism can serve as a philosophical programme for social research, regardless of whether that research uses qualitative, quantitative or mixed methods” (p. 1). A pragmatic approach places emphasis on the decisions that researchers take and why they take them rather than prioritising a necessity for aligning towards an abstract set of philosophical beliefs (Morgan, 2014).

This research does not pursue a positivist measurable truth or reality through methods of experimentation; neither does it prioritise a constructivist

interpretation of individual realities through the use of language. Instead, following a pragmatic position means that the researcher recognises knowledge is formed by the world we experience and from being individually constructed (Johnson & Onwuegbuzie, 2004).

Dewey and Bentley (1949) identified limitations with epistemological terminology and suggest that the aim of research should not be to identify objective facts or subjective truths. Instead, Dewey and Bentley (1949) refer to Newton's system of interaction where organisms react within the systems they are placed: "To every action there is an equal and opposite reaction". von Bertalanffy's (1968) general systems theory and Brofenbrenner's (1979) ecological systems theory provide the key psychological theories that underpin this research. These frameworks guide exploration of how an attachment awareness programme fits and interacts with differing systems within a school that form part of a child or young person's microsystem. Therefore, a pragmatic approach for this research aims to utilise methods that will provide understanding of how implementing the principles of a specific intervention interact within its systemic environment.

Pragmatism explores the changes that are made on a practical level and is commonly proclaimed to prioritise its research principles in the interest of what works (Robson, 2002). In this regard, the researcher felt this approach to be most appropriate to the study as a focus of the research questions is how a secondary school has made a whole school attachment awareness approach work within its existing systems, policies and procedures. Therefore, a pragmatic approach suited this research as it shares the view that reality is continuously evaluated, changing and renegotiated in response to its usefulness within new and unpredictable situations and circumstances (Morgan, 2014).

Pragmatism differs from critical realism's ontological assumption that causality is identified via a stratified reality across the three domains of: a) the empirical: observable or experienced reality, directly or indirectly; b) the actual: reality that exists but might not be experienced or observed; and c) the real: structures and mechanisms that can generate events (Mingers, 2004). Instead, pragmatism is

an approach that represents a dyadic and interactive relationship between beliefs and actions in the process of enquiry. Morgan (2014) argues that in this sense, it actually goes beyond its held position as an approach that simply focuses on what works. A key point for this study is that pragmatism is an approach concerned with what happens in a unique and interactive situation, rather than being occupied with locating a cause.

The bringing together of a whole school attachment awareness approach in a secondary school with its established systemic principles, policies and procedures sets up a unique situation from which the researcher has taken a pragmatic approach to view their position and interaction. Pragmatism does not suggest that other research paradigms, e.g. positivism, constructivism and critical realism should be considered as correct or incorrect as each holds the potential to inform the actions required for problem solving each unique and context dependent enquiry (Morgan, 2014).

3.2.1 Framework Summary

Dewey's (Dewey, 1938) pragmatic philosophy for education emphasised the experience and the relationships for learning. The priority of the learning experience is given to learners as being active agents in the process of education, and that what is experienced is what informs the actions of the learner. In this regard, this study has adopted the same pragmatic approach by exploring the experience of staff in a secondary school when implementing the attachment awareness programme. This research is exploring the experiences and the reality of a unique and unpredictable situation. The pragmatic intention is to gain knowledge about potentially emerging problems and successfully negotiated strategies in order to contribute towards ideas for informing future developments of the programme (Morgan, 2014) .

The unique nature of this research enquiry dictates the conceptual, theoretical and epistemological framework and is not concerned with the existence of objective or subjective realities, observable or unobservable. The emphasis is on what has happened, is happening and what can be learnt from it (Morgan, 2014) . In this sense, the priority for this research is the systemic and

organisational implications and practicalities before the separate individual realities. The methodology brings together these practicalities as it seeks to provide an understanding of a situation and how this situation is being negotiated. Therefore, the emphasis is to highlight new information in an area that has not been previously examined with the same set of priorities: the systemic implications of implementing the attachment awareness programme at Key Stage 3 and 4.

3.3 Research Purpose and Design

The purpose of this research is to conduct an exploratory study into the systemic implications of the attachment awareness programme with an in-depth case study design using qualitative methods.

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of meanings people bring to them (Morgan, 2014) .

Following Morgan's (2014) claims a qualitative method was chosen as this research aimed to understand an unknown phenomenon regarding the systemic implications for a secondary school and its staff when implementing the attachment awareness programme. This aim therefore fits with Robson's (2002) classification of the purposes of exploratory enquiry as it seeks to: find out what is happening in an un-known situation; search for new insights; ask questions; and assess phenomena in a new light. Robson (2002) suggests that another key aspect of exploratory research is that it is almost exclusively of flexible design. The design for this research followed a qualitative approach of enquiry by utilising a flexible case study strategy with the intention of providing

a rich account of responses to the research questions (Robson & McCartan, 2016).

Case studies are often defined as exploring in-depth programmes, events or activities that are placed within a context of time and situation (Stake, 1995). Stake (1995) also suggests that case studies are expected to catch the complexity of a single case. Having reflected on the available literature for the attachment awareness programme, the researcher's intentions were to complement current information by providing an in-depth and detailed account of a single secondary school's attachment awareness programme implementation experience.

Educational case studies have been referred to as an empirical enquiry into interesting aspects of an educational activity, programme, institution or system in the interest of providing practitioners and policy makers with data that explores significant features of the case (Bassey, 1999). This study fits within this definition. Furthermore, the area of enquiry for this particular study explores all of these suggested aspects, whilst the literature review confirms there does not yet appear to be an understanding for the research questions posed.

Tight (2017) defines case study design as being small-scale research with meaning. The suggestion is that case study definition needs to be re-conceptualised in this way on the grounds that: a) case-study research, particularly single case studies, is small-scale and carries a requirement to accept its limitations as such, as well as its strengths; and b) small-scale case studies are carried out because of their interest and usefulness which can disentangle complex situations (Tight, 2017).

As a guide for what makes a meaningful case study, Tight (2017) suggests that the research needs to provide an understanding of what the researcher has done and why; interpretations of findings seem reasonable and defensible; the case study relates to other research on the topic; and the study suggests plausible change actions and/or further research. These criteria fit with the exploratory intentions of this study and have been followed as part of the design.

Yin (2018) proposes two main types of single-case study design: holistic and embedded, with various rationales such as critical, unusual, common and exploratory. This research follows a single-case study holistic design with an exploratory rationale. Holistic case studies are carried out through a qualitative approach that is informed by narrative descriptions and considers inter-relationship between the phenomenon and its context (Yazan, 2015). These further definitions provide justification for the case study design of this research. The aim was to complete a meaningful small-scale understanding of a complex situation that provides insight into the phenomenon of implementing a whole school attachment awareness programme. By collecting qualitative data from participating school staff, this study utilised narrative responses to learn about the evolving systemic relationship between a new whole school approach and a secondary school.

3.4 Procedure

Procedural aspects related to the context, background and data collection are presented.

3.4.1 Context for the Study

Following experiences on placement as a trainee educational psychologist, and several conversations with a local authority's virtual school, an initial meeting was scheduled where the researcher proposed a case study exploring the systemic implications of the attachment awareness programme for Key Stages 3 and 4. This was agreed in principle with an assistant headteacher of the local authority's virtual school; an assistant headteacher of a secondary school; and the school's SENCo.

3.4.2 Location of the study

A key part of the research criteria for this study was that the participating secondary school had implemented and sustained the attachment awareness programme for a minimum of one full academic year. This was to ensure

sufficient data regarding the systemic implications for the school. A number of secondary schools were considered by the local authority's virtual school assistant headteacher as settings that fulfilled this requirement. Two schools were approached with one being identified as a potential stand-by, the other as the primary focus for the research. Both schools were identified by the assistant headteacher of the local authority's virtual school for having a continued interest in the development of their attachment awareness programmes and a willingness to engage in research. The research took place in a small English shire county town and the setting was a mainstream secondary school with Key Stages 3 and 4 where the CYP were aged between 11-16.

3.5 Participants

All participants for this study were staff working in a mainstream secondary school. The case study design had a key in-depth research aim of gathering the views and opinions of a variety of school staff with a role that included working as part of the attachment awareness programme. It was decided that a range of school staff with different roles would provide triangulation of information regarding the implications of implementing the attachment awareness programme.

The initial meeting between the researcher and the local authority and school staff provided the researcher opportunity to present a proposal for the study. Details were provided of the nature of the participation with a specific request for a minimum of ten staff participants, with varying roles, in order to collect data from interviews and focus groups. The nature of the interviews with information relating to confidentiality and anonymity was carefully explained. The differing roles requested included behaviour support staff and/or teaching assistants and/or midday play assistants, teachers, the school SENCo and members of the school leadership team including the head teacher and/or assistant head teachers. Therefore, participants were recruited according to their professional position at the school and the inclusion and exclusion criteria depended upon a purposive sampling method: collecting data from a particular subset of people who are relevant to the research questions (Robson, 2002). Prior to data collection, telephone and email communication between the researcher and the

researcher's key school contact enabled successful organisation of the interview schedule that included assurances around the variety and number of confirmed participants.

All staff were invited by the school SENCo to participate in the study whilst it was made clear that those who agreed to be interviewed needed to be different to those who agreed to take part in one of two small focus groups. A total of 25 staff participated in the research; 14 staff were interviewed individually with an additional two being interviewed together. A further eight staff took part in the focus groups.

Table 3.2: Research participants who agreed to be interviewed

Semi-structured Interviews (school role)	Number of participants
Teacher assistant	4
Teacher	6
Year Manager	2
SEnCo	1
Senior Leadership Team	2
School governor	1

Table 3.3: Research participants who agreed to take part in focus groups

Focus Group	Participants
Group 1	1 x Teacher 1 x Year Manager 3 x Teaching assistants
Group 2	2 x Teachers 1 x Teaching assistant

3.6 Data Gathering

The in-depth case-study intentions for this research led to the use of a variety of data gathering methods to provide a rich and balanced data set. Therefore, data was gathered through semi-structured interviews and two small focus groups. Interview question schedules are provided (Appendices v and vi).

Data collection methods were designed to be independent of each other in the sense that the completion of one was not required in order to inform the next. However, consideration was given to an order for obtaining the qualitative data in which the aim was to encourage staff to explore their independent subjective viewpoints. As such, where possible the individual semi-structured interviews were given initial priority before the focus groups were carried out. This aimed as much as possible to mitigate the potential for shared group views setting precedence for responses to questions amongst staff prior to being individually interviewed.

Semi-structured interviews produced the majority of data for this research and were chosen by the researcher for their flexible design. This fitted with the

exploratory purpose for this study, as the aim was to elicit rich responses to the research questions in order to learn about the implementation of the attachment awareness programme. The pre-prepared nature of semi-structured interviews enabled the researcher to use the interview questions as a guide without needing to rigidly adhere to them in a way that would have prohibited participants from freely exploring issues that the researcher had not anticipated (Braun & Clarke, 2013). The semi-structured interviews enabled the researcher to modify the data collection method primarily by asking participants unplanned questions in order to explore and follow the flow of responses in greater detail (Robson & McCartan, 2016).

To complement the individual semi-structured interviews and provide further dimension to the research, data from two small focus groups were also collected involving a total of eight staff. Focus group participants were selected for being different to those interviewed individually and provided additional elements of discussion around the implementation of the attachment awareness programme. Focus groups provide advantages that include naturalistic and interactive ways of engaging participants to talk in-depth on a focused area of interest (Braun & Clarke, 2013). The interaction between participants fits well with exploratory research as elaborated and detailed data can be collected from 'real life' exchanges (Wilkinson, 1998).

Following the in-depth case study intentions for this research, the data gathering procedure was designed to be collected from as many participants as possible across four agreed working days. The school's SENCo successfully recruited a significant amount of willing staff for interviews and two small focus groups for an agreed term-time week and coordinated allocated time slots to each member of staff in accordance with their respective timetables. The interview and focus group timetable schedule is provided (Appendix vii).

The researcher used a laptop with a digital audio recording software programme (GarageBand), along with a portable digital mixing desk, two microphones, backup portable hard drive and necessary audio leads to record all interviews and the focus groups. For each day of interviews, the researcher was allocated a specific room that was requested to be free from distraction and

school activity. Other data collection location criteria included being in a confidential space where the interviews could not be heard, and due to the number of interviews and the tight schedule of the timetable, the rooms also provided a place where the researcher would not need to relocate from during the day. The researcher was provided with a contact information sheet by the school with the extension numbers for all staff so that staff could be contacted in the event of participants not showing. For each interview and focus group session, all members of staff were welcomed and initially thanked for participating as a rapport was established whilst they were seated in front of the recording equipment (Braun & Clarke, 2013).

Good interactional skills were acknowledged by the researcher as a basic necessity for the gathering of qualitative data and particularly the semi-structured interviews (Braun & Clarke, 2013). Furthermore, the researcher perceived some staff to appear slightly anxious as they entered the interview room, and so time was taken to help them feel at ease about their participation. Examples of this were the occasional expressions of a potential feared lack of knowledge about attachment, and concerns with being able to sufficiently answer the researcher's questions. The researcher addressed these by expressing his sincere gratitude for all staff participation and explained that the questions being asked were in the interest of each individual's unique and valued opinion. Assurances were given that the research did not pursue any conceptualisation of 'right' or 'wrong'.

The researcher explained that the study was primarily interested in exploring how the implementation of the programme had been for the school. In this sense, the researcher tried to put across to all participants that this study was primarily focused on a pragmatic enquiry that sought to understand how things were, rather than if the implementation had been successful, or whether staff were individually knowledgeable or skillful enough in attachment theory. In this sense the researcher held a pragmatic approach during data collection by valuing all responses in the interest of collecting a rich and genuinely exploratory account of the systemic implications for the school when implementing the attachment awareness programme.

The researcher further explained the purpose of the study before presenting each participant with an invitation letter and consent form which all participants signed before the interview or focus groups commenced (Appendices viii and ix). Issues relating to confidentiality and anonymity were explained carefully, as was each participants' right to withdraw from the research at any time as recording levels were tested and each staff member confirmed their staff position which was checked against the interview/focus group schedule. The researcher then progressed through the respective questions in relation to either the semi-structured interview schedule (Appendix v) or the focus group schedule (Appendix vi). The researcher also utilised what is suggested as good interview techniques such as summarising participants responses back to them in order to check their meaning (Kvale & Brinkman, 2008). Audio recording files were labeled according to the interview number as a record was kept so that each recording could be identified against the interview/focus group schedule. (British Psychological Society, 2014)

The interviews and the two focus groups were kept within the allocated time slots and so no single recording exceeded 60 minutes. At the end of each recording session the participants were handed a participant debrief letter (Appendix x); asked if they had any questions for the researcher and were thanked again for their participation.

3.7 Data Analysis

The semi-structured interviews and focus groups were analysed using inductive thematic analysis (Braun & Clarke, 2013) to answer the research questions. Thematic analysis was chosen for this research because it is not wed to any preexisting framework and therefore could follow a pragmatic approach by being flexible and utilising the best fit methods for this study (Braun & Clarke, 2006). The researcher considered other analysis paradigms such as Interpretative phenomenological analysis (IPA) grounded theory or narrative inquiry, but it was decided that these were not as well suited to the priorities of this research. IPA has a primary focus of capturing a person's lived experience of phenomena, rather than placing interest on the structure of the phenomena (Eatough & Smith, 2017). Grounded theory researchers aim to construct

theories through interrogating and conceptualising the data (Charmaz & Henwood, 2017) and narrative inquiry focuses on individual lives being told in stories with an emphasis on setting out to construct a theory using set procedures (Hiles, Čermák, & Chrz, 2017).

Preserving the pragmatic approach for this research, thematic analysis enabled the researcher to remain true to the exploratory purpose without being distracted from a focus on the unique systemic interactive situation. This study used inductive thematic analysis because the researcher wanted to explore from the 'bottom up' the interaction between a school and existing policies, procedures and practice, and a new whole school attachment awareness approach. The focus of the questions and analysis therefore was not on certain analysis features, individual lives, or theory production. Instead, the analysis was concerned with what is happening, how an organisation is managing a specific situation, and what can be learnt about the systemic rather than the individual lived experience. The data collection does rely upon individual accounts of the area of study. However, the specific line of enquiry is focused on the organisational implications.

3.7.1 Procedure for Data Analysis

The table provided below outlines a seven stage thematic analysis process as proposed by Braun & Clarke (2013). This data analysis procedure was adopted for this research and a stage-by-stage description of the analysis process is provided.

Table 3.4: Seven stages of thematic analysis Braun & Clarke (2013)

Stage	Process	Description
1.	Transcription	Line by line transcription of audio recordings
2.	Reading and familiarisation	Note taking for initial thoughts around items of potential interest
3.	Coding	Complete coding across all data
4.	Searching for themes	Developing and collating codes into themes
5.	Reviewing themes	Producing a map of provisional themes and subthemes
6.	Defining themes	Generation of clearly named and defined themes
7.	Finalising analysis	Writing the final report including the selection of examples.

Field notes were made during the recording of the interviews primarily to help the researcher with identifying participants for the analysis process (Appendix xvii). Due to the number of participants and recordings, the researcher wanted to be able to hold a visual memory, as much as possible, of the participants to aid with the overall feel and associated early indicators for potential themes. Furthermore, by accepting that the large volume of data had meant that the process of analysis would require substantial time for familiarisation, along with a recording schedule that left limited opportunities in between recordings for immediate reflection, the researcher felt it realistic that familiarisation would not commence until listening back to the interviews.

3.7.1.1 Stage 1 - Transcription

The researcher's early intentions were to carry out transcription of all data for this study without assistance. Having had experience of recording and transcribing interviews in a previous profession, the researcher appreciated the importance of immersion in the data for gaining familiarisation and understanding.

The orthographic transcription of all interviews took approximately 160 hours to complete. Braun & Clarke (2013) suggest that good orthographic transcripts include all verbal utterances from all speakers including non-semantic sounds, adding to the purpose of capturing the participants' verbatim responses and vocal expressions. The researcher adopted this approach and an example interview transcript is provided (Appendix xi).

3.7.1.2 Stage 2 - Reading and Familiarisation

Playback and transcription of the interviews into word documents was completed using the digital audio software programme used for recording, whilst the researcher simultaneously familiarised with the data and made transcription notes. During this process the researcher followed a basic principle for noting responses of interest that were relevant and focused on the research questions. This was an important part of the analysis process from the outset, as the researcher felt that the large data set required immediate scanning for potential coding to be able to achieve the completion within the available timescales. An example of notes made during transcription is provided (Appendix xii). This strategy allowed the researcher to capture early ideas for coding when working through almost eleven hours of interview data.

3.7.1.3 Stage 3 - Coding

The analysis process for this study was carried out using the qualitative analysis computer software package NVivo 12. Braun & Clarke (2013) state that when

identifying relative and important patterns for thematic analysis it is of equal importance to capture the different elements that have the most meaning to the research questions, as it is those that occur most frequently. A systematic process of line-by-line 'complete coding' created almost 100 codes that were organised separately in NVivo. The researcher continued a process of categorising the data according to its relevance to the research questions. Screen shot examples are provided (Appendices xiiia and xiiib)

3.7.1.4 Stage 4 - Searching for Themes

Ely, Vinz, Downing, & Anzul (1997) make a criticism of the common view that themes emerge from research, claiming this suggests that analysis is passive, and that themes already exist before the researcher has begun data collection. Taylor & Ussher (2001) suggest that theme development from coding is an active process by creating patterns, not finding them. This stage in the analysis process followed the principle of identifying subthemes that capture the most prominent points when answering the research questions for this study (Braun & Clarke, 2013). Candidate subthemes were created according to the principles set out in stage 3 as the researcher reviewed existing codes and included those that responded to the research questions with the most relevance.

3.7.1.5 Stage 5 – Reviewing Themes

Codes were organised into candidate subthemes by beginning a mapping process in NVivo. The research questions were placed in an overall thematic map and the subthemes that were considered by the researcher to have most meaning, and/or occurred most frequently whilst answering the research questions were organised around them. The strongest subthemes remained and were grouped together to form overarching candidate themes.

3.7.1.6 Stage 6 - Defining Themes

The initial overarching themes remained to become the defined themes for this study. However, following feedback from the researcher's university Director of Studies the terms for the themes were elaborated upon to provide a more

descriptive picture of their content. Subthemes were also revised with one particular overarching theme requiring further distillation.

3.7.1.7 – Stage 7 - Finalising Analysis

Chapter four presents the final analysis with selected transcript examples and their relative overarching themes and subthemes organised into corresponding maps. A full thematic map showing all subthemes and overarching themes is provided (Appendix xiv).

3.8 Ethical Considerations

An initial meeting between the researcher and two members of the participating school's senior leadership team provided opportunity for the researcher to provide a clear explanation of the data collection process and the key research questions. During this initial meeting ethical considerations were also discussed and explained.

Ethical considerations were also explained to all participants in accordance with the University of East London's (UEL) Code of Practice for Research and the British Psychological Society's (BPS) code of ethics and conduct; (British Psychological Society, 2014) the UEL ethics review decision letter is provided (Appendix xv). More specifically, the researcher observed the key principles for human research carried out by psychologists: autonomy, integrity, responsibility, non-malevolence and beneficence (British Psychological Society, 2014). The researcher gave assurances to all participants regarding how data was being collected via focus groups and interviews, and that participants would be informed that their interviews would be recorded and transcribed, and recordings later deleted in line with current legislation.

3.8.1 Consent

At the beginning of all interviews and focus groups participants were handed a participation invitation letter (Appendix viii) with a brief outline of the purpose of the research and what was involved from their perspective. The researcher spent a few minutes before recordings commenced explaining the nature of the study and checking with all participants that the research and participant level of

involvement met with their expectations. The researcher's contact details were also provided, and participants were informed that any staff member wishing to discuss the research in further detail would be able to contact the researcher by email without obligation. Staff were also handed the consent form for completion before the recording of interviews and focus groups progressed (Appendices ix).

There was no engagement in deception for this research study. Neither was there any information withheld relating to the methods and questions asked of the research. Participants for this research were informed of their full rights of withdrawal. Information regarding the right to withdraw included: 1) participants being able to decide not to continue with participation in the research; and 2) the right to have the data they have supplied destroyed on request (British Psychological Society, 2014). Participants were advised that they would be entitled to withdraw their data up to three-weeks from the time of participation in the research.

3.8.2 Confidentiality

It was not entirely possible for data to be collected anonymously due to the necessity of knowing names and contact details to initially organise interviews and focus group schedules. However, for the purposes of the research report and for any requirements to report the data, all staff members were anonymised according to their job role grouping e.g. 'Teacher 1', 'Teaching Assistant 2', or 'SLT 3'. Therefore, staff identification other than job roles was not attributed in any other way across either of the methods of data collection. Participants were informed that the researcher's university Director of Studies and examiners would see the anonymised data and that the research may also be published in academic journals.

For the focus groups all staff were reminded that the discussions were confidential and that the information, views and opinions were to be respected as such. Therefore, all staff views and opinions shared and expressed during the discussions were requested to remain within the group discussion.

The audio recordings of interviews were kept on the researcher's password protected laptop and were deleted following the completion of all transcriptions. A password protected portable hard drive holding back-ups will be permanently deleted following successful completion of the researcher's Doctorate. Examples of anonymised interview transcripts will be added to the UEL's repository as part of the appendices and data analysis chapter. Any details of participants and interview audio recordings will be destroyed after the study has been completed. The researcher will retain electronic transcripts for two years. The UEL data management plan is provided (Appendix xvi).

3.8.3 Respect

A potential ethical issue specific to this study was the researcher's consideration of participants' possible apprehension or worry regarding their knowledge of the attachment awareness programme. Participants were considered by the researcher to be placing themselves in a position of moderate vulnerability by being asked questions relating to a whole school intervention for which they confirmed receiving training. Furthermore, as members of staff for an 'attachment aware school', the researcher reflected on staffs' perceptions of the interview process, and whether for some there may have been a concern around meeting the school's professional expectations regarding their knowledge and practice of the attachment awareness programme principles. Prior to and during the interview process the researcher sought to provide careful assurances that the interview recordings were confidential. Participants were also reminded that the researcher was solely interested in their experiences of the programme and understood that these experiences would vary according to a number of understandable factors. In other words, the researcher sought to create a relaxed interview experience that aimed to relieve potential pressure for participants in the interest of their comfort.

Further consideration was given to the dynamics of the focus groups and the awareness for power hierarchies (Robson, 2002) as the researcher considered theory relating to group processes (Belbin, 2010). The researcher initially presented all questions from the focus group schedule (Appendix vi) to all group

participants. However, the researcher occasionally felt the need to encourage those who appeared a little more inhibited by focusing attention through principles of attunement (Egan, 1994). In other words, the researcher sought to ensure an inclusive and balanced dynamic by encouraging responses from all participants, and where necessary, subtly contributed to allowing space for individuals.

3.9 Trustworthiness

Validity and reliability are central concepts within the necessity for establishing trustworthiness for the findings of research (Robson & McCartan, 2016) and are detailed for this study in the following sections.

As a flexible design it was not the intention that this study would be able to provide external generalisability. Therefore, unlike a fixed design study that typically allows for direct replication, the researcher needed to find alternative ways of showing trustworthiness for this study and operationalising validity and reliability (Robson & McCartan, 2016). Social and cultural context is explicated in this section along with considerations for reflexive validity as further commitments to the trustworthiness of this research.

3.9.1 Reliability

Braun & Clarke (2013) argue that reliability is not an appropriate criterion for judging qualitative work as the approach acknowledges context and multiple realities. Therefore, inter-rater reliability, for example for qualitative coding is problematic as it assumes that coding should be objective. However, (McLeod, 2001) suggests that qualitative researchers should think about reliability broadly as the trustworthiness or dependability for data collection and analysis. With this consideration, Braun & Clarke (2013) suggest an applicable version of reliability is achievable, and within their checklist of criteria for good thematic analysis there are practical applications that are highlighted by the researcher for this study. Within the stages of analysis Braun & Clarke (2013) place an emphasis on the interpretation and sense-making of data. This is suggested by providing

extracts to illustrate analytic claims and a convincing well-organised story about the data that is balanced between narrative and illustrative extracts.

An important consideration for this research when approaching reliability was the amount of data that was collected to validate the in-depth aspirations of a meaningful case-study qualitative design. Having collected 15 semi-structured interviews and two focus groups, the researcher carefully factored in the amount of data when considering realistic ways of showing reliability. Following the study's pragmatic approach, the best methods available for the application of reliability have required acknowledgement that methods such as triangulation and member checking were not appropriate for this research. Limitations due to the type and volume of data collected meant that the researcher pragmatically considered methods that best suited this study, and in doing so highlights Yardley's (2000) principle of transparency and coherence to further support the method of grounding the data in examples. Following these principles, the researcher has sought to provide a transparent account of how the data was collected and analysed, presenting extracts of data in chapter four to allow the reader to judge for themselves the adequacy of interpretation. This enables the reader to also consider the fit between the research questions and theoretical framework for this study (Yardley, 2000; Elliott, Fischer, & Rennie, 1999).

Robson & McCartan (2016) propose that flexible design researchers need to concern themselves with reliability, and that one method of achieving this is through an audit trail. Audit trails involve keeping a full record of activities, including transcripts of interviews, field notes, a research journal and details of data analysis. This study adopted these methods and examples are provided (Appendices xi, xvii, xviii) as well as following a structured process for thematic analysis as provided in Table 3.4 (Braun & Clarke, 2006).

3.9.2 Validity

Capturing reality as a definition of validity is challenged by qualitative research and does not sit alongside this study's pragmatic epistemological position. This study focuses on capturing knowledge; being formed from experience and the way we construct such knowledge (Johnson & Onwuegbuzie, 2004). However,

a broader concept of validity for qualitative research is suggested as showing what it claims to show (Goodman, 2008). Subcategories of validity include ecological validity, which refers to the relationship between the 'real world' and the research, and is considered most relevant to qualitative research (Goodman, 2008). This is a strength of the validity of the qualitative method and this study, with the data being collected in an ecologically valid setting.

Creswell (2014) also suggests that validity is a strength of qualitative research and recommends at least one or more of a number of identified strategies in order to discuss the accuracy of findings. Adopting three of these strategies the researcher for this study has: a) used rich descriptions to convey findings; b) clarified the researcher's bias; and c) presented negative or discrepant information that runs counter to the themes (Creswell, 2014). Rich descriptions and discrepant findings are discussed in the analysis and discussion sections, and the researcher's bias is discussed further in the following section for reflexive validity.

3.9.3 Social and Cultural Context

Researcher qualities for flexible designs are considered to include a need for flexible researchers (Robson & McCartan, 2016). A common 'researcher-as-instrument' notion highlights the need to understand that a reliance upon the individual researcher rather than specialist tools or instruments is largely required (Robson & McCartan, 2016). In this regard it is important to provide the trustworthiness section for this methodology with the researcher's background in order to explicate potential biases, along with social and cultural context for both the researcher and the participants.

Cultural context consists of the broad background of beliefs and practices that guide the behaviours of both the researcher and research participants. Cultural context is an essential element of any research project because it affects not only the individual behaviour of the researcher and participants but also their interactions with each other. Understanding both participants' cultural context and the researcher's

place within it can be essential for successfully recruiting participants, conducting the research itself, and analysing the data (Given, 2008).

The participants for this research were all staff working in a secondary school in a small urban town in between a large rural area and a major city in England. 24 participants consisted of one Asian British and 23 White British participants with a gender split of 17 females and 7 males.

The researcher was white, male, in his third and final year of his Professional Doctorate in Educational and Child Psychology and therefore educated to a post graduate level. Furthermore, and in addition to holding a Professional Graduate Certificate in Education, the researcher has previously completed degrees in both music and psychology and had taught in a mainstream secondary school. The researcher comes from an urban working-class family background and has held multiple positions working with children, young people and families across education, social care and educational psychology. In this respect, the researcher feels that his background was positioned to appreciate the social and cultural context of the participants due to cultural and professional compatibility.

3.9.4 Reflexive Validity

For reflexive consideration of validity, the researcher acknowledges his position in regard to the attachment awareness programme. The researcher has a strong interest in attachment theory that has further developed through a growing appreciation of the attachment awareness programme throughout this study. The researcher acknowledges a position of wishing to be able to contribute towards the development of the attachment awareness programme, and in this regard has an awareness of a potential bias in favour of the programme. However, the pragmatic epistemological and ontological positions taken for this study and the explorative methods used did not set out to prove any theories in regard to the merits or the effectiveness of the attachment awareness programme. Therefore, the researcher's primary focus for reflexive validity is within the key objective for this research, which is to provide greater understanding of the implementation of the programme. Therefore, the value of

the research is not underpinned by promoting a positive image of the attachment awareness programme. Instead, it is hoped that the worth of the research is to highlight some of the implications that will provide insight for the reader from an informed position for considering future potential implementations and/or developments of the programme. It was therefore not only legitimate to ensure that the challenges faced with implementing the attachment awareness programme were explored, but essential to the purpose of this research. To provide evidential validity to this the research audit trail includes an example of an interview transcript (Appendix xi), field notes (Appendix xvii) and research diary (Appendix xviii). In addition to these, the researcher returns to this point in the reflections and reflexivity section of the discussion to address in further detail.

4.0 Summary

This chapter has outlined the epistemology, ontology and conceptual framework for this research. Details of the research purpose and design along with a discussion of the procedure, participants, data gathering, and ethical considerations have been stated. The trustworthiness of the data has also been reflected.

Chapter Four – Results/Findings

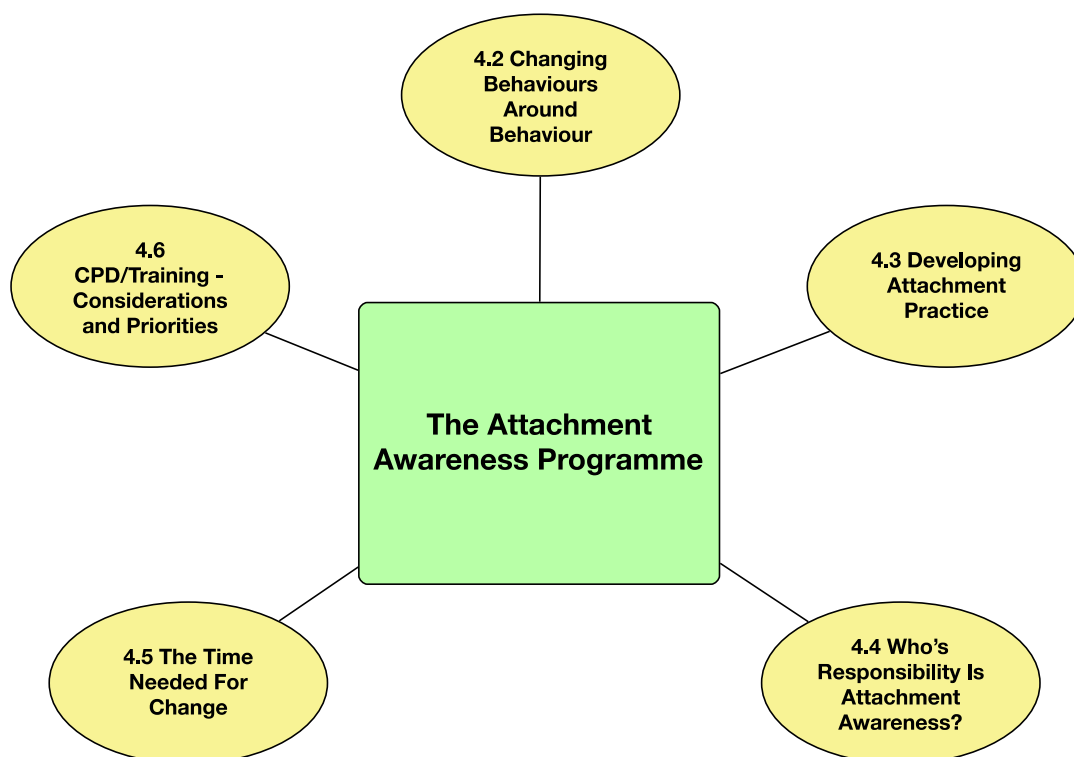
4.1 Chapter overview

The previous chapter presented an outline of the methodology for this thesis. This chapter presents the findings of the qualitative data resulting from the analysis of the research with regards to exploring the systemic implications of the attachment awareness programme.

This chapter uses Braun & Clarke's (2013) seven-stage thematic analysis process to explore the findings of the data from semi-structured interviews with school staff. Thematic maps are used to illustrate themes and subordinate themes generated from the data. Examples of all themes are provided throughout this analysis.

A complete thematic map showing all themes and subthemes is provided (Appendix xiv). Five overarching themes were identified in the data as illustrated in Figure 4.1.

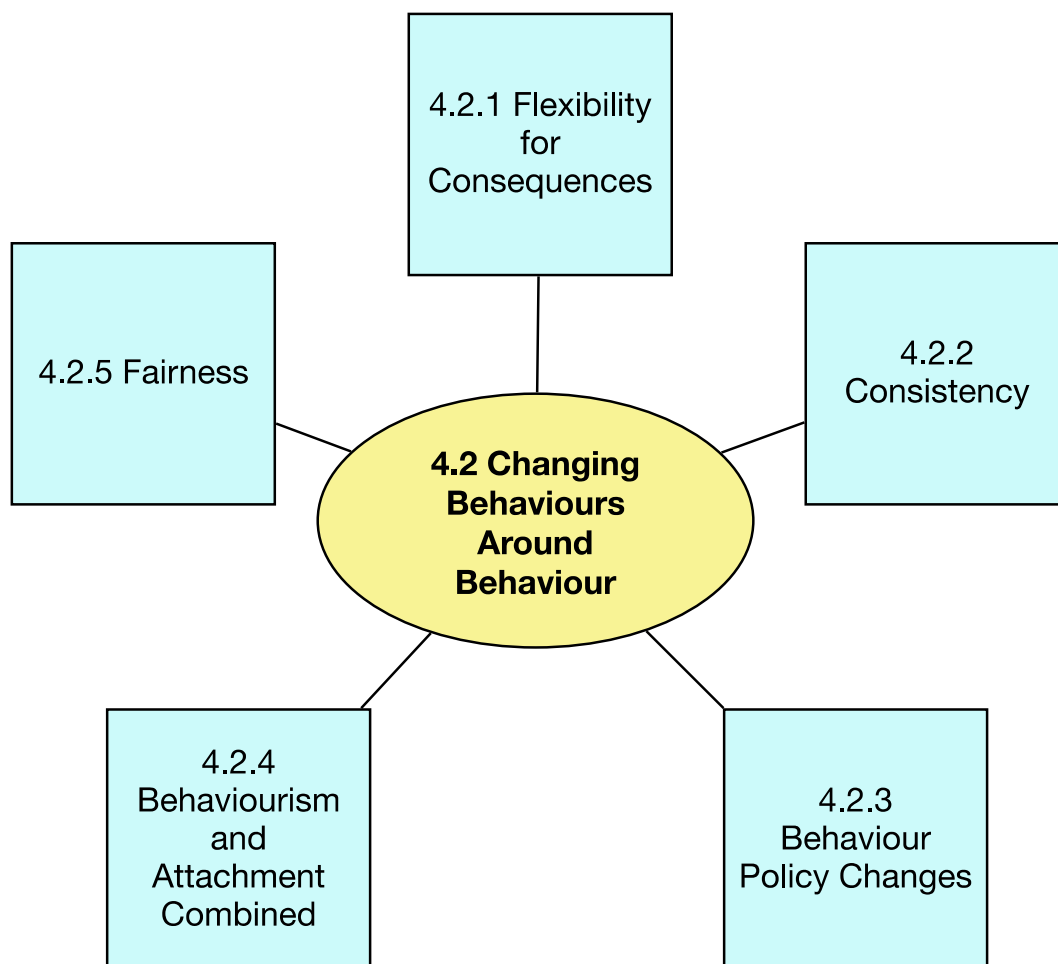
Figure 4.1: A thematic map showing the five overarching themes generated from analysis of the interview data.



4.2 Overarching Theme One – Changing Behaviours Around Behaviour

This overarching theme comprised five subthemes as illustrated in Figure 4.2. The implementation of an attachment awareness programme alongside an existing school behaviour policy had a mix of important implications as highlighted in the findings from the participating school. These implications ranged from specific organisational change, through to individual staff considerations for treating students equitably. The data showed that staff at the participating school were individually and collectively questioning, aware and active in regard to changing their thinking and behaviour around their approach to student behaviour. Some of the implications of the attachment awareness programme and the way the programme interacts with the school's behaviour policy were also becoming clearer to some staff as they considered their responses to the interview questions. This is found in particular in Subtheme Four – Behaviourism and Attachment Combined.

Figure 4.2: A thematic map for the overarching theme of Changing Behaviours Around Behaviour showing the five themes generated from analysis of the interview data.



4.2.1 Subtheme One – Flexibility for Consequences

The school that the data was collected from run a consequence system where the severity of incidents for poor behaviour are met with Consequences 1 to 4 (C1, C2, C3, C4) with the lowest being warnings, and the highest being sanctions such as detentions or removals from class. Staff spoke about the need to approach consequences for poor behaviour in an individual rather than automatic way:

It's too easy in a consequence system like ours to go... (slaps hand on table) C1! (slaps hand on table) C2! (slaps hand on table) C3! You're gone... (Int.7. 324)

A large proportion of the staff interviewed described differentiating their approaches to behaviour issues in the way that they arrived at consequences according to individual student circumstances. Staff often acknowledged that the attachment awareness programme was influencing the school's need to be flexible in the way it delivered consequences:

Rather than just...automatically saying you're a naughty child, and I don't think there is any naughty children, but instead of saying you're a naughty child, you just look at it from a different angle. (Int.3. 174)

And you can adapt your practices around that. (Int.3. 176)

... as, because the outcome is the same, ya know for a detention for a child but it doesn't always go through the same pattern does it? (Int.10. 24)

Yeah, erm. Yes, I mean I think... I think it has, I think it has erm, impacted on the way we manage exclusions... (Int.11. 170)

4.2.2 Subtheme Two – Consistency

Interestingly, discrepant to the previous subtheme highlighting flexibility, certain members of staff made clear references for needing to be consistent with the way they delivered the school consequence system. This meant for some staff that the priority for dealing with behavioural issues was still to be consistent, placing them in a position of feeling that they needed to make a choice between consequences or attachment awareness:

It's difficult as a classroom teacher... ya can't, you've got to have some consistencies for the whole group. (Int.1. 110)

So, you can't... I think you can't necessarily, turn a blind eye, because, you are aware of, some attachment theory. (Int.1. 112)

In response to the potential ways the attachment awareness programme had affected the school as an organisation, several staff reiterated the school's original position for whole school consistency, and some commented on how the programme had highlighted individual differences in staff attitudes towards a need for consistency with consequences:

I think that, erm the school as a whole wanted to... the school as a whole, wanted the, wants the staff to be consistent... (Int.13. 12)

... and sanctions... erm... with the type of children that we're talking about with the whole attachment thing, don't necessarily work... and we have got members of staff who are very black and white... so will use those sanctions in an incredibly black and white way... (Int.13. 14)

4.2.3 Subtheme Three – Behaviour Policy Changes

Several staff interviews highlighted a significant systemic change with the school having amended the behaviour policy to incorporate principles of the attachment awareness programme:

It is in the behaviour policy. (Int.9. 72)

So, we have put... there's a whole new paragraph and section about... erm, attachment, emotion coaching sort of, erm, I don't think there's a massive amount, but we have threaded it through... (Int.9. 74)

... and then we've obviously altered the behaviour policy within school so that attachment runs alongside it. (Int.3. 14)

... so, if you take something like our behaviour policy, that would have not had anything in it about attachment awareness, now it does... (Int.8. 32)

As well as some staff being aware of the change to the behaviour policy, it was also acknowledged that its inclusion now made attachment awareness an expectation of staff:

... so it is, because it's policy and because it's been approved by governors, there's a responsibility for all staff to adhere to it... (Int.7. 168)

...and we had to include this stuff within the behaviour policy, so emotion coaching is like the first place you go to. (Int.11. 90)

... I think it has changed the school a lot, because I think that's the level, I think that's an expectation therefore because that's there, that's documented. (Int.11. 92)

4.2.4 Subtheme Four – Behaviourism and Attachment Combined

In response to a question around the impact that the attachment awareness programme had made on the school as an organisation, some staff were able to use the interview space to reflect on the potential integration of an existing behaviorist approach with attachment awareness. This provided some interesting and insightful perspectives on how the school's behaviour policy perhaps provides a sense of security for staff to try out attachment awareness principles:

... and I hadn't, I hadn't thought about that and you would ima... you would sort of think that behaviourist approach... (Int.11. 116)

... attachment approach are exclusive but actually, I think what I'm saying is, that, that well-functioning behaviourist approach enabled... ya know, enabled the implementation of that attachment approach, because

I think the teachers themselves felt safe... cos if it all went tits up! ya know?... (Int.11. 118)

... then, then we still have this system. (Int.11. 120)

Ya know, that erm, so I think... I think it's enabled, I think it's almost given people space to do that. (Int.11. 122)

Some staff made references to the school's behaviour system and attachment awareness as being complementary, rather than it being a case of choosing between them. This highlights once more the differences in staff thinking around the principles of the programme as it again contrasts to the first extract provided for subtheme two regarding consistency:

Finding out why they're doing what they're doing rather than just get a detention be quiet, the end of it, so, it's integrating for me, and it's my own experience, well, because I'm using the traditional system alongside it. (Int.2. 84)

Rather than, err using as an either/or. (Int.2. 86)

4.2.5 Subtheme Five – Fairness

One of the focus groups enabled staff the space to explore with each other the notion of fairness in regard to attachment awareness and behaviour. There was not only a feeling amongst some staff that students needed to be treated fairly, but that also staff need to be seen to be treating individuals fairly. Staff highlighted this in their discussion in response to a question around potential challenges regarding equitability. This question focused on managing the potential situation of one student being thought to have attachment difficulties, whilst another one wasn't, but both presenting with behavioural issues. The focus group allowed members to share a common theoretical attitude towards fairness, whilst also providing the opportunity to express their individual experience:

I mean to us I... I... if we know all the situation then that's fine, as such, but to a student that's in that lesson and they're getting a consequence for a behaviour that somebody else has also done and they're not getting a consequence... (Int.12. 179)

... it doesn't seem fair to them does it? (Int.12. 181)

Well, yeah I guess the con... kind of the consequence is not just to the individual it's not just, it's for the class it's for... for everybody to see as well it's for the... it's for everything so, erm, but you can't be totally black and white about it I think that's what I've learnt since... (Int.12. 182)

Interesting and discrepant information to this subtheme was the way in which staff viewed student attitudes towards fairness amongst each other. Several staff spoke about a cultural characteristic for the participating school that addressed how students were noticeably accepting of each other, and their differences. This seemed to provide some staff with self-assurances regarding the potential need to differentiate their response to individual circumstances around presenting behaviours. In other words, some staff didn't feel that it was always necessary to be seen to be treating students the same as each other in light of attachment awareness principles:

but we're quite lucky in a sense I think the kids are quite... the kids here are very accepting. (Int.4. 164)

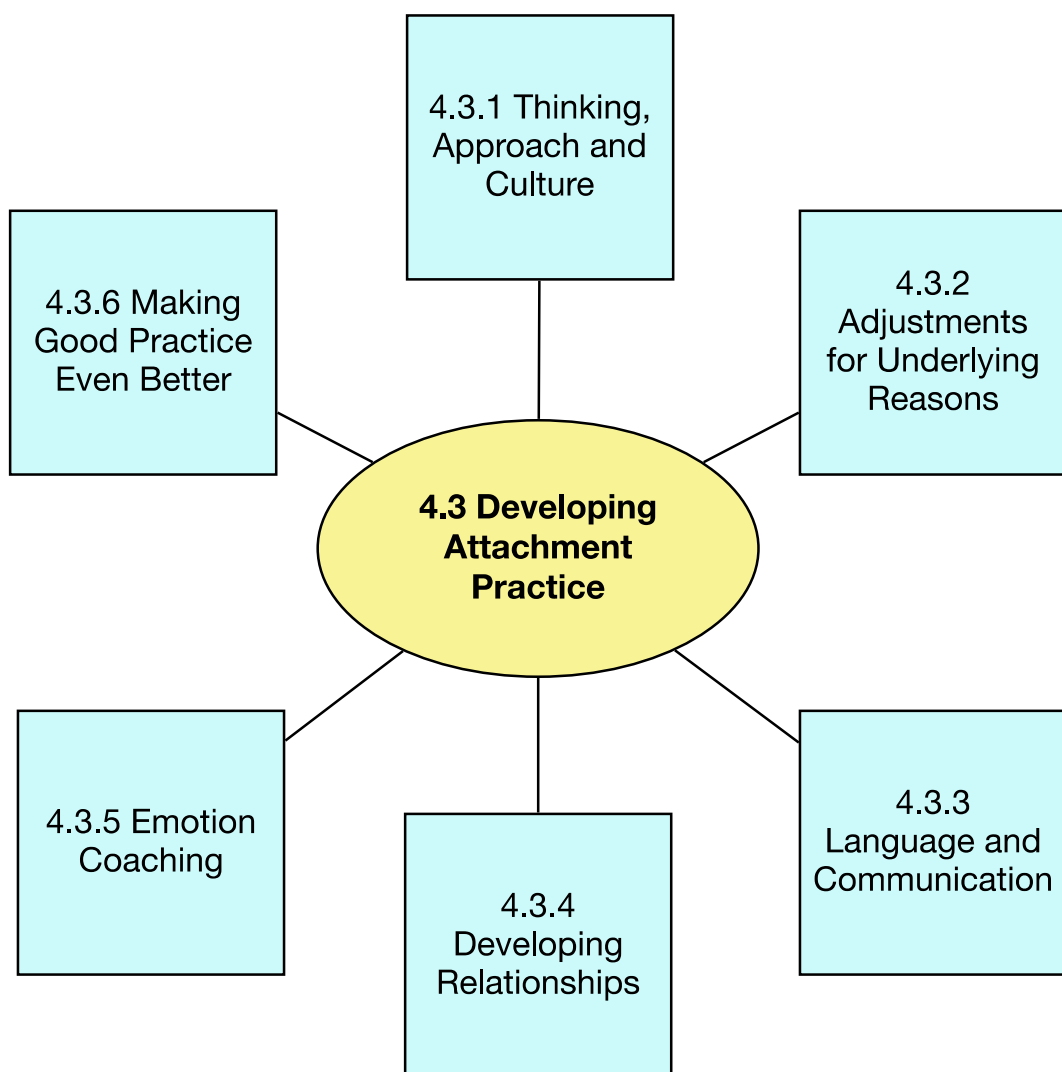
Erm... err, of children with all sorts of differences and I don't think I've ever had a child go 'why am I being treated differently' ya know... (Int.4. 166)

4.3 Overarching Theme Two – Developing Attachment Practice

This overarching theme comprised six subthemes as illustrated in Figure 4.3. A key aspect of this theme is how the attachment awareness programme led the development of teaching staff practices towards a fundamental pedagogical shift towards what is for some, a significant development of their role. As

explored within this theme, the data highlights how this shift requires the understanding and acceptance of the need for additional responsibilities and skill-sets within school staff roles working with children and young people. These additional skills and responsibilities include differing approaches, reasoning, language, relationships, emotions, and building on existing good practice that some staff felt they had already aligned to.

Figure 4.3: A thematic map for the overarching theme of Developing Attachment Practice showing the six themes generated from analysis of the interview data.



4.3.1 Subtheme One –Thinking, Approach and Culture

The most common of themes relating to the systemic implications of the attachment awareness programme was school staffs' acknowledgment of it having changed their thinking, approach, and school culture. From an individual and collective perspective staff spoke of personal and organisational changes in attitude towards their practice in a way that highlighted a willingness to go beyond their role as academic educators. The first example of this provides an insightful reflection of the three elements for subtheme one:

... and recognising what we feel first before we start any communication with them, and recognising that they have feelings that they may not be able to put into words at the time, but drawing their awareness to it, and that, that shift in what the priority is at that time, makes you more reflective, makes you less reactive. I can only speak about my practice, but my interactions with my class change because of that... I don't know whether it's always for the better or the most efficient but they change because of it that's for sure, and my interactions when we have a moment, when a child is err, causing for whatever reason a disruption to the lesson, we have support pastorally, and I might call somebody down to come and have a moment with that child, and the interactions between the three of us will be really different because of that, because they're trying to, erm, I guess, deal with the children in that way as well. And so the whole thing is about bringing awareness I suppose to the situation that we're all in together, so the way that we're speaking, the way that we're feeling, the time that we might need. The difficulty is, you've got thirty little beings in front of you, and there'll be multiple needs at any one time, and there's only one of you. (Int.17. 107)

Staff discussed how the attachment awareness programme prompted a conscious degree of thinking around their own mindset towards students in the classroom:

Yes, I'm thinking... I'm thinking more about how I act in the classroom and my reactions to things, and I'm thinking about that approach there... and... (Int.5. 180)

... changing it then and there when I'm in the classroom. (Int.5. 182)

The following extracts illustrate a teacher and teaching assistant's accounts for how attachment awareness had helped develop different skill-sets that enabled a different approach to situations in the classroom:

Err, about kind'a like how we talk to people in certain situations, erm, finding a different way to approach them, ya know, de-escalation rather than, and so-on and so-forth. (Int.14. 36)

So it is, I do think that the policy and the school is definitely more nurturing. (Int.16. 180)

... ya know ask someone how to de-escalate, ask them are they okay, stand at the door and speak to each person individually, just the small stuff that matters... (Int. 16. 184)

Several staff reflected on how the attachment awareness programme had affected the school in terms of its cultural developments on an organisational level:

... and that caring ethos is certainly something that we're developing... (Int.6. 26)

The attachment aware obviously feeds into that, and we're... we're definitely moving, towards ermm... the sort of things that we want to embed, we want it to become a... a... a sort or ermm... this is the way we do it at our school. (Int.6. 28)

4.3.2 Subtheme Two – Adjustments for Underlying Reasons

Staff spoke frequently about making reasonable adjustments and the need to understand the underlying reasons for behaviour. These responses were some of the most common amongst staff as they fluently described a willingness to learn of the root causes of challenging behaviour and how adjustments for these were not only acceptable, but inclusive:

Here's the reason, through the attachment awareness programme we understand children have different needs, and we need to make reasonable adjustments for SEN students particularly, and students with attachment needs... (Int.7. 186)

... you're dealing with... problem the child has got and not that behaviour that they're displaying. The behaviours come because they've got that problem... (Int.16. 164)

errm, and it's been a win-win, for them and me, so yes, they still get that time; break/lunch, so for example if they were in after school I'll make a point of visiting them and saying right, we need to find out the underlying reasons why. (Int.2. 28)

4.3.3 Subtheme Three – Language and Communication

Another significant development recognised by staff in their practice was how the attachment awareness programme had influenced the way they spoke to students. Staff commonly expressed being mindful and considerate of language and communication in a way that demonstrated they felt this was an important responsibility of their role as a member of the teaching staff:

And also, it's a change in, in the language, it's a change in what... even in a PE lesson, it's a change in language, what I might say, how I might say it... (Int.1. 256)

As well as accepting responsibility for adapting where necessary the use of language and communication with students, staff also highlighted this element of attachment awareness when responding to a question around key benefits of the programme for secondary schools:

I think like I said, I think it's more to do with, erm... how teachers speak to students... (Int.14. 370)

Yeah. Yeah. Erm, language, we are coming back to that aren't we? (Int.14. 371)

Yeah, we are coming back to that... erm which you wouldn't be surprised with me being an English teacher. But erm, its, its... it is the key to escalating or de-escalating. (Int.14. 372)

... an, and I'm, I'm a linguist so I was really interested in language and use of language, and that, that's also sort of what appealed about this, you use slightly different language... (Int.11. 146)

4.3.4 Subtheme Four – Developing Relationships

Developing and managing relationships was also identified as a key benefit of the attachment awareness programme. Staff spoke about how they felt that the school generally had good relationships with students and parents, but that the attachment awareness programme had further underlined the significance of this as an important part of effective practice. Emphasis was placed on restorative practices and aiming to help students to return to learning as much as possible following, for example, a situation where a student may have become dysregulated. A key strategy identified for achieving this was building relationships with students. Staff frequently identified this as a vitally important part of their attachment awareness training:

Back to... back to the Hawthorne Effect, getting people to think about how they manage relationships with children, getting people to think about how they manage their stress levels with themselves... (Int.8. 344)

And the... the attachment they form with their pastoral manager, they get a very close relationship sometimes, don't they? (Int.10. 143)

So, it's about making, giving that child something amazing that they're confident with and... erm, and building that self-esteem if you can and those relationships are so important as well. (Int.16. 104)

A systemic practice implication of the attachment awareness programme for greater involvement with students' parents and families was identified within some staff accounts. Again, this highlights an acceptance of a wider role for teaching staff as they demonstrated an awareness of the positive impact that being involved with the key figures in a student's life can have:

Mmm, nowadays we've got some students, which we think they have extra needs, so some of the teaching assistants ring their parents and give them our email, so one teaching assistant who works heavily with a child, they can keep in touch with the parent or, ya know, whoever is the guardian of the child, ya know this is what's happening, this is what's happened in the school today. This is how we have dealt with the situation, what happened before, why... when that child comes to school, so you know, like keep in touch, which we never used to do before. (Int.17. 367)

4.3.5 Subtheme Five – Emotion Coaching

Several staff spoke highly of the emotion coaching training they received as part of the attachment awareness programme. The interviews demonstrated that staff greatly valued the practical strategies for helping students to be able to regulate emotions and remain in classrooms, and where possible avoid needing to impose consequences. The staff not only valued emotion coaching for the way in which it helped them develop their direct practice with students, but also in the way in which it helped them to regulate their own emotions when dealing with conflict in the classroom. Emotion coaching was seen as a clear practice development for staff who were able to express its key principles:

Those sort of steps of emotion coaching stick to the facts, ya know?
(Int.11. 54)

Validate the feelings, name them, empathise, set the limits, find the solutions, that, ya know, that sort of stepped approach within the classroom so... (Int.11. 56)

An understanding of the benefits of emotion coaching were illustrated, whilst also acknowledging that some staff may find it easier than others to practice:

Just while, if s... staff are being taught the attachment skills on what to and how to emotion coach children, then it should make life easier in the classroom and I think for some staff it has made life easier but again for those that are very structured and regimented then it's not gonna have that same impact is it? (Int.9. 194)

4.3.6 Subtheme Six – Making Good Practice Even Better

On several occasions staff referred to attachment awareness as enhancing their practice in a way that indicated that the programme had built upon their existing skills as effective teaching staff. Most of the staff interviews were able to speak about the programme in a way that inferred it made sense to them, and that attachment awareness sat comfortably with their view of what good teaching practice looked like:

... however, generally the attachment aware stuff has just made really... made good classroom practice even better I think. (Int.6. 176)

I do think we've talked at quite good lengths about erm, sitting down and getting ch... children to de-escalate more and talking about, err, emotion coaching children, which is something we were really good at I felt before but even better now. (Int.16. 48)

An important but perhaps implicit implication of the programme for some staff was the way in which attachment theory validated a shift towards a more child centred teaching practice. In particular, staff spoke of how they appreciated having a framework for good existing teaching practices. Staff were again able to express these developments in terms of building skill-sets alongside a growing responsibility of teaching roles:

Yeah. Erm, I mean I always think that, when I think about sort of classroom practices and behaviour management and how ya, engage with the kids, my first point is that ya be a decent human being, an erm, a lot of what we talked about on the attachment theory for me was being a decent human being. So... (Int.4. 22)

Ya know, thinking about why, certain behaviours might happen, erm, and rather than just addressing the behaviour in front of you, thinking about sort of, ya... addressing the child and then that, that's been useful I think for me cos ya just go, oh alright okay, right so this, so this is not something that we've just made up it is... there's theory behind it, it's nice! (Int.4. 24)

... so I emphasised that really heavily with staff, erm... so, so this was sort of the science round a lot of what you, probably a lot of teachers in the school would be instinctively be doing. (Int.11. 46)

Ya know, so ya know erm... but actually putting some concrete science around that, and, and enabling them to develop that skill set. (Int.11. 48)

And then empowering people who don't have that skill set at all, to see that as a, er, actually as a framework... (Int.11. 50)

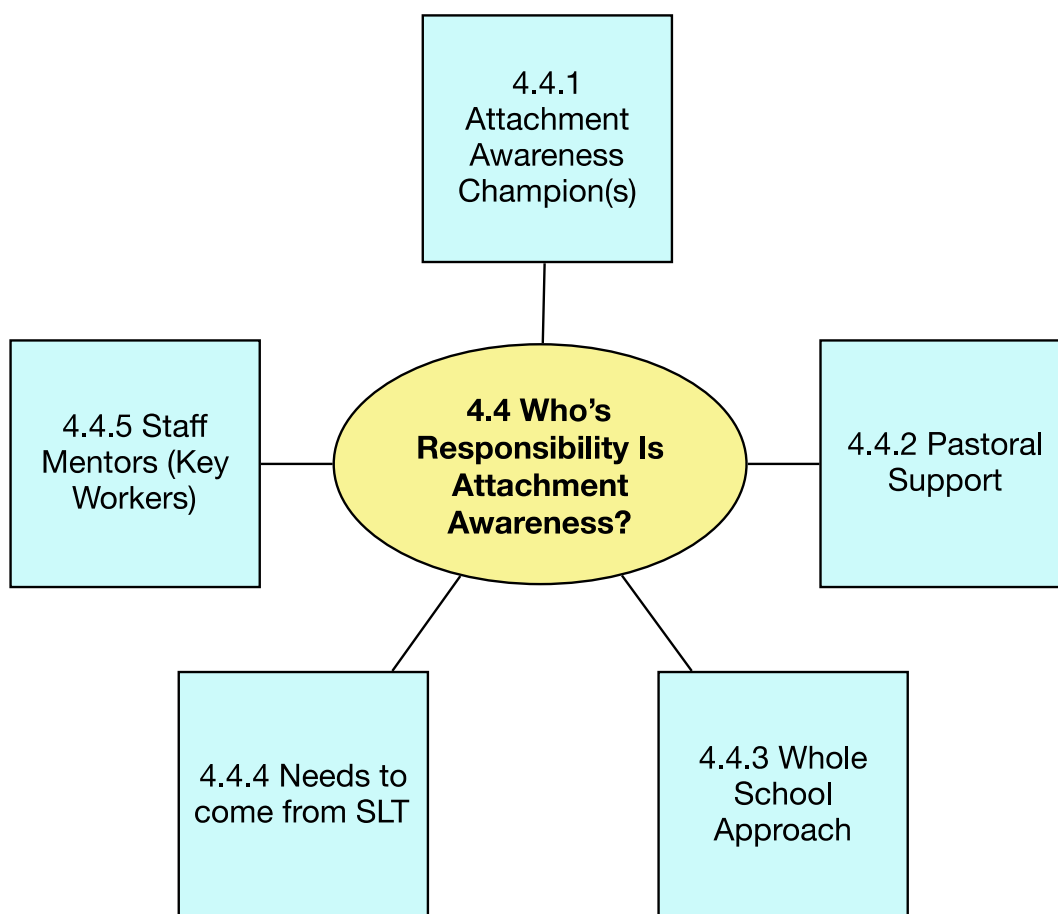
4.4 Overarching Theme Three – Whose Responsibility Is Attachment Awareness?

This overarching theme comprised five subthemes as illustrated in Figure 4.4. Data under this overarching theme showed varied points of key systemic interest regarding implementation of the programme - these included: the role of a programme champion; the investing in and use of pastoral support; and the support of the senior leadership team.

This theme includes findings that highlight the specific way in which the participating school took ownership of implementing and driving the programme, and the differing levels of involvement with attachment awareness as a whole school social and emotional learning intervention. These findings also highlight general staff feelings towards implementation and the factors they considered as essential, for example, a whole school approach.

Overall, the staff interviews suggested a whole school approach had been adopted, with good evidence of general knowledge and support for the attachment awareness programme. However, there were varying levels of involvement and assumed responsibility, as illustrated within the data.

Figure 4.4: A thematic map for the overarching theme of Whose Responsibility Is Attachment Awareness? showing the five themes generated from analysis of the interview data.



4.4.1 Subtheme One – Attachment Awareness Champion(s)

The most common subtheme within this overarching theme was the staffs' appreciation and acknowledgment of having a key member of staff to champion the attachment awareness programme. Several staff identified this as an important part of the successful implementation of the program. Staff felt that having someone who was personally committed and invested in the programme made a significant difference to its success.

It is highlighted within this analysis that the data refers to a member of staff who was repeatedly acknowledged as an attachment awareness champion; going above and beyond expectations in regard to knowledge, enthusiasm, responsibility and workload:

Yeah. Sure, okay. Good. Erm... do you, would you have any recommendations for other schools that were planning on using the attachment awareness programme... from what you've learnt, or... or maybe the things that you may think differently about with attachment awareness... (Int.10. 396)

I think it's having that one key person that's really enthusiastic about it, that's driving it... (Int.10. 397)

Er, and she's driven it and you need somebody with that passion to... ya know spread that to the rest of the staff. (Int.10. 413)

...and by having a champion. Like all things. (Int.8. 142)

By having a champion in the building and (name) is it's champion and (name) will... (Int.8. 143)

... try very hard to get it everywhere and has tried very hard to get it everywhere... (Int.8. 144)

... and is beginning to succeed. So... (Int.8. 148)

Some other members of staff also expressed their involvement in developing the programme from its initial inception:

So, I was on a working party that they put together, erm so I've been to all the meetings. (Int.16. 2)

So initially I was part of the team that met and erm, discussed how it should be implemented within the school so I was part of (name) team. (Int.13. 4)

4.4.2 Subtheme Two – Pastoral Support

A significant systemic feature related to staffing and resource allocation was the way the school had utilised its pastoral team for the implementation and continued responsibility for the attachment awareness programme. The participating school has an on-call system for managing behavioural difficulties in the classroom. This system involves year managers being contacted by the classroom teacher to speak with a student outside of the lesson and use attachment awareness strategies to resolve situations. Following a relatively recent review, subsequent key changes had been made that meant that a pastoral team of non-teaching staff year managers were responsible for the majority of on-calls:

Yes, and who... who... who does the on-call stuff? (Int.7. 281)

Here's a capacity... year managers, senior leadership team, whoever we can fit at that point, whoever is on duty at that point. (Int.7. 282)

Err... predominantly year managers do it. (Int.7. 284)

But... and that's one of the things that's like a teacher sending a child out for a support staff member to deal with the behaviour... (Int.7. 286)

... fortunately our year managers are held with quite high esteem here so there not seen as... oh the support staff go and do my job for me cos they're not. (Int.7. 288)

They're there to design to de-escalate, diffuse, deal with the situation, talk to the child, bring it down, let the teacher explain, then get 'em back in lesson. (Int.7. 290)

... when I started, but the systems have changed so we have, erm... so before it used to be, erm... head, it used to be the heads/assistant heads and members of staff that would come and do your on-calls now... (Int.5. 46)

... it is mainly narrowed down to the pastoral leads that do that... (Int.5. 48)

...whilst I think that sort of just in terms of restructure reorganisation of peoples' time... (Int.5. 50)

... I also think that possibly... they are erm, better equipped in terms of time and what they know about their students... (Int.5. 52)

... to have those conversations then... (Int.5. 54)

This was achievable because of the investment that had been made by the school in the pastoral support team:

... erm... on the whole the school has put more funding into like pastoral managers, and erm... that's given them more time to err, assist with attachment hasn't it? (Int.10. 104)

4.4.3 Subtheme Three – Whole School Approach

Semi-structured Interviews were intentionally carried out across all staff positions in the participating secondary school in order to collect data that would partly seek to understand to what extent the school had accepted responsibility for being attachment aware at an organisational and individual level. There was a sense from several of the staff that the attachment awareness programme had been successfully implemented as a whole school approach:

I think it's definitely brought it through that it's a whole school approach now... (Int.16. 22)

... so it's been a whole school approach thing... (Int. 16. 30)

... which I feel, has been a great, err, benefit really... (Int.16. 32)

... erm, we have in the meetings, but erm, it has definitely gone across to talk to the whole school about being aware, those awarenesss and what actually is attachment and what happens. (Int.16. 38)

Discrepant to this were one or two members of staff who felt the programme hadn't yet had the chance to become embedded as a whole school approach:

No that's not happening school-wide. (Int.2. 38)

I would say not, no. (Int.2. 40)

I think err, errrrm, there's people who will still just put them in detention and not... I mean some children, that's fine, erm, and that's the end of it, we'll have that restorative conversation or at the other end of the scale won't issue any sanctions, won't make the time or have the time, do you know what I mean? (Int.2. 42)

And that doesn't help the student either. (Int.2. 44)

cos there's no boundaries. (Int.2. 46)

Err, so no I wouldn't.... it, it, it's not erm, it's not embedded within the school culture yet, no. (Int.2. 48)

There was also an acknowledgment of the importance of all staff and the whole school being engaged in the programme for its effective planning:

For me ermm... no I'd... I'd say... I'd say go for it... and also involve as many of your ermm... support staff and governors as they can so everybody understands and understands its impact and how it can work with other things you do in school... (Int.6. 360)

Err... cos I think that understanding across the school body is so important and that's, that's where... we've fallen down a few times on a number of things here. (Int.6. 362)

4.4.4 Subtheme Four – Needs to come from SLT

Staff shared their views on the level of involvement that they felt was required from the senior leadership team for the implementation of the attachment awareness programme. The data showed that it was important to staff that the school's leadership voiced their promotion and regular support for the programme as they expressed the need for a 'top down' approach and 'converting SLT'. Although there was a general feeling of support from SLT for the attachment awareness programme; in order to secure full 'buy-in' across the whole school, staff responses inferred that leadership needed to take not just an active role, but a visible one too when implementing and sustaining the programme:

... if attachment became the thing, and leadership were saying this is what we're going to be working on, this, how we're going to do it, how we're going to do the day-to-day running of the school... (Int.12. 413)

... whereas at the moment it's kind of a mish-mash cos people are kind of not sure... (Int.12. 417)

... but every school's busy isn't it? And at the end of the day... ya know what I mean, if it's going to be a holistic approach and everybody's gonna benefit from it, surely there need to be more leadership involved and people to go to and how to work it... (Int.12. 431)

... there shouldn't be one lone champion for it... there should be more of a team, leadership, kind of approach to it... erm, I think there should be time for the staff to feedback so rather than lone sessions there should be points that where staff can come together... (Int.13. 318)

4.4.5 Subtheme Five – Staff Mentors/Key Workers

Another important feature within the theme of responsibility for the attachment awareness programme was the developing roles of assigned key workers or staff mentors to individual students. In recognising the relational emphasis of the programme, staff understood the importance of individual students forging trusting and available relationships with a key worker. This subtheme overlaps with the subtheme of developing relationships (4.3.4). However, in regard to systemic implications, this subtheme highlights a particular responsibility that individual staff undertake as their duties include regular contact with a student throughout their school week in order to provide a secure attachment figure:

Erm, in the September, well particularly, I think two of them... then one, I don't think was in the area and then they were their key person, erm, for the first quite a few months within school... (Int.15. 8)

Eh, and they were their go-to person and their... they had contact with the family they had a good relationship with the child's family, erm and err, I think that was... their involvement. (Int.15. 12)

...and they need people, so we've got more people I think who are willing to mentor... (Int.3. 26)

... so, if you want a student who you feel needs to be mentored and then there's somebody who they connect with, erm, they will do that, so they will mentor with them. (Int.3. 28)

Erm on lots of levels I think... I think careful placement of children with teachers and care with children with TA's. (Int.4. 226)

... I know when we, erm look at our groupings in English... erm, we, we don't just look at giving people a range of abilities, we also look at, erm... kind of who our specialisms are... erm, so, for example (name) who's

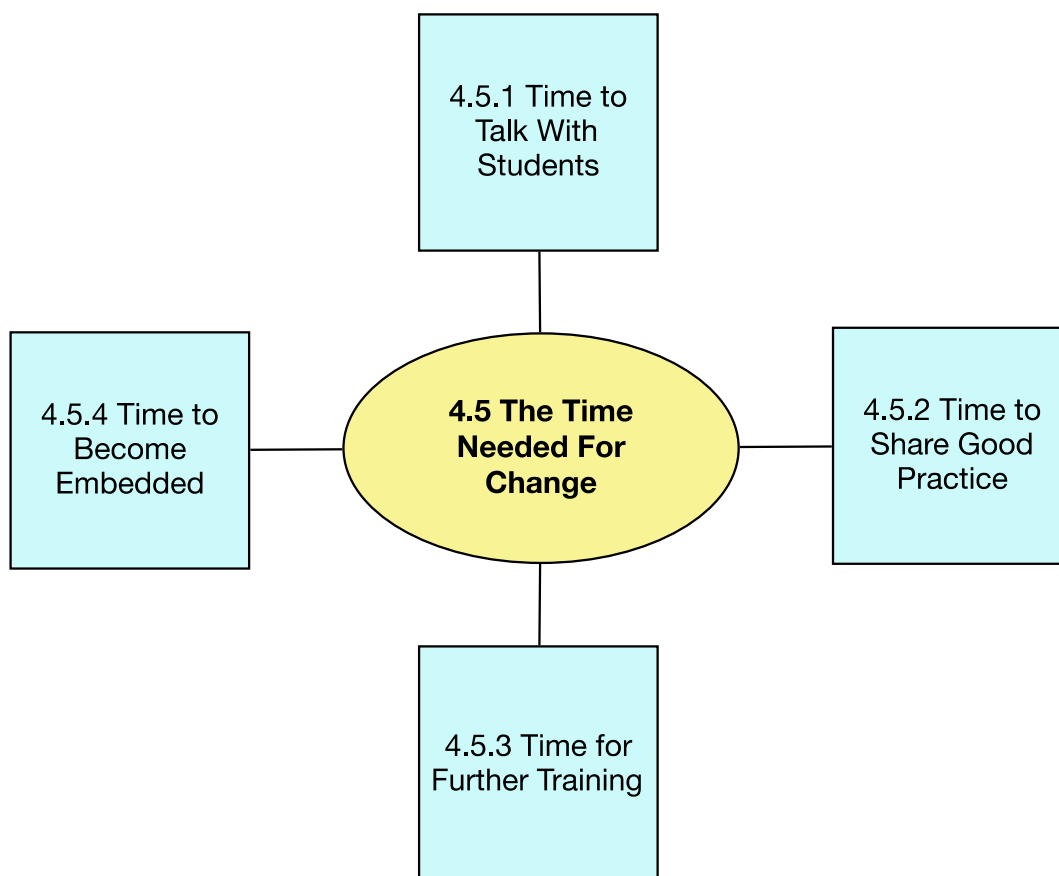
next door is the only fulltime male member of the English department and does... very well, with disenfranchised boys. (Int.4. 228)

... that go-to person in school that, that person... that child can link to whilst under my old behaviour hat we'd have done from a behaviour thing, but actually from an attachment support aspect of it I've got a different view of it. (Int.7. 64)

4.5 Overarching Theme Four – The Time Needed for Change

This overarching theme comprised four subthemes as illustrated in Figure 4.5. Within the data the attachment awareness programme was found to bring with it some key considerations regarding the necessary time required for the systemic changes that a whole school intervention of this nature would create. Participating staff were able to identify these time factors clearly, and highlighted situations within a typical school day where the positive practicalities of the programme's principles may not always be considered and understood. These implications were spoken of in a way that suggested there was an expectation that they were absorbed within the school's existing school day, without additional time being allocated.

Figure 4.5: A thematic map for the overarching theme of The Time Needed for Change showing the four themes generated from analysis of the interview data.



4.5.1 Subtheme One – Time to Talk with Students

Several staff provided clear examples of when throughout their day in school they needed additional time to talk with students. Staff were able to explain that within their developing role through attachment awareness, extra time was needed for principles such as building relationships, restorative conversations, and exploring underlying reasons for behaviour. The overall message of this subtheme was that a relational and reciprocal interaction with a student needs an appropriate amount of time for staff to undertake:

Well if you're thinking about work load in terms of the implementation of it, then, as I said before I think, you know, if we're going to spend this time doing it, if it doesn't make staff workload even more onerous, we

need to create more time and space and opportunities for people to have these conversations. (Int.2. 361)

Err... so time, giving them time to... for them to explain or us to explain. (Int.10. 71)

... walk them to the gate at the end of the day, meet them, and go and see how they are, go and find them at lunch, they can come back to my room at any time during the day, they then tell me, like I've got one particular girl, she would just say, I'm on a two at the moment, I have a quiet area and she can just go and sit in that quiet area, I don't go and bother her, I don't ask her anything so she's ready to talk to me. (Int.16. 218)

The way the staff explained handling situations with students in accordance with attachment awareness practice also provided some implicit examples of additional time requirements for conversations:

... erm, and just giving them a space to say so what else is going on, well let's put that to one side and how are we going to focus on getting through the day and what strategies could we put in place for you to cope with the day? Erm, so I've been using it in that sort of technique... (Int.12. 84)

4.5.2 Subtheme Two – Time to Share Good Practice

Staff emphasised the time required for sharing information about students with suspected attachment issues, as well as sharing examples of strategies that have, and have not worked. Participants suggested that opportunities to discuss case studies of daily interactions with each other regarding students with attachment difficulties was an essential part of developing the programme further. However, staff also expressed that there was little, if any time available to do this and that without creating specific opportunities for staff to share good practice, attachment awareness wasn't necessarily being utilised to its full potential:

We do have staff meeting every fortnight and the pastoral managers will say that such-a-body's having err, sort of attachment issues with her mother because such-and-such has happened, so that happens in briefing because something occurred, and we're worried about that. (Int.10. 377)

But time really rather than resources I think. (Int.10. 379)

I believe they should invest... erm they've invested a little bit of time... right, erm, I believe that it will benefit, be of really great benefit to the school to invest more... (Int.13. 268)

... just to talk about a few of our experiences with the kids like what's worked, what hasn't worked... (Int.13. 276)

Yeah, ya know we just need, so basically more time... (Int.13. 298)

4.5.3 Subtheme Three – Time for Further Training

Staff spoke about the need for time for continued refresher training. There was a general understanding that time for training staff was difficult to find, and that the attachment awareness programme was an intervention that would need refresher training at certain points in the academic year. Staff seemed to suggest that this did not necessarily need to be onerous or frequent, but that time for reminders of the attachment skills they had acquired was important:

Herrmmm... I sup... we've had some... training slots... but I do think we could have lots more of it. (Int.5. 266)

Erm, or just reminders of it... ermm... (Int.5. 268)

Refreshers yeah. (Int.5. 270)

Errmmm... It's having the time for those sessions I think (name) she tries really... she tries really hard with the little time she has... (Int.5. 272)

Errmmm... but if you've got one hour every six months or sort of ten minutes sessions in the morning before we all go off to lessons... (Int.5. 274)

... I suppose it's the timing of those sessions as well, you've either got your teachers at the end of the day when they're all exhausted... (Int.5. 276)

... or you've got to be in when they've got a list of things to do and need to get on with stuff... (Int.5. 278)

Further implications for implementing the attachment awareness programme concerned the needs for training new staff and the time required for doing this. This also raised a question around ensuring that time was allowed to produce training materials so that additional training needs were not entirely dependent on the knowledge, time and availability of the attachment awareness programme lead (champion):

... refreshers, erm, and then the issue this year will be how we do that with new teaching staff. (Int.11. 418)

Because they will be involved in the inset, they'll be involved with teaching teachy things... (Int.11. 420)

So, I, I am going to do a separate, it'll be a separate but shorter session... (Int.11. 422)

... erm, with new staff... (Int.11. 424)

So that... yeah. (Int.11. 426)

But then the issue is then, I... is because that is still centering that training around me isn't it? So, it's then. It's then the sustainability of that and how... (Int.11. 428)

Ya know, so at some point this year we probably need to produce training materials. (Int.11. 430)

Yeah, so, so part of my plan although I gave people scripts last year, part of my plan is to sort of produce a bit of a booklet... (Int.11. 432)

4.5.4 Subtheme Four – Time to Become Embedded

A general feeling amongst staff was that the attachment awareness programme had made a positive initial impact, but that it required time to embed as a new whole school approach. Staff showed an awareness of the need to remind themselves of the principles of attachment, and that it would take time for them to become familiar in new ways of practice, and for attachment awareness to become second nature:

... what it is, what the effects are and how we can do it and, she's got that vision which is why you've done that other training day to become literacy support and it's just trying to find that time to really ground it into the bedrock of the school culture. (Int.12. 163)

Potentially it's got a lot... ya know, it could be really valuable, but like I say at the moment it's still early and everybody's finding their feet with it as to what degree they're gonna use it... (Int.12. 165)

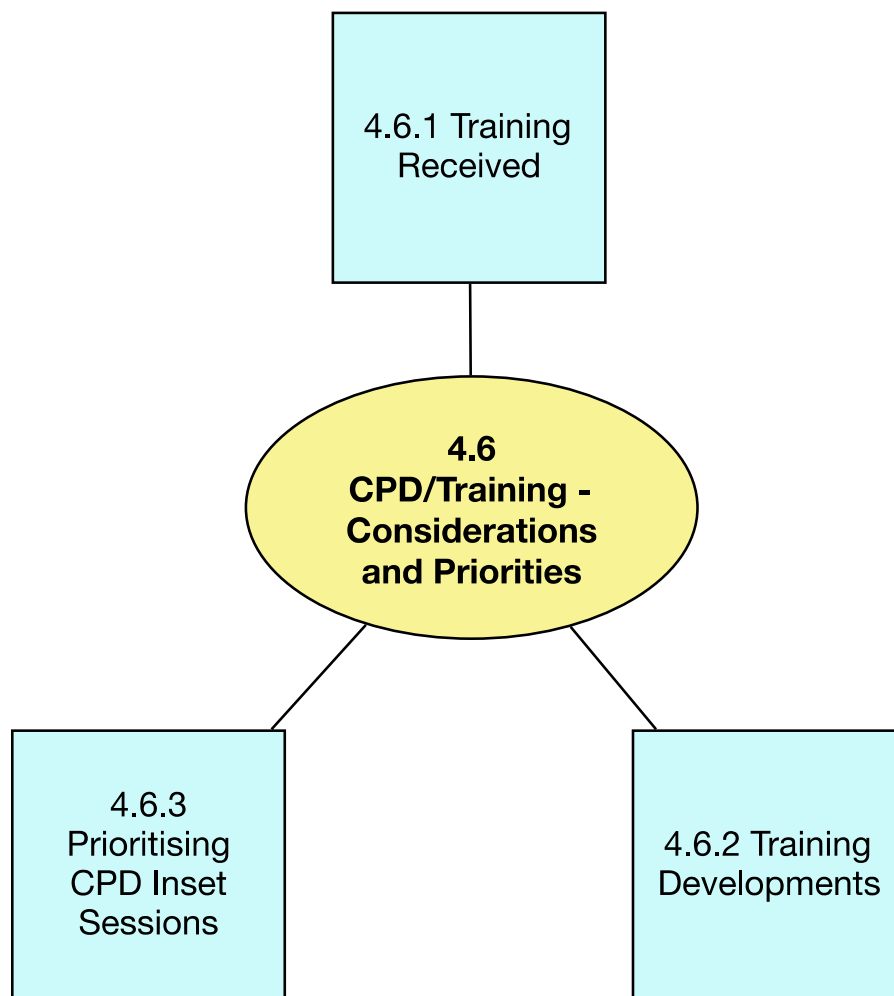
... but as I'm getting used to dealing with things in a slightly different way, in a different emphasis... I can see there's more needs within the space of one lesson, that are not being met and actually knowing how to deal with that will be the next step about how do we embed that culturally, as an ethos if we, if we do go forward with it... but ya know, I haven't even

been able to have a forum yet to share my own experience and I don't know whether that's the same as (name) and (name)... (Int.17. 119)

4.6 Overarching Theme Five – Continual Professional Development/Training – Considerations and Priorities

This overarching theme comprised three subthemes as illustrated in Figure 4.6. As well as highlighting the specific needs for initial and developing training, this theme includes an insight into some of the systemic challenges with implementing an intervention such as the attachment awareness programme. A key subtheme around the prioritisation of staff CPD/training sessions derived from data concerning internal competing agendas for whole school development. Staff were aware of the limited training time available, and also expressed how having too many different training agendas could have a counter-productive effect on staff development.

Figure 4.6: A thematic map for the overarching theme of CPD/Training – Considerations and Priorities showing the three themes generated from analysis of the interview data.



4.6.1 Subtheme One – Training Received

When responding to a question regarding the level of involvement in the attachment awareness programme, virtually every member of staff remarked on the amount of training they had received. There were variations in training according to the amount of sessions staff had attended, however all staff commented on the importance of the training as a key facilitator for the implementation of the programme:

Well we've had some training haven't we? (Int.17. 2)

Erm, delivered by (name) as a whole teaching body, and that included teaching assistants in that. (Int.17. 4)

What was, what was the extent of training? can you... (Int.17. 7)

I-It's been err, a couple of presentations... (Int.17. 8)

... erm, that might add up to half a day's worth of... (Int.17. 10)

... not all in one go, err, a couple of hour-long sessions and maybe...
erm some briefing sessions as well... (Int.17. 12)

Couple of briefings... 20 minutes, yeah. (Int.17. 13)

... 20-minute sessions. (Int.17. 14)

No, well I don't... not, not really but I think because they've had the training cos it was a full staff sign up so all the staff have had the initial training. (Int.3. 96)

Everyone's had it, right. (Int.3. 97)

And then (name) did kind of like a 'side-liney' one where we all, there was a handful of us, I can't remember how many of us there was, but there was a handful, then of core staff that did it, so all staff have been part of the training, other than new staff so maybe that's something that needs to be looked at... new staff coming in maybe need training a little bit on it. (Int.3. 98)

4.6.2 Subtheme Two – Training Developments

Staff spoke about the need for continued refresher training to maintain the effectiveness of attachment awareness when responding to a question about potential ways in which the school needed to invest in the programme further. There was a feeling amongst staff that reminders were important, and that now

that the school had gone so far with implementing a whole school attachment awareness approach, it was worth setting aside additional top-up training sessions in order to ensure its success:

Yeah it does, yeah because, it's it's, an eye opener, it does it, it has, cause our SENCo's had training on it, and she shared her training, but we do need more training, I feel as a teacher I need more training, I need to be made more aware, ya know, and support and, and ya know improved in the way that I would deal with different behaviours and different emotions. (Int.1. 362)

Yep, ok. So, more attachment awareness training? (Int.1. 363)

Yes, definitely. (Int.1. 364)

As well as expressing the need for further training, some staff shared their ideas for how training could develop in a number of ways including working with other schools that have implemented the programme, and case studies to talk about specific students:

Invest, invest a good amount of time into it... (Int.12. 441)

... more than it being just an add-on... (Int.12. 443)

... if, if possible... (Int.12. 445)

How does that look? (Int.12. 446)

Erm... more training sessions maybe, maybe erm actual inset day, whole inset days with the school on it... erm I know the, the, the TAs did that but I don't think the staff body did that... (Int.12. 447)

May, maybe interact with the school that's already implemented that programme and see how it works first-hand, and get involved with that... (Int.12. 448)

I think I'd want case studies, or I'd want erm... I think it's always good to make things practical, visible, and relevant... (Int.14. 294)

... so, I would want to be talking about specific students... (Int.14. 296)

Yeah. No, it's been affective hasn't it. Yeah (Int.17. 458)

... it has, maybe I'd like to have heard a little bit more about some of the, some of the individual, erm, cases and how it's affected people but... (Int.17. 460)

... ya know, I feel confident that in time we will do. (Int.17. 462)

That's the next step isn't it? Sharing practice, case studies... (Int.17. 468)

4.6.3 Subtheme Three – Prioritising CPD Inset Sessions

Some staff openly expressed the need to manage limited CPD opportunities and highlighted an interesting systemic implication for schools when considering running training sessions for different programmes simultaneously. Some members of staff at the participating school with individual roles that included delivering training for specific interventions, including the attachment awareness programme, were faced with difficulty managing to negotiate with each other the available staff CPD time. This was expressed as creating tension between those responsibilities as the leads for the training programmes were placed in a difficult situation that required making choices for prioritising one programme over another.

...erm... but, erm, around resourcing where I felt a real tension with it is erm... is the amount of time it took out of our CPD programme... erm.. that took time out of teaching and learning, and the classroom, and I know... erm... so for me, ya know because it was very much like and then we've got to do a whole days inset where the, ya know... the specialist will come in and teach the whole teaching staff and TA body

about emotion coaching... well that's, I only have three of those days a year, for everything that needs to happen in the classroom... (Int.8. 166)

... and that's one and a half of them gone. (Int.8. 168)

... and that for me was a real tension, and that... (Int.8. 170)

Within the issue of managing limited CPD training time, some staff also expressed the difficulty of absorbing a number of competing training agendas simultaneously. The participating school staff had recently received training sessions in a number of different interventions, and this was found to overwhelm staff on top of their existing duties as members of the teaching staff in a secondary school. Some staff expressed feeling a little confused by the amount of information they were being asked to implement and practice for different approaches within a short time frame of each other.

Yeah... erm... I think there's probably still works doing in terms of people investing in it... (Int.4. 318)

... erm, I think part of the reason for that is we have so many things thrown at us, erm, so... (Int.4. 320)

... we've had lean and authentic feedback, we've had metacognition... (Int.4. 322)

... we've had attachment awareness, I mean this is just... I'm thinking things we've had the last term, ya know... (Int.4. 324)

...we've had, doing our own action research groups, and I think, and again... (Int.4. 326)

...it becomes cognitive overload (laughs) and ya go, ya know... okay! So, I'm trying to make sure that in this lesson I am being aware of the pupil's attachment issues, but that the metacognition is... I'm thinking about my thinking about my thinking, ya know! (laughs)... erm... (Int.4. 328)

So I think... and this is not just about attachment theory awareness, I think... in some ways you need to pare things back... there are so many things thrown at us... I understand why... I understand that every time Ofsted had issue a new... erm... (Int.4. 330)

...rumour... sometimes they go... right... we've got to do this, erm, but... that then waters everything down doesn't it? (Int.4. 332)

Cos, ya know you can only think about so many things... you can only be anxious about so many things! (laughs) at one time. (Int.4. 334)

... it was one that we said it would be really for the pastoral team to have been at but because of other training that was going on... (Int.12. 149)

... the staff were doing other things and we were doing this. So I think we've had more insight and more... case studies and what to do in this scenario, how you should talk to a student, and erm it kind of goes against almost what the pastoral team have been doing because when they... cos he was saying you can lean against a wall and come down to their level but that's not always how pastoral need to attend to an on-call. It so it's, it's really difficult cos they weren't there in that training session... (Int.12. 151)

So, you've got a mish-mash cos some people know things, some people don't and your different levels of the attachment. (Int.12. 153)

4.7 Summary

This chapter has presented findings generated from the thematic analysis of fifteen semi-structured staff interviews and two staff focus groups when answering questions on the implementation of the attachment awareness programme. The key findings formulated overarching themes relating to challenges and developments around pupil behaviour, staff practice, responsibility for the programme, time to implement, and programme training.

In accordance with Braun & Clarke (2013), subthemes were selected by a process of combining an emphasis on both frequency and meaning. A number of important subthemes were created. Initial examples that provide some clear considerations for implications of the programme include:

- Behaviour policy changes
- Behaviourism and attachment awareness combined
- Adjustments for underlying reasons
- Attachment awareness champion(s)
- Time to develop relationships and share good practice
- Prioritising CPD inset sessions.

These subthemes also provide clear examples of how open and insightful the participating staff interviews were when sharing their thoughts and ideas around the implementation of the programme. The full data set of themes and subthemes provide both substantial and significant information from which the researcher is able to discuss findings.

Chapter Five – Discussion

5.1 Chapter overview

This chapter revisits the key aims and research questions for this study. The findings of the research are discussed in relation to the theoretical psychological underpinnings and research literature as outlined in chapter two. The researcher presents a critique of the study along with providing implications of the research and feedback for the participating school. Further research and the EP profession are also considered along with a self-reflexive understanding of the researcher's position within the study. This chapter concludes with a summary of the findings in relation to the issues outlined.

5.2 Aims of the Research

The aim of this research was to explore the systemic implications of implementing the attachment awareness programme for Key Stages 3 and 4. Through exploring the views of a broad range of staff in a secondary school where the programme had recently been implemented, it was hoped that the research would identify key themes and organisational implications. The aim was to provide an insight into implementation in the interest of future developments of the programme for participating schools. In achieving this, the research has highlighted some of the systemic similarities between the current study and previous implementations of the programme and secondary SEAL, and by doing so provides schools and local authorities with further information. Analysing the data collected from a total of 24 staff during 15 interviews and two focus groups the research aimed to answer the following questions:

1. How does the attachment awareness programme sit alongside other school policies, such as behaviour management, in a secondary school?
2. How does a whole school attachment awareness programme affect the working practices and culture for staff in a secondary school?
3. What do staff report as the organisational implications, for planning, staffing and resources, of a systemic attachment-based programme in a secondary school?

All questions were addressed by utilising findings from the qualitative data with additional weighting being given to answering question three – the wider enquiry of the questions posed.

5.3 Revisiting the Research Questions

This qualitative case-study research was designed with an exploratory purpose to identify some of the systemic implications of implementing the attachment awareness programme. The research questions generated at the end of chapter two derived from the literature review where implications for implementing the attachment awareness programme and secondary SEAL were identified. This chapter now revisits the research questions by discussing the overarching themes from chapter four and integrating them with the reviewed literature in chapter two. Each research question is discussed in turn with supporting evidence.

5.3.1 Research Question One: How does the attachment awareness programme sit alongside other school policies, such as behaviour management, in a secondary school?

Findings that answer research question one centre on the key overarching theme ‘Changing the Behaviours Around Behaviour’. From this, the identified subordinate themes showed that staff were conscious of the way in which the programme affected the school’s management of student behaviour issues and the behaviour policy.

5.3.1.1 Changing Behaviours

Within this overarching theme the data shows how the attachment awareness programme had both contrasted with and complemented the school’s behaviour policy. During the interviews participants regularly articulated the interrelated contrasting themes of ‘Flexibility for Consequences’ and ‘Consistency’. Staff explained that principles of the programme had developed an understanding of the need to be less automatic in the way it applied the school behavioural policy

consequence system. Also expressed was the need for staff to be consistent in the way they managed students' behaviour, regardless of the attachment awareness programme. These two themes convey different messages from staff, demonstrating potential ambiguity when considering the need to be both flexible and consistent when dealing with student behavioural issues.

'Behaviour Policy Changes' was a key finding for the study that directly relates to research question one. This theme shows that staff at the participating school reported that the behaviour policy had been amended to include principles of the attachment awareness programme. The further underlining systemic significance of this was that inclusion in the school's behaviour policy meant that attachment awareness was now an expectation of staff.

Both Rose et al. (2019) and Fancourt & Sebba (2018) reported findings regarding implications for the school behaviour policy. Interestingly, Fancourt & Sebba (2018) highlighted a question regarding treating students equitably when considering the attachment awareness approach and the behaviour policy. This relates to the discrepant subordinate themes of 'Flexibility' and 'Consistency', bringing into view staff perceptions of attachment awareness as creating a potential need to identify students that may, or may not have attachment issues when considering appropriate responses and reactions to behavioural difficulties.

Fancourt & Sebba (2018) advocate for the inclusion of a further specific programme as an aside to the attachment awareness programme to address leadership challenges with regard to systemic issues such as behaviour management policies. Findings from the present study would support this suggestion. Further development of the programme, as highlighted by some of the teaching staff needs to provide guidance for managing the differences in approaches to behaviour. Subordinate theme 'Behaviourism and Attachment Combined' adds further complexity to this idea when answering research question one. Some staff reported that a clear behaviour policy provides a sense of security to try out the principles of attachment awareness. This presents the notion that attachment awareness can complement clear behaviour policies, and vice versa, enabling staff to develop new skills in

attachment awareness alongside a behaviour policy that offers boundaries and safety in the classroom.

The subordinate theme of 'Fairness' also gave insight into potential answers for research question one and how attachment awareness and behaviour policies integrate with each other. Staff openly expressed the need to be seen to be treating pupils fairly as much as that was their explicit morale intention. However, this was challenged by reports that some staff felt that students were accepting of each other, providing them with assurances that treating students differently - according to individual needs such as attachment difficulties - perhaps posed less of a dilemma than was considered by other teaching staff.

The findings for question one demonstrate a clear interaction between the attachment awareness programme and the participating school's behaviour policy. As part of the psychological theoretical underpinning for this research, von Bertalanffy (1968) proposed that a system consists of interacting elements that are open to interact with their environment. A key aspect of this theory is that systems are self-regulating through feedback. This study provides feedback to highlight the emergence of a new pedagogical approach where the interacting properties of a school's existing behaviour policy and the attachment awareness programme create potential for future developments. The researcher suggests that neither the behaviour policy nor the attachment awareness programme take greater precedence over the other. Instead, as von Bertalanffy (1968) states: "The whole is more than the sum of its parts" (p. 55). What is of greater importance is how the attachment awareness programme and the behaviour policy interact, and how they fit together as a new emerging whole. The evidence for this from the participating school was the reported systemic changes that had been made to the school behaviour policy to include the inclusion of attachment awareness principles.

The data shows that at the time of the interviews and focus groups, staff were unable to suggest any further policy changes to that of the behaviour policy as an outcome of implementing the attachment awareness programme. This may be a reflection of timescale with the programme having been implemented just

one year prior to the researcher's data collection. Further research regarding the school's policies is identified in section 5.6.

5.3.2 Research Question Two: How does a whole school attachment awareness programme affect the working practices and culture for staff in a secondary school?

Findings for this research question focus around the overarching theme 'Developing Attachment Practice'. Staff practices and the school culture were affected in a variety of ways that illustrated the breadth and depth of systemic implications for implementing the attachment awareness programme. Across this overarching theme six subordinate themes are discussed in relation to research question two.

5.3.2.1 Developing Practice

The subordinate themes within the overarching theme of 'Developing Attachment Practice' provide a clear picture of how the progress of the attachment awareness programme had created a change in emphasis for the participating school's ethos and culture. 'Thinking, Approach and Culture', 'Adjustments for Underlying Reasons', 'Language and Communication', 'Developing Relationships', 'Emotion Coaching' and 'Making Good Practice Even Better' provide evidence of the school staffs' personal and organisational reflections that recognised their roles as going beyond the position of academic educators. The findings suggest that staff felt that integrating attachment principles that call upon the development of greater reflective and nurturing school practice emphasises the social and emotional needs of students.

Chapter two highlighted that the Humphrey et al. (2010) evaluation for secondary SEAL identified some cultural aspects for change in terms of factors such as staffs' general care towards pupils, physical visibility of the programme and teaching and learning. However, this discussion suggests that the SEAL evaluation did not provide convincing evidence for positive change with school 'thinking, approach and culture'. A change of school ethos is not something clearly evidenced for the secondary SEAL programme in the same way found

with the attachment awareness programme for this study. Changes to thinking, approach and culture provided some of the most frequent responses in the findings for this study. Staff spoke of several key factors that evidenced a cultural shift in attitudes in the participating school.

Within the subordinate themes for 'Developing Attachment Practice', the data shows how the attachment awareness programme affected staff thinking around their own reactions and approaches, and for embedding a consciously caring ethos that builds upon good existing teaching practice. Staff spoke clearly and frequently about the importance of exploring underlying reasons for students' behaviour and making reasonable adjustments accordingly. The careful use and development of the language and communication being used with students was highlighted as a key benefit of the attachment awareness programme, especially for Key Stages 3 and 4, as was the emphasis on developing relationships with students. Furthermore, the emotion coaching strategies that were found to be an inspiring aspect of the programme were not only spoken of in terms of their benefits to students, but staff were also able to reflect on being more aware of their own emotional regulation needs too. Some of these findings are further supported by the attachment awareness programme evaluations carried out by Dingwall and Sebba (2018a, 2018b) and Fancourt & Sebba (2018). These all reported changes to practice that included the recognition of emotions before managing behaviour, and a key aspect of this was being able to use emotion coaching strategies.

The data for the present study suggests that the attributes for 'Developing Attachment Practice' contrast to the limited amount of positive cultural change referenced within the evaluation for secondary SEAL. It is worth reiterating a key difference between SEAL and the attachment awareness programme explored here. The Secondary SEAL programme was an approach aimed at promoting students' social and emotional skills through a whole school approach that focused on learning opportunities across the curriculum (Department for Education and Skills, 2007). This emphasis on a taught curricular-based intervention differs from the attachment awareness programme's systemic implications for environmental and relational changes in schools. This may account for the significant amount of developmental practice

changes that are reported as part of implementing the attachment awareness programme.

As evidenced within the data for this research, the attachment awareness programme places a significant emphasis on a whole school ethos, with equal importance on developing student-staff relationships and emotional regulation strategies for children and young people. This emphasis of approaching SEL interventions in a systemic way by addressing the development of working practices for staff and culture in a secondary school is underlined by Bergin & Bergin's (2009) support for attachment aware schools "Systemic change which operates at multiple levels within the ecosystem of school and wider society are clearly necessary; we firmly believe in the potential of these alternative approaches to transform both schools as institutions and the lives of individual students" (p. 458).

By employing Bronfenbrenner's (1979) ecological systems theory to compare the attachment awareness programme to secondary SEAL, it could be argued that by focusing social and emotional development through a curricular based 'taught' programme such as SEAL, the emphasis for change is placed primarily within children and young people. In contrast, findings from this study show that the attachment awareness programme places more emphasis on the microsystem immediately around children and young people as it aims to facilitate change through their environment - through relationships with teaching staff and the school culture.

Findings in response to research question two suggest that the working practices and culture of a secondary school that implemented the attachment awareness programme developed in a number of significant ways. These developments focus on school staff practices beyond the role of educators to include the essential skill sets and relationships required to promote students' social and emotional wellbeing, and their preparedness for learning.

5.3.3 Research Question Three: What do staff report as the organisational implications, for planning, staffing and resources, of a systemic attachment based programme in a secondary school?

The findings that provide answers to research question three are centred on the key overarching themes 'Whose Responsibility is Attachment Awareness?' 'The Time Needed for Change' and 'CPD/Training Considerations and Priorities'.

5.3.3.1 Responsibility

This study found that implementation of an attachment awareness intervention had implications for staff in terms of their responsibility to the programme. This overarching theme consisted of five subordinate themes: 'Attachment Awareness Champion(s)', 'Pastoral Support', 'Whole School Approach', 'Needs to Come From SLT', and 'Staff Mentors' (Key Workers). Findings highlight the participating school staffs' acknowledgment of their programme lead or champion, as well an understanding of the utilisation of their pastoral staff, and the need to adopt a whole school approach with visible commitment from the senior leadership team and willing staff mentors/key workers.

A key acknowledgment for the successful implementation of the attachment awareness programme at the participating school was attributed in the data to one specific member of staff who continued to invest considerable time, energy and enthusiasm for the programme. The staff interviews showed that the level of input from the 'Attachment Awareness Champion(s)' was considered to have exceeded beyond the basic responsibilities for leading the programme. The findings reported that the programme champion had undertaken additional training sessions that incorporated extensive knowledge acquired from personal study and training. Staff recognised and appreciated the programme champion's shared depth of understanding and enthusiasm as a key driver for implementing and sustaining the programme.

Fancourt & Sebba (2018) address the concern of implementing and sustaining the attachment awareness programme in relation to individual staff accountability. The data shows there is a need for key members of staff within

an implementing school to maintain the will of the staff to ensure that the programme is implemented as a whole school approach. Programme leads for the attachment awareness programme and secondary SEAL have been previously reported in the literature as expressing that the implementation of these interventions was not a priority for them, or the school (Fancourt & Sebba, 2018; Humphrey et al., 2010). While the present study did not set out to measure the effectiveness of the attachment awareness programme and therefore does not attribute success or failure to the participating school, what can be deduced from the data and previous literature is a theme regarding who in the participating school takes ultimate responsibility for managing the implementation of the programme. This systemic consideration is an organisational issue that needs to be factored into the planning of implementation and is an important potential facilitator, as evidenced from the staff interviews.

Analysis of the data in this study does not necessarily indicate the need for a single attachment awareness programme champion as there are potential issues regarding the sustainability and longevity of one person holding that responsibility. In other words, the programme becoming dependent on one member of staff is perhaps not an ideal situation. However, in partly answering research question three, this theme's emphasis on responsibility for the programme has highlighted a key consideration for programme champion(s) or lead(s). As highlighted by the previous literature and findings from this research, responsibility is placed on designated champions to lead the implementation of programmes such as SEAL or the attachment awareness programme. However, the previous evaluations for both programmes and the data from the present study do not indicate that additional time or resources were factored into the programme leader's role.

Further subordinate themes for the present study highlighted questions regarding responsibility for the attachment awareness programme. These included the role of 'Staff Mentors' or 'Key Workers' as well as organisational decisions to make the head of year, non-teaching staff responsible for responding to the school's 'on-call' system. Although all staff were reported as expected to use attachment awareness principles as part of a 'Whole School

Approach' and several interviews testified to this, it was evident that some felt this was not yet the case. Furthermore, some staff highlighted the additional responsibility of those able to 'Mentor' CYP with attachment needs as well as indicating that the participating school had invested in 'Pastoral Support' and that these members of staff were key users of the school's attachment awareness programme. Teaching staff reported that the pastoral team were responsible for responding to on-call referrals to classrooms to help deescalate situations using restorative techniques and emotion coaching as part of their attachment awareness training. This subordinate theme regarding 'Pastoral Support' overlaps with 'Attachment Awareness Champion' and 'Needs to Come From SLT' as a key implication regarding the effects that the programme had on working practices for staff.

Senior leadership support and commitment is highlighted within the literature review in chapter two as a primary feature for the effective implementation of interventions such as the attachment awareness programme and SEAL (Dingwall & Sebba, 2018a; Dingwall & Sebba, 2018b; Fancourt & Sebba, 2018; Humphrey et al., 2010). In particular, Humphrey et al. (2010) highlighted in their evaluation of Secondary SEAL that school leadership teams were supportive, but often took a back-step in implementation. Findings from the participating school staff for this study highlighted a general feeling that there was support for the programme from the senior leadership team. However, the data also expressed a need for a more visible and perhaps vocal leadership role in implementation of the attachment awareness programme in order to secure whole school buy-in. This question of a 'Whole School Approach' was largely felt to be something that the participating staff recognised across the school. However, there were some members of staff who felt at the time of data collection that the school had not had a chance to embed the programme to a point where it was being used by all staff.

The researcher considers the different levels of accountability that are highlighted by these subordinate themes and the way in which they overlap. This suggests some ambiguity towards various responsibilities for the continued implementation of the attachment awareness programme once initial training has been delivered to all staff. What is also evident from the data for this study

is that one key member of staff took an active and invested interest in driving the programme forward. The responsibility on a key member(s) of staff to sustain the implementation of the attachment awareness programme is undoubtedly a requirement in as much as it would be for any whole school intervention. However, this implication highlights the need for clearer guidance on the role of the programme lead, and the time and resources realistically required to fulfil that role. Therefore, in regard to research question three, the issue of responsibility highlights clear aspects in which the attachment awareness programme affects school planning, staffing and resources.

5.3.3.2 Time

Four subordinate themes addressed the key findings within the overarching theme of 'The Time Needed for Change'. These subordinate themes were 'Time to Talk with Students', 'Time to Share Good Practice', 'Time for Further Training' and 'Time to Become Embedded'. With regard to staffing and resources, time was found to be a consistent implementation issue across the previous literature and present study.

Fancourt & Sebba (2018) identify resource allocation as crucial to effective implementation, whilst Humphrey et al. (2010) also identify time and resource allocation as crucial progressive or non-progressive aspects. Time constraints were identified as one of the most consistently reported barriers to effectively implementing the secondary SEAL programme.

Time constraints are perhaps a predictable factor when considering the implementation of any new whole school approach in secondary schools. However, the present research highlights important time implications for all staff engaged in attachment awareness and draws attention to daily practical resource issues around the time needed to talk with students, and each other. Restorative, exploratory and empathetic conversations, and attuned listening takes time; this message came across from staff clearly, yet interestingly, it was not something specifically identified within this context in the previous literature. Humphrey et al. (2010) do refer to a lack of student opportunities to talk about feelings and relationships. However, this was placed in the context of curricular

opportunities, for example, in personal, social and health education (PSHE) lessons and was only briefly referred to under the theme of teaching and learning.

A possible explanation for the lack of literature referring to 'Time to Talk with Students' is that it has only been considered previously as a part of the learning timetable, as in the case of SEAL within PSHE, or minimal opportunities during tutor time (Humphrey et al., 2010). This raises a potential implication regarding expectation, and the assumption that schools and their staff have the capacity, time and resource to implement SEL programmes like SEAL and attachment awareness. This suggestion is supported by Humphrey et al. (2010) who identify time constraints and resource allocation for implementation of secondary SEAL as delivery was intended to integrate within existing school systems.

The evidence for this study supports this suggestion as staff referred to needing to create more time and opportunities to have conversations with students as part of the attachment awareness principles. These issues apply to 'Time to Share Good Practice' in the same way. Daily practical time constraints were expressed by staff that spoke of the need to invest more time in sharing good practice with each other. These included case studies, regular individual student updates and successful attachment based strategies.

Findings from the present study also highlighted a need for 'Time for Further Training' as staff expressed the importance of continual refreshers as well as sessions for new starters. Humphrey et al. (2010) reported that follow-up training was not prioritised beyond the first year of implementation for SEAL and suggests this to be an example of how initial enthusiasm for the programme waned over time. This discussion highlights potential issues with not planning time for the sustainability of training. As evidenced within the findings for Secondary SEAL, there is a danger that where training sessions for whole school SEL interventions discontinue, so may also programme momentum.

5.3.3.3 Training

The final overarching theme that answers research question three consisted of the three subordinate themes 'Training Received', 'Training Developments' and 'Prioritising CPD/Inset Sessions'.

Training is a fundamental aspect of the attachment awareness programme and there has been variation reported in the way the models for the programme have been delivered (Fancourt & Sebba, 2018). Fancourt & Sebba (2018) highlighted that local authorities that had implemented the attachment awareness programme took either a school-based or centralised approach. School-based suggests training delivered directly to school staff within their school setting, whereas centralised refers to external training for one or two key staff from each school who are then responsible for going back to their respective schools to deliver training. Participating staff also reported variation in regard to the amount of attachment awareness training they received. However, training was identified as a key part of implementation of the programme with virtually every member of staff interviewed providing a comment on the importance of the 'Training Received'.

The level of accountability for the internal training of staff undertaken by the programme champion at the participating school is highlighted here again as a particular feature of the school's implementation of the attachment awareness programme. Staff enthusiasm for the training received may also be reflective of how the participating school benefited from an approach to training that primarily followed a centralised model, but incorporated elements of the school-based model too. However, as highlighted in participating staff interviews, there were also identified future needs for 'Training Developments', including refreshers, new starters, and ideas that included the use of case studies, and working with other schools.

Notwithstanding the level of knowledge imparted during training by the school programme champion, the data still highlights the continuous need for school commitment to providing staff with further attachment awareness training. These considerations have significant implications in relation to staff planning,

staffing and resources not only for the initial training of staff and the careful selection of a training model, but also moving forward with implementation for the programme beyond its first year.

The significance of careful planning of training requirements for the attachment awareness programme is further highlighted by the subordinate theme 'Prioritising CPD Inset Sessions'. This subordinate theme provides a practical and important insight into the competing training agendas within a secondary school. Evidence collected from the participating staff showed that the simultaneous demands of different training areas, for example, attachment awareness and metacognition, placed an overwhelming sense of pressure on the school to learn new practices at the same time. Limited staff training inset days and opportunities in general for CPD meant that those responsible for delivering staff training were placed in a challenging situation that created tension around the planning of different programmes.

Humphrey et al. (2010) address similar issues under the broad theme of 'will' when evaluating the crucial aspects of barriers for the implementation of secondary SEAL. Staff resistance to an overload of government and/or local authority initiatives present further evidence for the difficulty in managing the implementation of SEL programmes in secondary schools that are focused on a formal curriculum and exam grades.

The responsibility, time and training issues for the planning, staffing and resources of implementing the attachment awareness programme all had significant systemic implications for the participating school. Both von Bertalanffy's (1968) general systems theory and Bronfenbrenner's (1979) ecological systems theory highlight how the participating school interacted with the local authority through a mesosystem to deliver the attachment awareness programme for its students. This discussion suggests that school interventions are greatly affected by their local authority's (exosystem) interaction with government policy, for example, when promoting the education of looked after children and the responsibility placed on designated teachers (Department for Education (DfE), 2018a; Department for Education (DfE), 2018b). Policies from central and local government led to the implementation of the attachment

awareness programme in the participating school. However, the findings show that the systemic implications that have been identified in this study may not yet have been communicated to those policy decision makers. Therefore, these implications have yet to be resolved in a way that the researcher suggests is fundamental to the development and potential of the programme.

5.3.4 Summary of Findings

This section of the discussion has revisited the three research questions set for this study by bringing together the data presented in chapter four with the available literature in chapter two and integrating those with implications identified by the researcher.

In answering these questions this study found that in order for the attachment awareness programme to sit alongside the school's policies, the behaviour policy was amended to include its principles to become an expectation of the staffs' approach to behaviour. Findings also showed that staff developed skill sets aligned with attachment awareness principles that go beyond the role of educators towards the nurture of students' social and emotional wellbeing. Staff practice developments were greatly welcomed across a range of school positions. Staff consistently acknowledged the benefits of the attachment awareness programme for pupils in regard to having a greater understanding of their needs, the development of communication styles with students and establishing key relationships with trusted adults.

Differing levels of staff involvement and accountability along with a variety of training implications and the time required to commit fully to the programme have also contributed to answering the research questions set for this study. Furthermore, the findings suggest there are wider implications of the attachment awareness programme that permeate the different systemic levels around implementation for schools.

Significant potential barriers around the financial implications for sustaining the attachment awareness programme's staffing, resources and training will require the support of local authorities and The Department for Education. If the

attachment awareness programme is to be expected to achieve positive outcomes for CYP beyond its initial implementation period in schools, then the findings from this research point towards the need for systemic prioritisation of its continued development. The potential progress of the attachment awareness programme in response to some of the key findings from this research will be dependent on the commitment of local authorities and central government.

5.4 Research Critique

5.4.1 Strengths

The researcher suggests that strengths of the study are located in: the organisation of the research; data gathering; interview design and technique; and theoretical interest. These strengths are discussed in further detail as follows:

- Due to the challenge of the participating school being located approximately 200 miles from the researcher's place of residence, the fieldwork for this study required careful logistical consideration. This included a need for the researcher to be based close to the participating school location for six days. The distance between the location of the study and the researcher presented a need to be efficient with data collection, for example, ensuring all recordings were of good quality and that the data collected was sufficient as opportunities to return to the participating school were limited. Overall, the researcher was satisfied with the data gathering process.
- The large volume of qualitative data gathered for this study is testament to the exceptional level of co-operation and organisation on the part of the participating school. A total of 24 staff participated in 15 interviews and 2 focus groups and were efficiently organised by the lead contact in the school into a timetable across four working days. This resulted in a substantial amount of data, including over ten hours of audio interview recordings. The 17 Interview recordings averaged over 38 minutes each

and the researcher was satisfied with the high level of engagement from participants.

- The researcher felt that the semi-structured interview design was used to good effect by taking an active role in the interview process. By attuning to participant responses, encouraging elaboration and allowing participants the space to explore their thoughts, the researcher aimed to help develop participant confidence levels for speaking into a microphone and having their voices and responses recorded.
- Systems theories underpin the theoretical basis for this study of the attachment awareness programme. An acknowledgement of this as an important factor is that the research was grounded in two particular areas of psychological interest for the researcher. Therefore, the researcher's enthusiasm and motivation directly benefited from conducting a study that involved these two psychological paradigms.

5.4.2 Limitations

The researcher suggests that limitations of the study are located in: interview/focus group balance; generalisability; the use of further methods; and aspects of the literature review. These limitations are discussed in further detail as follows:

- The interview and focus group schedule questions provided a wealth of relevant information. However, the researcher now feels that some of the time taken by the individual interviews would have been better employed for further focus groups. A greater balance between the interviews and focus groups may have provided further insight for the study, as the researcher sensed during the two focus groups that staff had not had great opportunity to discuss their attachment awareness experiences. Therefore, during the focus group discussions, subjective and intersubjective viewpoints stimulated what the researcher felt were candid responses to the schedule questions; this could have been better

facilitated by allocating more of the data collection schedule to this method.

- By exploring the systemic implications of implementing the attachment awareness programme in one secondary school, the aims were not to produce evidence that could be categorically generalised to other schools. Instead, the purpose of this study was to provide exploratory insight into the type of systemic issues found which could prove useful for schools when considering their own recent or potential implementations. However, it is important to identify this limitation and the researcher suggests that the potential concept of transferability is more appropriate to this study rather than generalisability (Lincoln & Guba, 1985). Transferability refers to the extent to which results from a qualitative study are transferable to other situations. Therefore, the onus is placed on the reader to decide whether their situational context is similar enough to that of the participants' in this study to merit a reliable transfer (Lincoln & Guba, 1985).
- The staff interviews and focus groups provided rich qualitative data not always pertinent to the questions posed. This was partly due to some elaborate responses to research questions where the researcher had used good semi-structured interview techniques to encourage participant confidence (Braun & Clarke, 2013). However, the researcher suggests that a more efficient use of time would have been to utilise further methods, for example, classroom observations and policy document analysis. The researcher suggests that whereas the pragmatic position of the research methods successfully followed an exploratory purpose, it is still important to highlight the limitations that come with this. This research study does not offer any triangulation of findings as it followed an exploratory purpose that did not seek any causal relations or knowable truth (Morgan, 2014). However, the limitations that come with this are that the findings remain reliant upon one method of data collection. The researcher suggests that there would have been a danger in pursuing a more mixed-methods approach often associated with pragmatic research, as the researcher may have become distracted from

an exploratory purpose by pursuing triangulation towards validation. Instead, by following pragmatic principles in pursuing methods that work for the purpose of this study, the potential for becoming misdirected away from an exploratory purpose was avoided. Nonetheless, it is still important to bring awareness to the limitations of this study, as the data has not been triangulated with methods that could have included policy document analysis of the school's behaviour policy, or observations of differing responsibilities and practice strategies for attachment awareness in the classroom.

- The literature review for this study was limited by the small amount of existing research in the area of the attachment awareness programme. Early evaluations of the programme along with a comparative secondary school SEL intervention were included. However, the researcher acknowledges that a broader literature sample in the field of implementation science was not carried out, and that it is currently not a systematic review which would be replicable.

5.5 Reflexivity and Ethics

Key learning for the researcher was guided throughout this study by the pragmatic position and exploratory purpose. With an early interest in contributing towards the development of the attachment awareness programme, the researcher's initial ideas for research aspired to validating the need for the attachment awareness programme. Discussions during tutorials with the researcher's director of studies and an awareness that early evaluations of programme effectiveness had already been carried out encouraged further thought. Considerations for impartial studies focused on different potential aspects of the attachment awareness programme. A key interest in the systemic implications of the programme followed the researcher's awareness of previous SEL whole school interventions such as SEAL. Combined with the knowledge that the attachment awareness programme was a new intervention and that available literature was limited, a focus for research on the systemic implications of the programme was formulated.

The researcher took a pragmatic philosophical position partly because of the intention to consider the most appropriate way of studying a new intervention that had little existing research. By taking an exploratory and inductive approach the researcher shifted from a mind-set of validating the merits of the attachment awareness programme to exploring information that would be useful for schools considering implementing the programme. This shift required a conscious move away from an emphasis on validation through to value. This has been a key part of the researcher's learning journey throughout this study and has been integrated within the researcher's wider training for becoming an educational psychologist (EP).

The researcher's motivation for this study was through an interest in exploring underlying, implicit or unidentified challenges with implementing programmes of this nature in schools, enhanced by a positive view of both systemic and attachment theories. This introduces potential bias when considering the validity of the researcher's reporting of implications of the attachment awareness programme. Whereas aims for the research were not concerned with the effectiveness of the attachment awareness programme, researcher bias still had the potential for the over inclusion of findings that advocate for the programme.

Creswell's (2014) strategies for presenting the accuracy of researcher qualitative findings were utilised by the researcher for this study as follows: a) rich descriptions of findings; b) researcher bias declaration; and c) discrepant themes or information included that run counter to each other. Furthermore, an audit trail including an example interview transcript (Appendix xi), examples of field notes (Appendix xvii) and example entries into a research diary (Appendix xviii) and the details of data analysis in chapter four have been included to support researcher reliability.

A technique of the reflexive process for maintaining an awareness of the researcher's position in this study was the use of miscellaneous themes within the NVivo software analysis tool. As illustrated in examples from the researcher's research diary (Appendix xviii), by keeping codes and potential subthemes to collect responses from participating staff that clearly advocated

for the attachment awareness programme, the researcher was able to remain more consciously aware of the data that could provide potential bias. An aid to this process was filtering positive responses to the attachment awareness programme through the research questions. Data that promoted the programme but had no systemic relevance were then added to one of the miscellaneous redundant themes, for example: 'all schools should implement the attachment awareness programme'. Within these redundant subthemes the researcher was able to compartmentalise evidence that could create potential bias by maintaining conscious visibility of it.

5.6 Implications for Research

This research experience offers some suggestions for further research into the systemic implications of the attachment awareness programme. Further research that would complement the exploratory purpose of this study would be to revisit the participating school to follow the potential progress made into embedding the programme further into a whole school culture. The benefits of following a single school journey with the attachment awareness programme may include identifying the further training and investment required for the programme at optimal times in its development. Interest would also be focused on revisiting the systemic issues that have been identified in this study with an intention for learning of their possible resolutions. Further research exploring any additional potential policy changes along with how any further developments to the participating school's behaviour policy would also prove useful additions to this study.

Another suggested area of enquiry would be to pursue further case studies of systemic implications for Key Stage 3 and 4 schools from which potential generalisations may begin to emerge. Green & David (1984) suggest "generalising from multiple case studies... has a sound basis" (p. 82). Meta-analysis of a collection of case studies exploring the systemic implications of the attachment awareness programme may create an accumulative body of evidence from which findings may potentially be generalised (Jensen & Rodgers, 2001).

Future evaluations of the programme may continue to focus on the effectiveness of the attachment awareness programme due to it remaining relatively new and under researched. Indications from evaluations carried out by Dingwall & Sebba (2018a), Dingwall & Sebba (2018b) and Fancourt & Sebba (2018) may suggest that further evaluations around effectiveness may help to establish the programme as a successful intervention for schools. However, this discussion suggests that in order for the programme to develop beyond the current initial implementations, further evaluations need to include a focus on the systemic implications of the programme in order to understand the barriers and facilitators that are beyond the control of schools.

Some of the evidence for this study may be applicable to different types of schools, such as primary and alternative provisions. However, this research focused on Key Stages 3 and 4 because: a) mental health issues, as highlighted in chapter one, and the neuropsychological evidence that identifies specific attachment opportunities pertinent to children and young people in this age range; and b) the researcher's observations of less uptake of the programme in secondary schools in comparison to primary schools. Potential studies of the systemic implications of implementing the attachment awareness programme in children centres, primary schools, and alternative provisions as well as further and higher education may show similar findings in specific areas. However, this cannot be predicted, therefore future studies of a similar nature in these settings would also be recommended following potential implementation of the attachment awareness programme.

5.7 Implications for Educational Psychology

Findings from the national evaluation of Secondary SEAL found that the programme failed to make an impact on outcomes for students (Humphrey et al., 2010). SEAL and the attachment awareness programme have fundamental delivery differences as highlighted in this study. However, as two comparable whole school interventions, the similarities between them combined with the findings from this study and the outcomes for Secondary SEAL demonstrate the critical need to ensure that investments of time, resources, will and money in

programmes of this kind are not wasted because there is insufficient systemic accountability.

A key suggestion from this research highlights the need for the responsibility of implementing and sustaining the attachment awareness programme from a full systemic perspective. A systemic accountability trail from the Department of Education to local authorities, from local authorities to schools, and from schools to children and young people is required to address the implications for implementation found in this study. Therefore, this suggestion leads to a recommendation for a local authority positioned professional who is able to coordinate the overlapping, interacting and determining systemic factors.

EPs are uniquely positioned to be able to lead the systemic coordination of the attachment awareness programme. In addition to being ideally positioned to deliver training for school staff, this discussion also highlights that a part of the training and skill set for EPs is to facilitate organisational change projects. This presents the opportunity for EPs to work within and between different systemic gatekeepers that are able to influence and address the systemic implementation implications found in this study.

To assume that schools are able to address all implementation issues for the attachment awareness programme alone would be to overlook the systemic implications of the programme. Therefore, as recommended in this discussion the implications for EPs would be to support schools with auditing and monitoring their implementations of the programme, with a specific role in identifying systemic barriers. The EP is in a position to be able to challenge systemic barriers at the appropriate levels, both inside and outside schools, with potential for the latter including advocacy on behalf of schools where systemic challenges and the required solutions to resolve them are beyond their reach. This means that EPs should also work within the systemic levels of local authorities and the Department of Education to feedback and advise on the systemic implications of implementing the attachment awareness programme.

A further implication for EP focus is on EP casework and the need for clarifying with school staff if attachment awareness principles are being correctly and

consistently used. EPs need to highlight when they feel attachment awareness strategies are relevant and important for individual children and young people, and to ensure that school staff are both trained and confident in using those strategies. The researcher suggests these are important implications for the role of the EP, particularly in regard to consultation and developing the culture of schools. Through consultation, EPs are ideally positioned to question the developing ethos of schools with a primary aim of improving mental health issues for CYP. Therefore, the attachment awareness programme presents EPs with consultation opportunities to support and encourage schools further towards progressive and inclusive attitudes for education.

5.8 Concluding Comments

This study has provided evidence of a secondary school's key organisational developments when implementing the attachment awareness programme. Within the systemic capacity of a secondary school implementing this programme, the researcher feels that the participating school showed evidence of advancing towards a progressive pedagogical shift that acknowledged a whole school belief; there is a need to go beyond the role of educators in order to successfully and inclusively fulfil the purpose of educating all children and young people.

The research has shown that there are a number of systemic implications for implementing the attachment awareness programme at Key Stage 3 and 4. These include the need for clarity regarding school behaviour policies, whole school staff practice developments, the responsibilities of implementing and sustaining the programme, and time and resource allocation. Furthermore, this research highlights a need to address where the programme fits within the school's priorities regarding staff training and pedagogy.

Humphrey et al. (2010) recommended that resources and time should be given to staff for schools who wanted to engage in full implementation of the SEAL programme. This research suggests that beyond resource and time are systemic factors affecting whether programmes like the attachment awareness

programme can develop to their full potential without addressing such implications.

The participating school benefited from being part of a local authority attachment awareness programme with initial funding to implement the programme. What this research highlights is that there are continuous systemic implications regarding areas such as behaviour policies, staff training and accountability for managing a full whole school implementation. Findings from this study suggest that these implications can only be addressed so far without progressive intentions needing to be met with central government directives.

Commitment to the attachment awareness programme needs to be further supported from the Department of Education with clearer guidance around the systemic implications for implementing the programme. This should go beyond the statutory guidance: a designated lead teacher to ensure that all staff in schools are attachment aware (Department for Education, 2018b). This research suggests that the Department of Education and Local Authorities should seek further advice and guidance through consultation with educational psychologists who can take a lead developmental role focusing on the systemic implications of the attachment awareness programme. Educational psychologists are ideally positioned to work across the multiple systemic factors that influence the implementation of the attachment awareness programme, and can therefore support the programme to reach its potential for children and young people.

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Appendix (i) – Reviewed literature for the attachment awareness programme and secondary SEAL

Index	Authors	Title	Year	Origin	Method	Aim/Purpose	Findings
1	Dingwall, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report	2018	UK	Mixed methods	Evaluation report of Bath and North East Somerset Council's Attachment Aware Schools Programme 2015-16	The programme had an impact on whole staff understanding of attachment, the meaning behind behaviour and emotional well-being. Recommendations made for future programmes, policy and practice
2	Dingwall, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report	2018	UK	Mixed methods	Evaluation report of Stoke-on-Trent Council's Attachment Aware Schools Programme 2016-17	The programme had an impact on whole staff understanding of attachment, the meaning behind behaviour and emotional well-being. Recommendations made for future programmes, policy and practice
3	Fancourt, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report	2018	UK	Mixed methods	Evaluation report of Leicestershire Council's Attachment Aware Schools Programme 2016-17	The programme had an impact on whole staff understanding of attachment theory and emotion coaching. Recommendations made for future programmes, policy

							and practice
4	Rose, J., McGuire-Snieckus, L., Gilbert, L., & McInnes, K.	Attachment Aware Schools: the impact of a targeted and collaborative intervention	2019	UK	Mixed methods	Report findings on pupil and practitioner outcomes from the Attachment Aware Schools project from 40 schools in in two different Local Authorities in the UK	Significant improvements in student's academic achievements; decrease in sanctions and exclusions; positive impact on professional practice
5	Humphrey, N., Lendrum, A., & Wigelsworth.	Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation	2010	UK	Quantitative and qualitative inquiry	National evaluation of secondary SEAL to (a) assess impact on outcomes for pupils, staff and schools, and (b) examine how schools implemented SEAL	Failed to have a positive impact on pupil outcomes. Inconsistent whole school implementation approaches found across case study schools

Paper for appraisal and reference: 1. Attachment Aware Schools: the impact of a targeted and collaborative intervention.

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ✓
Can't Tell
No

Comments:

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell
No

Comments: A mixed methods approach incorporating qualitative methods was taken.

Is it worth continuing? Yes

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell
No

Comments:

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

Comments:

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

Comments:

6. Has the relationship between researcher and participants been adequately considered?

Yes

Can't Tell ✓

No

Comments: Not included in the available report.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ✓

Can't Tell

No

Comments: Ethical protocols are stated to have been upheld in accordance with the author's institutional research ethics regulations, British Educational Research Association and the BPS.

8. Was the data analysis sufficiently rigorous?

Yes ✓

Can't Tell

No

Comments:

9. Is there a clear statement of findings?

Yes ✓

Can't Tell

No

Comments:

Section C: Will the results help locally?

10. How valuable is the research?

Comments: The research is highly valuable to the literature review for this thesis as it relates directly to the area of study.

Paper for appraisal and reference: 2. Evaluation of the attachment aware schools programme final report: Bath & North East Somerset.

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ✓
Can't Tell
No

Comments:

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell
No

Comments: A mixed methods approach incorporating qualitative methods was taken.

Is it worth continuing? Yes

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell
No

Comments:

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

Comments:

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

Comments:

6. Has the relationship between researcher and participants been adequately considered?

Yes
Can't Tell ✓
No

Comments: Not included in the available report.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes

Can't Tell ✓

No

Comments: Not included in the available report.

8. Was the data analysis sufficiently rigorous?

Yes ✓

Can't Tell

No

Comments:

9. Is there a clear statement of findings?

Yes ✓

Can't Tell

No

Comments:

Section C: Will the results help locally?

10. How valuable is the research?

Comments: The research is highly valuable to the literature review for this thesis as it relates directly to the area of study.

Paper for appraisal and reference: 3. Evaluation of the attachment aware schools programme final report: Leicestershire.

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ✓
Can't Tell
No

Comments:

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell
No

Comments:

Is it worth continuing? Yes

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell
No

Comments:

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

Comments:

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

Comments:

6. Has the relationship between researcher and participants been adequately considered?

Yes
Can't Tell ✓
No

Comments: Not included in the available report.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ✓

Can't Tell

No

Comments: The evaluation states that it complied with the University of Oxford's research ethics procedures, and the British Educational Research Association's current guidelines.

8. Was the data analysis sufficiently rigorous?

Yes ✓

Can't Tell

No

Comments:

9. Is there a clear statement of findings?

Yes ✓

Can't Tell

No

Comments:

Section C: Will the results help locally?

10. How valuable is the research?

Comments: The research is highly valuable to the literature review for this thesis as it relates directly to the area of study.

Paper for appraisal and reference: 4. Evaluation of the attachment aware schools programme final report: Stoke-on-Trent.

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ✓
Can't Tell
No

Comments:

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell
No

Comments: A mixed methods approach incorporating qualitative methods was taken.

Is it worth continuing? Yes

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell
No

Comments:

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

Comments:

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

Comments:

6. Has the relationship between researcher and participants been adequately considered?

Yes
Can't Tell ✓
No

Comments: Not included in the available report.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes

Can't Tell ✓

No

Comments: Not included in the available report.

8. Was the data analysis sufficiently rigorous?

Yes ✓

Can't Tell

No

Comments:

9. Is there a clear statement of findings?

Yes ✓

Can't Tell

No

Comments:

Section C: Will the results help locally?

10. How valuable is the research?

Comments: The research is highly valuable to the literature review for this thesis as it relates directly to the area of study.

Paper for appraisal and reference: 5. Social and Emotional Aspects of Learning (SEAL) Programme in Secondary Schools: National Evaluation.

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ✓
Can't Tell
No

Comments:

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell
No

Comments: A mixed methods approach incorporating qualitative methods was taken.

Is it worth continuing? Yes

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell
No

Comments:

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

Comments:

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

Comments:

6. Has the relationship between researcher and participants been adequately considered?

Yes
Can't Tell ✓
No

Comments: Not included in the available report.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes

Can't Tell ✓

No

Comments: Not included in the available report.

8. Was the data analysis sufficiently rigorous?

Yes ✓

Can't Tell

No

Comments:

9. Is there a clear statement of findings?

Yes ✓

Can't Tell

No

Comments:

Section C: Will the results help locally?

10. How valuable is the research?

Comments: The research is highly valuable to the literature review for this thesis for the specific purpose of relating to the implementation of SEL programmes in secondary schools in the UK.

Appendix (iii) – Literature related to attachment awareness in schools

Index	Authors	Title	Year	Origin	Method	Aim/ Purpose
1	Bergin, C. & Bergin, D.	Attachment in the Classroom	2009	USA	N/A	Position paper
2	Brighton & Hove City Council	Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools	2018	UK	N/A	Policy guidance
3	Dingwall, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report	2018	UK	Mixed methods	Evaluation report of Bath and North East Somerset Council's Attachment Aware Schools Programme 2015-16
4	Dingwall, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report	2018	UK	Mixed methods	Evaluation report of Stoke-on-Trent Council's Attachment Aware Schools Programme 2016-17
5	Drew, H. & Banerjee, R.	Supporting the education and well-being of children who are looked-after: What is the role of the virtual school?	2019	UK	N/A	Research on how virtual schools support educational outcomes for CLA
6	Fancourt, N. & Sebba, J.	Evaluation of the attachment aware schools programme final report	2018	UK	Mixed methods	Evaluation report of Leicestershire Council's Attachment Aware Schools Programme 2016-17
7	Fancourt, N.	Looked after children: Embedding attachment awareness in schools	2019	UK	Mixed methods	Reports further on evaluation of Leicestershire Council's Attachment Aware Programme
8	Parker, R. & Levinson, M.	Student behaviour, motivation and the potential of attachment-aware schools to redefine the landscape	2018	UK	N/A	Position paper
9	Parker, R., Rose, J. &	Attachment Aware Schools: An alternative to	2016	UK	N/A	Book chapter introducing the Attachment-Aware Schools

	Gilbert, L.	behaviourism in supporting children's behaviour?				framework
10	Rose, J., McGuire-Snieckus, L., Gilbert, L., & McInnes, K.	Attachment Aware Schools: the impact of a targeted and collaborative intervention	2019	UK	Mixed methods	Report findings on pupil and practitioner outcomes from the Attachment Aware Schools project from 40 schools in in two different Local Authorities in the UK
11	The Attachment Research Community.	Children and Young People's Mental Health Green Paper Consultation: Response from the ARC	2018	UK	N/A	Response to DfE green paper on CYP mental health provision

Appendix (iv) – The Attachment Aware School Framework

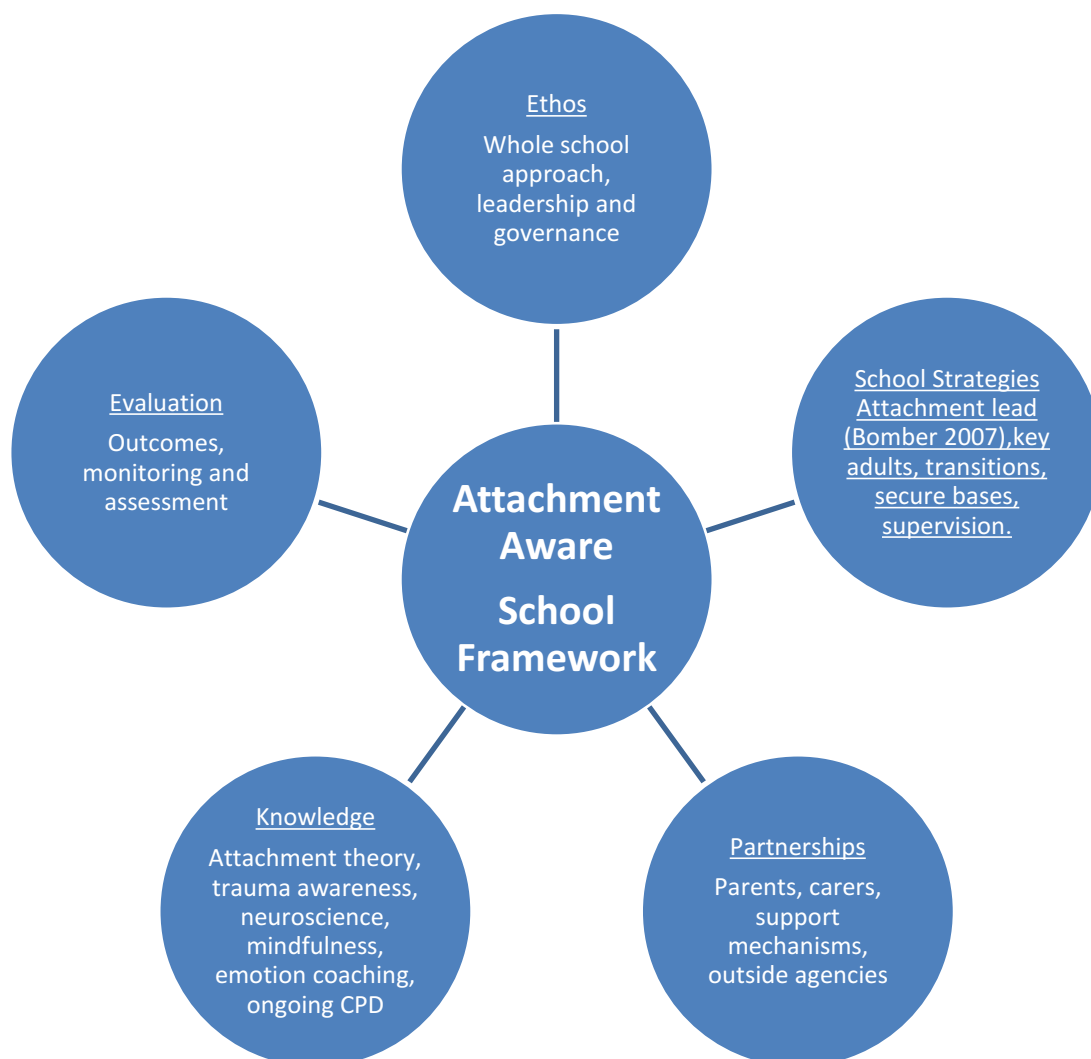


Figure 1: The Attachment Aware School Framework. Reprinted from *The Palgrave International Handbook of Alternative Education* (p. 441-463), by Parker, Rose, & Gilbert In Lees, H. and Noddings, N. (Eds), 2016, London: Palgrave MacMillan. Reprinted with permission.

Appendix (v) – Interview schedule questions

1. What has been your involvement in implementing and sustaining the attachment awareness programme?
2. In what ways has the attachment-awareness programme affected the school as an organisation?
3. Has the attachment awareness programme affected the way in which the school manages things such as behaviour and exclusions?
4. How has the attachment awareness programme integrated with other existing school policies and procedures?
5. How does the attachment awareness programme affect the school's: a) planning; b) staffing; and c) resources?
6. What guidance does the school provide staff when considering the school's policy on behaviour and its approach to attachment and the need to treat pupils equitably?
7. Has the school needed to invest in any way in order to effectively fulfil the programme?
8. Are new members of staff trained in the attachment awareness programme and if so, by who and how?
9. Would you have any recommendations for other schools who are at the planning stages of implementing the attachment awareness programme?
10. What are the key benefits of the attachment awareness programme?
11. How does a whole school attachment awareness programme affect staff working policies/conditions such as initiatives for well-being, professional job satisfaction and opportunities?

Appendix (vi) – Focus group schedule questions

1. What were the main reasons for choosing the attachment-awareness programme for this school?
2. What differences has the attachment awareness programme made to this school?
3. Has the school had to make any changes as an organisation in order to adopt a whole school attachment awareness programme?
4. How does the attachment awareness programme sit alongside other policies in this school, such as behaviour; attendance; safeguarding; privacy notice for pupils; SEN or any other policies?
5. Has the attachment awareness programme had any affect on the school's service level agreement?
6. In addition to training, what are the additional requirements of staff when adopting a whole school attachment awareness approach?
7. Does the attachment-awareness programme create any further requirements to work within other areas of a student's life, such as family, children's services, mental health services, etc?
8. From an organisational perspective, what are the key benefits of the attachment awareness programme?
9. Does the future effective sustainability of the attachment awareness programme require any further school investment?
10. What are the most important aspects to consider as a secondary school when implementing the attachment-awareness programme?

Appendix (vii) - Interview/ focus group schedule

	Thursday	Friday	Monday	Tuesday
P1	1 Teacher	7 Senior Leadership Team	11 SENCo	
break				
P2	2 Teacher	8 Senior Leadership Team	12 Focus Group 1 Teacher Year Manager Teaching Assistants x 3	
P3	3 Year Manager	9 Year Manager	13 Teacher	17 Focus group 2 Teachers x 2 Teaching Assistant
lunch				
P4	4 Teacher		14 Teacher	
P5	5 Teacher	10 Teaching Assistants x 2	15 Teaching Assistant	
3.10-4.00	6 School Governor		16 Teaching Assistant	



PARTICIPANT INVITATION LETTER

You are being invited to participate in a research study. Before you agree it is important that you understand what your participation would involve. Please take time to read the following information carefully.

Who am I?

I am a postgraduate student in the School of Psychology at the University of East London and I am studying for a Professional Doctorate in Educational and Child Psychology. As part of my studies I am conducting the research you are being invited to participate in.

What is the research?

I am conducting research into the systemic (organisational) implications of the attachment-awareness programme at key stages 3 and 4. This case study research aims to explore a secondary school's staff views and opinions on the implications of the programme in areas such as existing policies; school staffing and resources; and professional working and future recommendations.

My research has been approved by the School of Psychology Research Ethics Committee. This means that my research follows the standard of research ethics set by the British Psychological Society.

Why have you been asked to participate?

You have been invited to participate in my research as someone who fits the kind of people I am looking for to help me explore my research topic. I am looking to involve teaching staff in your secondary school who fulfil a variety of roles including teaching assistants and support staff, teachers, SENCo and pastoral staff and members of the senior leadership team.

I emphasise that I am not looking for 'experts' on the topic I am studying. You will not be judged or personally analysed in any way and you will be treated with respect.

You are quite free to decide whether or not to participate and should not feel coerced.

What will your participation involve?

If you agree to participate you will be asked questions on the research: **A Case Study Exploring Systemic (policies, procedures, staffing, resourcing, structure) Implications of the Attachment-Awareness Programme at Key stages 3 and 4.** Participation will be conducted using the following three separate methods:

- Individual informal Interview
- Focus groups; informal discussions
- Questionnaire

(Please delete the above as appropriate).

- Individual informal interviews will be scheduled for between 40 and 50 minutes maximum. Please be assured that these interviews will be conducted in an informal and relaxed way and that the researcher wishes to learn of individual staff's subjective viewpoints; there are no right or wrong answers.
- Informal group discussions will be scheduled for up to 90 minutes maximum. Discussion groups will be led by the researcher with some key questions around the implementation and sustaining of the attachment-awareness programme. The researcher will be focused on the discussion providing an equitable and equal opportunity for all staff to share their views and opinions of the attachment-awareness programme from an organisational perspective.
- All interviews and discussion groups will be audio recorded (please see below for information on what happens to the information you provide).
- Questionnaires will be made available to staff to complete at a time that is convenient to them and will be requested to be returned within a two to three week time-scale.
- I will not be able to pay you for participating in my research but your participation would be very valuable in helping to develop knowledge and understanding of my research topic.

Your taking part will be safe and confidential

Your privacy and safety will be respected at all times.

- Participants will not be identified by the data collected on any written material resulting from the data collected, or in any write-up of the research.

- Participants do not have to answer all questions asked of them and can stop their participation at any time.
- Interviews will be conducted in a designated quiet and confidential room, either in the school before or after school hours; or alternatively, the researcher will seek a local authority meeting room in premises as near to the school as possible.
- Group discussions will be held in a designated quiet and confidential meeting area in the school after school hours where the discussion will not be disturbed by any other members of staff or students for its duration.

What will happen to the information that you provide?

What I will do with the material you provide will involve anonymous transcription and data analysis to provide findings for the research.

- It is not entirely possible for data to be collected anonymously due to the necessity of knowing names and contact details to initially organise interviews and focus group schedules. However, for the purposes of the research report and for any requirements to report the data, all staff members will be anonymised according to their job role grouping e.g. 'Teacher 1', 'Teaching Assistant 2', or 'SLT 3'.
- The anonymised data will be seen by the researcher's university Director of Studies and examiners. The research may also be published in academic journals.
- The names and contact details of the participants will be stored on an electronic document on the researcher's work placement laptop. This will be kept safely at the researcher's local-authority placement offices. The laptop logon is password protected as will also be the electronic document to which the contact details will be recorded. Upon completion of the data collection; the right of withdrawal period of three weeks after data collection; and the examination of the study thesis, all names and contact details will be destroyed.
- Any details of participants and interview audio recordings will be destroyed after the study has been completed. Electronic transcripts will be retained by the researcher for two years and copies of these will be made available to respective participants only.

What if you want to withdraw?

As a participant for this research you have full 'Rights of Withdrawal'. Withdrawal will involve (1) participants being able to decide to not continue with participation in the research, and (2) the right to have the data you have supplied destroyed on request. You will be entitled to withdraw your data up to three-weeks from the time you participate in the research. You are free to withdraw from the research study at any time without explanation, disadvantage or consequence. However, if you withdraw I would reserve the right to use material that you provide up until the point of my analysis of the data.

Contact Details

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Christopher Mears. U0731426@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact the research supervisor Dr Mary Robinson. School of Psychology, University of East London, Water Lane, London E15 4LZ,
Email: m.robinson@uel.ac.uk

or

Chair of the School of Psychology Research Ethics Sub-committee: Dr Tim Lomas, School of Psychology, University of East London, Water Lane, London E15 4LZ.
(Email: t.lomas@uel.ac.uk)

UNIVERSITY OF EAST LONDON

Consent to participate in a research study

A Case Study Exploring Systemic Implications of the Attachment-Awareness Programme at Key stages 3 and 4

I have read the information sheet relating to the above research study and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researcher(s) involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

I hereby freely and fully consent to participate in the study which has been fully explained to me. Having given this consent I understand that I have the right to withdraw from the study at any time without disadvantage to myself and without being obliged to give any reason. I also understand that should I withdraw, the researcher reserves the right to use my anonymous data after analysis of the data has begun.

Participant's Name (BLOCK CAPITALS)

.....

Participant's Signature

.....

Researcher's Name (BLOCK CAPITALS)

CHRISTOPHER MEARS

.....

Researcher's Signature

.....

Date:

Appendix (x) – Participant debrief letter

Participant Job Role:

Thank you for taking part in this study. As previously explained I am a postgraduate student in the School of Psychology at the University of East London (UEL) and I am studying for a Professional Doctorate in Educational and Child Psychology. As part of my studies I am conducting the research you very kindly agreed to participate in. This research is: **A Case Study Exploring Systemic Implications of the Attachment-Awareness Programme at Key stages 3 and 4.**

I am conducting research into the systemic (organisational) implications of the attachment-awareness programme at Key Stages 3 and 4. This case study research aims to explore a secondary school's staff views and opinions on the implications of the programme in areas such as existing policies; school staffing and resources; and professional working and future recommendations.

My research has been approved by the UEL's School of Psychology Research Ethics Committee. This means that my research follows the standard of research ethics set by the British Psychological Society.

Once again, I would like to thank you for giving up your time to participate in this study. I would like to assure you that your data will be kept secure and anonymous and will only be used for the purposes of the above study. As a participant for this research you have full 'Rights of Withdrawal'. Withdrawal will involve (1) participants being able to decide to not continue with participation in the research, and (2) the right to have the data you have supplied destroyed on request. You will be entitled to withdraw your data up to three-weeks from the time you participate in the research. You are free to withdraw from the research study at any time without explanation, disadvantage or consequence. However, if you withdraw after that time I would reserve the right to use material that is included in my analysis of the data.

Contact Details

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Christopher Mears. U0731426@uel.ac.uk

Appendix (xi) – Interview example

Appendix (xii) – Interview notes example

Interview 8 Notes

- Involvement – had training and sharing time for CPD with (senco)
- Affected organisation – less seclusions, so has affected in parts but is one of a number of factors. Some early adopters and some who report positive impact in classrooms but I think it's more a change in tone of voice. Change to behaviour policy. Like if I was re-writing homework policy, there would be a change so not too punitive. In that way systemically it's there but it's subtle. In terms of trickling down to affect – I don't know. Like all cultural things it's slow and hard to prove. To a degree it's an act of faith.
- Believe in Hawthorne affect. Doesn't prove it's the intervention that's worked but the focus. Has successfully re-written my way or highway approach, understand need to be emotionally engaged to be intellectually engaged.
- Behaviour and exclusions. No, behaviour policy is a behaviour policy and at some point have to deny grey area. Interaction will be different; response will be the same. Helped re-write behaviour policy...
- Integrated AAP rather than an appendix bolt-on. There will always be a tension between the people who at the end of the day manage poor behaviour and the fundamental principles of attachment – can be a positive one... (YES! THE INTERACTION!!!!)
- Attachment has a helpful vagueness about it like reading a horoscope.
- Existing polices and AAP do go together because we've put it in behaviour policy and trained staff.
- Planning, staffing and resourcing – so financially supported by LA, otherwise wouldn't have been able to do it.
- The tension for me was the time it took for CPD out of teaching and learning and the classroom. Took whole inset day for specialist to come and train all staff when I only have three days a year for everything that happens in the classroom.
- Nothing wrong with principles – emotions of YP and staff, but tension around resourcing it. Could evidence impact it but evidence would be multifactorial. It displaced stuff in terms of my programme for CPD, but I will do that later.
- Needy behaviour stops you doing your best teaching so finding ways round that are better.
- Equitably – why wouldn't you use it for all? If it works use it for all.
- Invest – Time. Became a priority because of its affordability – underwritten by LA, so it could be done now.
- New members of staff get trained.
- Recommendations – was only a bit of a sheep dip for some staff those that deal with troubled children (TAs year managers etc.) Need the whole shebang.
- Teachers need to have autonomy when to apply AA. Need to work out with what children it needs to apply to.
- Benefits – Hawthorn affect – getting staff to think about managing their emotions too.
- Impact on well-being – there are moments where I think it can be misattributed but there are also moments when I think it takes the stress out of a situation.
- Bit of a sceptic in terms of where it crosses over to just being good behaviour management technique...how much of that good practice would have happened anyway. Overall though no doubt it's been positive.

Appendix (xiiia) – NVivo coding example

The screenshot shows the NVivo software interface. On the left, a 'DATA' pane lists interview files (Interview 1 N&N to Interview 9 N&N) with columns for 'Name', 'Nodes', and 'Referen...'. The 'Interview 8 N&N' file is selected, showing 25 nodes and 59 references. The main window displays the transcript for 'Interview 8 N&N' with a search for 'tension'. Several segments of the transcript are highlighted in yellow, including:

- 123. Researcher: Okay.
- 124. Interviewee: So I think there's a degree of where you go... well no I know it's devised around looked after children or children who have suffered trauma and all of that but actually the way it's been implemented here has been very much about all children essentially will benefit from an emotional coaching point of view and I think no-one really has a problem with that... in fact I think a lot of people welcome that, and like ya know where I'd say... where I'd say it helps me... I was saying this to (name) the other day where it helps me isn't in the classroom, but it does it help me when I'm on-call and when I'm going into conflict situations that... in some I would change how I approach them, normally...
- 125. Researcher: Okay. In some.
- 126. Interviewee: ... in some I would use it and you just go okay so this child... and I'm gonna have to approach this in this way... so I've talked myself into a circle... what am I saying?! Where did we start off with this question?!
- 127. Researcher: (laughs) The question was erm... was asking about existing school policies and procedures...
- 128. Interviewee: Oh right yeah.
- 129. Researcher: ... and how, how or not, feasible it is for something like the attachment awareness programme to sit within those, or within those to sit within attachment or... and... how do they come together?
- 130. Interviewee: They have, well no they have I mean a lot of it is... I mean a lot of it is you'd love it to be something more beautiful than this but a lot of it is just going because we've done it... because we've put attachment in the behaviour policy because we've trained staff in it because...
- 131. Researcher: ...M-hmm.
- 132. Interviewee: ... there are ya know our year managers who are very much at the forefront of handling the day-to-day nitty-gritty of discipline, ya know they are... ya know they're very interested and committed to it cos they would be it's their day-in, day... ya know absolutely rightly to them it's gonna have the biggest impact so...
- 133. Researcher: Okay.
- 134. Interviewee: ... they can then... ya know I... it will come, ya know if, if a member of staff has used something too dogmatic or too draconian or managed to... erm, a discipline issue badly, and it's escalated to the point of a fixed-term exclusion or a seclusion or... any kind of kauffle ...
- 135. Researcher: M-hmm...
- 136. Interviewee: ... there will be feedback...
- 137. Researcher: ... yes

On the right, a 'Code' pane shows a list of codes with colored bars indicating their application to the selected text segments:

- Emotion Coaching
- Good Behaviour Management or Attachment Programme (Champion)
- Time for Further Training
- Good Practice Even Better
- Financial implications
- Fairness
- Applies to All Children
- Flexibility for Consequences
- Consistency
- Changed Thinking, Approach and Culture
- Changes to the Policy
- Investing in Pastoral Support

Appendix (xiib) – NVivo coding example

DATA

- Files
- File Classifications
- Externals
- CODES**
 - Nodes
- CASES
- NOTES
- SEARCH
- MAPS
 - Maps
 - New Maps

OPEN ITEMS

- Interview 1 N&N
- Interview 2 N&N
- Interview 3 N&N
- Interview 8 N&N
- Training Received

Interview 8 N&N

Q: tension

much like... Oh, I could be... that's me... my dad was like that ya know anyone could have an attachment disorder around the types.

123. Researcher: Okay.

124. Interviewee: So I think there's a degree of where you go... well no I know it's devised around looked after children or children who have suffered trauma and all of that but actually the way it's been implemented here has been very much about all children essentially will benefit from an emotional coaching point of view and I think no-one really has a problem with that... in fact I think a lot of people welcome that, and like ya know where I'd say... where I'd say it helps me... I was saying this to (name) the other day where it helps me isn't in the classroom, but it does it help me when I'm on-call and when I'm going into conflict situations that... in some I would change how I approach them, normally...

125. Researcher: Okay. In some.

126. Interviewee: ... in some I would use it and you just go okay so this child... and I'm gonna have to approach this in this way... so I've talked myself into a circle... what am I saying?! Where did we start off with this question?!

127. Researcher: (laughs) The question was erm... was asking about existing school policies and procedures...

128. Interviewee: Oh right yeah.

129. Researcher: ... and how, how or not, feasible it is for something like the attachment awareness programme to sit within those, or within those to sit within attachment or... and... how do they come together?

130. Interviewee: They have, well no they have I mean a lot of it is... I mean a lot of it is you'd love it to be something more beautiful than this but a lot of it is just going because we've done it... because we've put attachment in the behaviour policy because we've trained staff in it because...

131. Researcher: ...M-hmm.

132. Interviewee: ... there are ya know our year managers who are very much at the forefront of handling the day-to-day nitty-gritty of discipline, ya know they are... ya know they're very interested and committed to it cos they would be it's their day-in, day... ya know absolutely rightly to them it's gonna have the biggest impact so...

133. Researcher: Okay.

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135. Researcher: M-hmm...

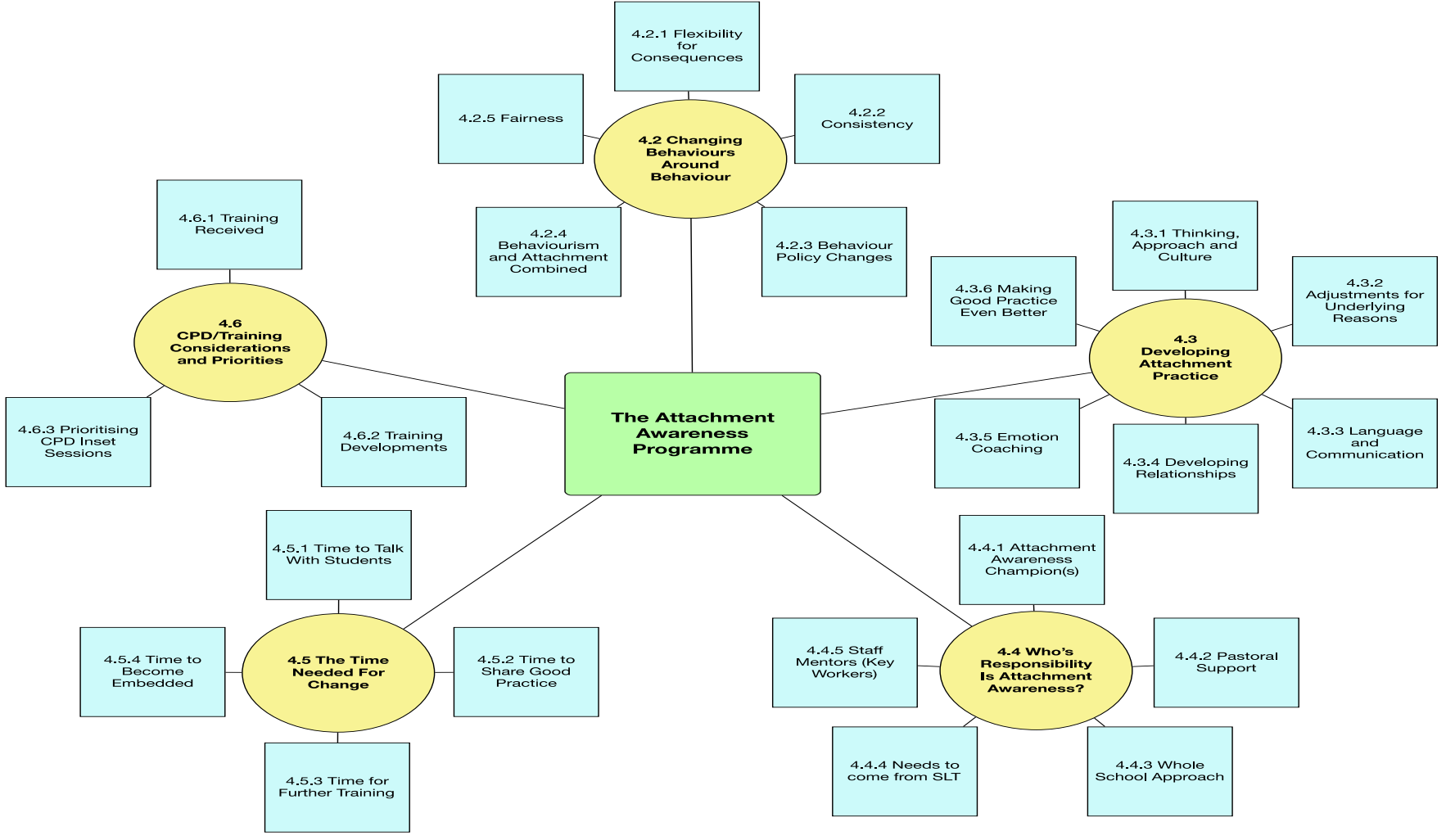
136. Interviewee: ... there will be feedback...

137. Researcher: ... yes

Code Application:

- Emotion Coaching
- Good Behaviour Management or Attachment Programme (Champion)
- Time for Further Training
- Good Practice Even Better
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Appendix (xiv) – Full thematic map



School of Psychology Research Ethics Committee

NOTICE OF ETHICS REVIEW DECISION

For research involving human participants

BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

REVIEWER: Florentia Hadjiefthyvoulou

SUPERVISOR: Mary Robinson

STUDENT: Christopher Mears

Course: Professional Doctorate in Educational and Child Psychology

Title of proposed study: A Case Study Exploring Systemic Implications of the Attachment-Awareness Programme at Key stages 3 and 4

DECISION OPTIONS:

1. **APPROVED:** Ethics approval for the above named research study has been granted from the date of approval (see end of this notice) to the date it is submitted for assessment/examination.
2. **APPROVED, BUT MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES** (see Minor Amendments box below): In this circumstance, re-submission of an ethics application is not required but the student must confirm with their supervisor that all minor amendments have been made before the research commences. Students are to do this by filling in the confirmation box below when all amendments have been attended to and emailing a copy of this decision notice to her/his supervisor for their records. The supervisor will then forward the student's confirmation to the School for its records.
3. **NOT APPROVED, MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED** (see Major Amendments box below): In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the

same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application.

DECISION ON THE ABOVE-NAMED PROPOSED RESEARCH STUDY

(Please indicate the decision according to one of the 3 options above)

APPROVE

Minor amendments required *(for reviewer):*

Major amendments required *(for reviewer):*

Confirmation of making the above minor amendments *(for students):*

I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data.

Student's name *(Typed name to act as signature):*

Student number:

Date:

(Please submit a copy of this decision letter to your supervisor with this box completed, if minor amendments to your ethics application are required)

ASSESSMENT OF RISK TO RESEACHER *(for reviewer)*

Has an adequate risk assessment been offered in the application form?

YES / NO

Please request resubmission with an adequate risk assessment

If the proposed research could expose the researcher to any of kind of emotional, physical or health and safety hazard? Please rate the degree of risk:

HIGH

Please do not approve a high risk application and refer to the Chair of Ethics. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not approved on this basis. If unsure please refer to the Chair of Ethics.

MEDIUM (Please approve but with appropriate recommendations)

LOW

Reviewer comments in relation to researcher risk (if any).

Reviewer (*Typed name to act as signature*): Florentia Hadjiefthyvoulou

Date: 6/3/19

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Research Ethics Committee

RESEARCHER PLEASE NOTE:

For the researcher and participants involved in the above named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Research Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UELs Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard



UEL Data Management Plan: Lite

For PGRs to submit to PhD Manager prior to Examination

This 'lite' DMP is written at project completion stating what will happen to your research data: if you already have a DMP from earlier in your project you do not need to complete this form.

Plans must be sent to researchdata@uel.ac.uk for review.

Research data is defined as information or material captured or created during the course of research, and which underpins, tests, or validates the content of the final research output. It is often empirical or statistical, but also includes material such as drafts, prototypes, and multimedia objects that underpin creative or 'non-traditional' outputs.

Administrative Data	
Researcher	Name: Christopher Mears
	Email: U0731426@uel.ac.uk ORCID: U0731426
Research title and description	<u>A Case Study Exploring Systemic Implications of the Attachment-Awareness Programme at Key Stage 3 and 4</u> A qualitative case study research design looking at the systemic implications for a secondary school that has implemented the attachment awareness programme. This is with the intention to look not specifically at the effectiveness in meeting espoused aims of the programme, but rather at the way in which the attachment-awareness programme sits alongside other priorities, policies and procedures in the school. In the interest of further developing this particular preventative response to CYP's mental health issues in schools, this research aims to investigate a 'real-world' view of the intricacies involved for school staff when sustaining an attachment-awareness programme alongside other school systems.
Research Duration dd/mm/yy	Start date: 22/03/19 End date: 21/08/2020
Ethics application reference	Approval notification attached.
Funder	
Date of DMP	First version: 8/04/2020 Last update:

Related Policies	e.g. Research Data Management Policy																				
About your Data																					
What data have you collected and where is it stored?	<table border="1"> <thead> <tr> <th>Data type</th> <th>Format</th> <th>Volume</th> <th>Storage location</th> <th>Back up location</th> </tr> </thead> <tbody> <tr> <td>Anonymised transcripts</td> <td>.docx</td> <td>50MB</td> <td>UEL OneDrive</td> <td>H: drive</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Audio file mp3 recordings (6.5GB) of semi-structured interviews and focus groups with school staff were recorded in a confidential space within a school building. The data was transcribed into word documents and then entered into a software programme (NVivo) for qualitative analysis. • All audio recordings were created on the researcher’s workplace laptop computer using an audio software recording programme and backed up onto a portable hard disk. Both were password protected and kept at the researcher’s local authority placement offices. Following the completion of word transcriptions the audio was deleted from the laptop. Following successful completion of the researcher’s Doctorate training the back-up audio will also be deleted from the portable hard disk. All anonymised digital transcriptions and software analysis were kept on the researcher’s desktop computer at the place of residence. <p>Which data (if any) is personal or sensitive? None</p>	Data type	Format	Volume	Storage location	Back up location	Anonymised transcripts	.docx	50MB	UEL OneDrive	H: drive										
Data type	Format	Volume	Storage location	Back up location																	
Anonymised transcripts	.docx	50MB	UEL OneDrive	H: drive																	
Documentation and Metadata																					
What documentation and metadata accompanies the data?	Anonymised examples of the transcribed semi-structured interviews and focus groups will be presented as part of the analysis section for the thesis.																				
Data Sharing																					

<p>Other researchers may be interested in your data: can you share on UEL's repository?</p>	<p>Anonymised examples of the transcribed semi-structured interviews and focus groups.</p>
<p>Data Retention</p>	
<p>Which data are of long-term value and should be kept?</p>	<p>Electronic transcript documents will be retained by the researcher for two years.</p>
<p>Review</p>	<p>Please send your plan to researchdata@uel.ac.uk</p>
<p>Date:</p>	<p>Reviewer name:</p>

Appendix (xvii) – Example of field notes

Day one - Lots of interviews scheduled (15) plus two focus groups secured and a schedule with rooms and names for the four days of data collection. In this regard its going to make the four days fairly intense as the interviews are at times back to back, with a variation of length between 30 mins to an hour so far. The drive is appx 12 miles so need to allow 30 minutes rather than an hour. The school has a calm and relaxed feel about it and the lead contact has really made me feel welcome. First interviews have felt as though they have gone well. The semi-structured aspect is important as I feel a need to interact with the staff a little to help with relaxing and encouraging reflection and response.

Day two – I've been aware of some of the interviewees feeling a little nervous before the interviews and so for each participant I made a point of introducing myself well with an explanation of why I was carrying out the research and that I was fulfilling my doctorate in Educational psychology thesis requirements. I also took time to explain that in addition to confidentiality these interviews place no judgment on individual responses and there are no right or wrong answers. What is important is that I collect the views of staff regarding their involvement of implementing the attachment awareness programme and what they feel have been and/or are the implications for this as an organisation.

Day three - At times the beginning of interviews had a 'job application' feel to them as a few participants took a couple of questions to settle. Observations of body language (open and closed) and progressively more elaborate responses to interview questions perhaps gave evidence that the general interview context caused natural levels of nerves. I regularly checked through the interviews if staff were happy to continue, which they all were.

Day four - There were never any times when I felt that there was excessive amounts of nerves from participants, and I've felt a genuine sense of engagement, interest and openness throughout the four days of interviews. A number of the staff expressed that they had enjoyed the interviews as I asked each participant how it was for them at the end. Many suggested that it had been a good opportunity to think about the programme in greater detail and that it had reminded them of the importance of the attachment awareness programme and how the school had developed since its implementation.

Interview 1 – Personal, reflective and keen attitude towards AAP. Gave a nice personal experience of how something that happened in childhood led to anxiety in a certain situation. Had clearly linked this to being aware of individual needs. Nice start - felt as though the participant took something away from the interview.

Interview 2 – Felt more like a formal interview response, almost as if being interviewed for a job, so more guarded. I attempted to be encouraging and reassuring. Relaxed more towards the end. Had less to say about the impact of the AAP, more about experience as a teacher. Some patterns to do with time and how staff use the detention time to unpick underlying problems.

Interview 3 – Member of staff was inhibited by the microphone. Didn't initially arrive to meeting room but came down after I gave her a call on internal line! I feel it's quite a nerve-wracking experience for some staff, so at times I'm working hard at attunement and being encouraging, smiley, supportive, reassuring and grateful, summarising, paraphrasing etc.

Appendix (xviii) – Examples of research diary

Date	Description of Event/Activity: Meeting Email Inbox Email Outbox Telephone call Reading Video	Content/Comment/Reflections
5/10/2018	M with tutor	Tutorial - we discussed a LA's attachment policy for behaviour and suggested an evaluation. Tutor pointed out this would be difficult to achieve unless such a policy had been running for a couple of years. Discussed other ideas and possibilities, perhaps a case study of a school that is attachment aware.
12/10/2018	T with Attachment Research Community trustee/EP	<p>Recently received funding from DofE for 'Better Together Project' – social worker with 6 schools; supervision; understand referrals. Completed parenting programme so now they've extra funding for attachment work. UK is patchy so ARC trying to showcase attachment.</p> <p>Some of the most powerful work is small cases - showcasing opportunities where attachment has been used through relationships.</p> <p>Attachment is a frame of mind not a massive imposition – coming in from a developmental position, starts with relations then regulation and only then can cognition be primed.</p> <p>Not giving a kite mark or a plaque, want evidence and action, case studies, outcomes, asking schools how many staff have had attachment training? What's on their service delivery plan? What are achievements, outcomes, exclusions, kids kept out of care, referrals for social care dropping because schools managing?</p> <p>Attachment is about being playful, mindful, curious, unpicking, <u>“attachment is safety through proximity”</u></p> <p>Dan Hughes the PACE approach - Playful, Attunement, Curiosity, Empathy.</p> <p>Bruce Perry – dev trauma model – sequential development of the brain – can't regulate then can't relate to others and if can't relate to others can't learn</p> <p>Problem children - Adaptive behaviour patterns; who would you like to help change your political view?</p> <p>Polyvagal theory – parasympathetic and sympathetic systems and emotional</p>

		regulation... <u>so much info – so inspiring and encouraging of my research ideas!</u>
19/02/2019	T with virtual school assistant head at LA	Contact explained the attachment awareness programme for their LA in summary and explained her involvement – set up with an EP who is fulltime with Virtual School. Really good news is that they have plenty of secondary schools onboard as the programme has been rolled out county wide with many schools - primary and secondary adopting the programme. Signposted to AAP PDF. Explained that they have worked with Doc ED Psyche students previously for other research so open to my research idea. Also explained how it fits nicely as each school has it's own action research project for the programme. Part of three key strands for the programme: 1) Action Research 2) Theoretical Input 3) Network of excellent practice. Going to speak with EP colleague to check his thoughts on my research.
08/04/2019	T	Spoke with LA contact (VSH) re potential dates for a meeting. She has identified a couple of potential schools I could work with - we could meet with one of them if I can travel. She also requested a research proposal from me to run by EP colleague.
03/06/2019	M	200-mile drive yesterday for meeting with LA VSH and SLT at interested secondary school. I gave a short interactive presentation and it is clear the school is onboard and knowledgeable about attachment (SENCo). I have a great feeling about this being the setting for my research. Now pencilling in dates for data collection. Have given them my interview/focus group wish list. Dates TBC.
04-09/07/2019	M	Data collection (see field notes)
24/10/2019	T	Tutorial - Plan as follows: Finish methodology Complete transcripts Write analysis Write discussion
16/12/2019 – 5/01/2020		Block period for transcription of interviews. This has been gruelling! I have not been able to find time to begin transcription for the vast number of interviews until now because of the time spent in the summer on the methodology. A three-week concentrated effort without any breaks for xmas has meant that I have finally prepared data for analysis!
24/01/2019	T	Tutorial - Research questions – thematic mapping will help to make final decisions around wording. Leave in job roles in interviews in the

		transcript data.
Jan 2020		Analysis - the data is rich and long and there are many different areas of interest. Holding the research questions at the front of mind and drawing upon Brawn and Clark for meaning as well as patterns is helping to 'find a path'.
Jan/Feb 2020		A key part of what has helped validity has been creating themes that I know I won't use. Within miscellaneous I have been able to add themes that have a positive bias. Criteria for creating a 'redundant' theme have been positive bias, and research question irrelevance. This has allowed me to keep a place compartmentalised for my bias, with the intention of 'let it exist' and keeping it conscious - not hidden from where it may have impartial influence on the study.
Feb 2020	T	Potentially too many themes in analysis. Need to consider overlaps and where themes merge.
03/04/2020	V	Tutorial - Lit review: Order lit review questions logically Add in table for literature Discussion: Justify weighting given to research questions