An exploration of school-based 'ACE-informed' practice and the role of the educational psychologist

A thesis submitted to the University of Manchester for the degree of Doctor of Educational and Child Psychology in the Faculty of Humanities

2021

Bethany L Shaw

School of Environment, Education and Development

List of contents

List of tables and figures

Word count (excluding appendices): 24001

Abstract

Background: The term 'Adverse childhood experiences' (ACEs) refers to five specific traumatic events (sexual, emotional and physical abuse and emotional and physical neglect) and five chronic stressors (substance addiction, witnessing abuse, parental imprisonment, family member mental illness and caregiver disappearance through abandonment or divorce). Evidence shows that exposure to ACEs often has a negative impact on development and mental health. Supporting children with ACEs has been shown to reduce the potential impact on later life outcomes, and schools and educational psychologists have been identified as having an important role in providing this support.

Methods/Participants: Paper One is an evaluative systematic literature review exploring the ways in which children of imprisoned parents in the UK can be supported in school. Systematic searching of research databases and relevant third sector organisation websites identified 11 papers to be included in the review. Paper Two explores the development of ACE-informed practice within two UK local authority educational psychology services, through use of focus groups and interviews with educational psychologists.

Analysis/Findings: Synthesis of the identified papers in Paper One highlights ways in which children of imprisoned parents can be supported in schools at a systemic, familial and individual level. Paper Two discusses the rationale for and methods of ACE-informed educational practice, and its facilitators and barriers.

Conclusion/implications: Paper One discusses implications relevant to schools, educational psychologists and future research. Paper Two considers implications for educational psychology practice, including potential use of a risk and reliance framework, the importance of consistent implementation of approaches, and future research. Paper Three explores evidence-based practice within educational psychology. Paper Three includes a discussion about a dissemination strategy for the findings outlined in Papers One and Two and evaluates the potential impact of these.

Declaration

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Copyright Statement

The author of this thesis (including any appendices and/or schedules to this thesis) owns certain copyright or related rights in it (the "Copyright") and s/he has given The University of Manchester certain rights to use such Copyright, including for administrative purposes.

Copies of this thesis, either in full or in extracts and whether in hard or electronic copy, may be made only in accordance with the Copyright, Designs and Patents Act 1988 (as amended) and regulations issued under it or, where appropriate, in accordance with licensing agreements which the University has from time to time. This page must form part of any such copies made.

The ownership of certain Copyright, patents, designs, trademarks and other intellectual property (the "Intellectual Property") and any reproductions of copyright works in the thesis, for example graphs and tables ("Reproductions"), which may be described in this thesis, may not be owned by the author and may be owned by third parties. Such Intellectual Property and Reproductions cannot and must not be made available for use without the prior written permission of the owner(s) of the relevant Intellectual Property and/or Reproductions.

Further information on the conditions under which disclosure, publication and commercialisation of this thesis, the Copyright and any Intellectual Property and/or Reproductions described in it may take place is available in the University IP Policy (see http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=24420), in any relevant Thesis

restriction declarations deposited in the University Library, The University Library's regulations (see http://www.library.manchester.ac.uk/about/regulations/) and in The University's policy on Presentation of Theses

Introduction

Aims, research questions and research strategy

The present research has been commissioned by a northwest local authority (LA) educational psychology service (EPS). The EPS, with its local NHS Foundation Trust, is implementing a project informed by an adverse childhood experience approach in a number of schools across the LA. The project aims to develop staff knowledge and skills via whole-school training, to enable the creation of personalised, collaborative action plans to make positive systemic ACE-informed changes. The EPS commissioned the research to guide future ACE-informed practice within this LA and elsewhere. The aim of this research therefore is to contribute to the current understanding of ACE-informed practice in education settings. The research strategy consists of a review of the relevant existing research (Paper One) and an empirical investigation into how and why educational psychologists (EPs) engage with ACE-informed practice (Paper Two).

Paper One is a systematic literature review (SLR) focusing on a specific ACE: having a parent in prison. The researcher chose to narrow the focus to this particular ACE as there is not currently a system for identifying children of parents in prison (COPIPs) so they often go unrecognised and fail to receive the support they need (Kincaid et al., 2019; Roberts, 2012). Paper One explores the ways in which children of imprisoned parents (COPIPs) can be supported in schools by reviewing papers which discuss COPIP support relevant to UK schools and EPs.

Paper One is a 'what works' SLR (Gough & Thomas, 2017). It aims to be systematic, trustworthy and rigorous, so follows a predefined, linear plan. This is in contrast to realist syntheses, which are not bound by specific plans, and place focus on the mechanism of the

research (Gough & Thomas, 2017). Although, in order to be critical and make recommendations, meta-narrative reviews involve comparable planning and appraisal stages to 'what works' SLRs, similar to realist syntheses, they too focus on mechanisms and methodology, aiming to answer broad questions across literature (Gough & Thomas, 2017).

Paper One's 'what works' SLR prioritises providing useful outcomes and recommendations for practitioners above being thought provoking, and therefore it is important to be robust and appropriately critical of the evidence. Whereas critical imperative syntheses place importance on author's voice, 'what works' SLRs aim to reduce possible hidden bias (Gough & Thomas, 2017). The literature review uses Gough's (2007) 'weight of evidence' framework to assess both methodological quality and relevance of focus. It combines an aggregative and configurative approach (Gough, Oliver & Thomas, 2013).

Following the SLR, Paper Two explores the views of EPs in two LAs which use an ACE-informed approach, looking at the ways in which they implement the approach, its advantages and its potential shortcomings. As it is fundamental for EP services to engage with emerging evidence relating to child development, the present research will be valuable in informing EPs of the potential benefits of an ACE-informed approach, whilst acknowledging the reservations some EPs have regarding the approach. Paper Two uses an in-depth survey design (Cohen et al., 2018) and aims to answer the following research questions:

1. How do EPs evaluate information and initiatives about ACE-informed approaches in order to decide service engagement?

2. How do EPs support schools in implementing an ACE-informed approach?

3. What could be/are the facilitators and barriers for EPs in using an ACE-informed approach?

By answering these questions, the researcher aims to make a positive contribution to ACE-informed practice by exploring EPs' understanding of ACEs and the practical application of this stance at a school- and EPS-level.

Ethical approval for the empirical research in Paper Two has been obtained through the University of Manchester and no specific ethical issues have been identified and none have arisen. Please see Appendix A for ethical approval documentation. It has been carried out with 13 EPs, including principal EPs (PEPs), main-grade, specialist and senior, and three assistant EPs, from two LA EPSs in the North West (NW) of England. Initial participant recruitment took place within the commissioning EPS. The second EPS was identified following the researcher's supervisor's attendance at a periodic meeting of the North West Association of Principal Educational Psychologists (NWAPEP). He requested involvement from NW EPSs which engages with an ACE-informed approach and a PEP proposed her service.

Paper Three discusses evidence-based practice within EP practice and considers the importance of research dissemination. A possible dissemination strategy is suggested, considering dissemination implications for the commissioner site, wider EP profession, other relevant organisations and research. Impact of the dissemination strategy is also discussed.

Researcher's professional background, relevant experience and rationale for engagement

In previous roles as a teaching assistant in primary and secondary schools and as assistant educational psychologist, the researcher has worked with a number of children and young people (CYP) who have experienced ACEs. Although no measures of number of ACEs or direct impact were taken, experience has highlighted the difficulties these CYP often face, particularly when confronted with the pressures of a mainstream school (e.g. punitive behaviour policies, fixed-term exclusions, high expectations of progress and exam pressures). With specific reference to COPIPs, the researcher has worked with a small number of children who had current or past experience of parental imprisonment. The parental imprisonment was often discovered by chance and specific support to alleviate the potential impact of this was not offered to these children, and consequently they often had difficulty meeting the demands of mainstream school. The researcher therefore feels that promoting an ACE-informed approach is helpful for identifying these children and offering the appropriate support. The researcher hopes that engagement with the present research will further her understanding of the ways in which CYP with ACEs can be supported in school, and how EPs can be instrumental in this. It is important that there is an understanding of how to implement such an approach to ensure that its impact goes beyond the short-term and has long-term benefits for the CYP.

Evaluation of ontological, epistemological and axiological stances

Ontology concerns the nature of reality and questions whether there are objective realities beyond individual perception; and epistemology concerns knowledge: what it is, how it can be acquired and how it is shared with others (Cohen et al., 2018). The researcher adopts a critical realism stance which combines a realist ontology, i.e. the belief that a real world exists beyond individual beliefs, and a constructivist epistemology, i.e. the belief that our

knowledge of the world is based on our own construct and therefore cannot be purely objective (Maxwell, 2012). A critical realist stance is seen as appropriate for the present research as although the research concerns individual views and practices, it ultimately aims to identify ways in which children with ACEs can be best supported. Additional to this, Paper Two gathers views and experiences of EPs through the use of semi-structured interviews and focus groups and uses a largely inductive approach to thematic analysis to ensure the EPs views are reflected in the findings (subjective) (Braun & Clarke, 2006). However, the researcher uses a 'coding reliability' method of thematic analysis (Braun & Clarke, 2020), i.e. inter-coder reliability, with the aim of reducing the impact of the researcher's views on data analysis (towards objective).

Axiology relates to our values and beliefs and how these influence our perceptions, decisions and actions (Cohen et al., 2018; Maxwell, 2012). The researcher considers both her own axiology and those of the participants. The researcher has a number of values and beliefs relevant to the present research that she has developed through her work with CYP prior to and during her EP training. One belief is that, additional to access to high quality teaching, CYP with special educational needs should have their needs identified and met through differentiated support (Department for Education and Department of Health, 2015). Relevant to this, is the belief that a child's development is somewhat dependent on interconnected relationships between systems and structures surrounding the child, e.g. family, school, society (Bronfenbrenner, 1979; 2005). This leads to an openness to consider taking an ACE-informed approach, despite the theoretical and practical challenges (e.g. discussed by Barrett, 2018; White et al., 2019). It also leads to a commitment to encourage schools to take a more extended role in supporting the development of CYP beyond curriculum attainment, a role which the researcher believes is supported by multi-agency working.

References

Barrett, W. (2018). *Why I worry about the ACE-aware movement's impact*. TES.

https://www.tes.com/news/why-i-worry-about-ace-aware-movements-impact

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research*

in Psychology, *3*, 77–101. https://doi.org/10.1038/nrcardio.2016.5

Braun, V., & Clarke, V. (2020). One size fits all? What counts as quality practice in

(reflexive) thematic analysis? *Qualitative Research in Psychology*, 1–25.

https://doi.org/10.1080/14780887.2020.1769238

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and*

design. Harvard university press.

Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on*

human development. Thousand Oaks, CA: Sage.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th Edition).

New York: Routledge.

Department for Education and Department of Health. (2015). *Special educational needs and*

disability code of practice: 0 to 25 years - Statutory guidance for organisations which work

with and support children and young people who have special educational needs or

disabilities.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data

/file/398815/SEND_Code_of_Practice_January_2015.pdf

Gough, D., & Thomas, J. (2017). Commonality and diversity in reviews. In D. Gough, S.

Oliver, & J. Thomas (Eds.), *An Introduction to Systematic Reviews* (Second edi). Sage

Publications Ltd.

Kincaid, S., Roberts, M., & Kane, E. (2019). *Children of Prisoners: Fixing a broken system.* https://static.wixstatic.com/ugd/89643c_a905d6cf4f644ee5afb346e368bb9e0e.pdf

Maxwell, J. (2012). *A realist approach for quantitative research*. London: SAGE Publications, Ltd.

Roberts, S. (2012). *The Role of Schools in Supporting Families Affected by Imprisonment.* Winston Churchill Memorial Trust: Families Outside. https://www.familiesoutside.org.uk/content/uploads/2019/03/The-Role-of-Schools-in-Supporting-Families-Affected-by-Imprisonment-FINAL.pdf

White, S., Edwards, R., Gillies, V., & Wastell, D. (2019). All the ACEs: A Chaotic Concept for Family Policy and Decision-Making? *Social Policy and Society*, *May*, 1–10. https://doi.org/10.1017/s147474641900006x

Paper One

How can children of imprisoned parents in the UK be supported in school?

Abstract

Children of imprisoned parents can face potential adverse outcomes, including difficulties with academic progress and mental health, if not identified and supported appropriately (Department for Education, 2019; Glover, 2009; Kincaid, Roberts & Kane, 2019; Murray & Farrington, 2008). The present systematic literature review (SLR) aims to explore ways in which children of imprisoned parents in the UK can be supported in school. Three research databases, Google scholar and publication records from three third sector organisation websites were systematically searched. A total of 11 papers met the inclusion criteria and were therefore included in the SLR. A synthesis of the papers' results highlighted a number of ways in which children of imprisoned parents can be supported in schools at a systemic, familial and individual level. Implications for schools, educational psychologists and future research are discussed.

Keywords: ACE; children of imprisoned parents; school; educational psychologist; support

Introduction

Having imprisoned parents as an adverse childhood experience

Parental imprisonment is one of five chronic stressors referenced as being specific adverse childhood experiences (ACEs), alongside substance addiction, witnessing abuse, family member mental illness and caregiver disappearance through abandonment or divorce (Paterson, 2017). ACEs also includes five traumatic events: sexual, emotional and physical

abuse, emotional neglect and physical neglect (Paterson, 2017). Due to the negative impact on later life outcomes, including educational outcomes and physical and mental health (Bellis, Lowey, Leckenby, Hughes & Harrison, 2013, 2015; Felitti et al., 1998; Hughes, Lowey, Quigg & Bellis, 2016), ACEs are receiving increasing focus from health, education and social care services (Blodgett & Dorado, 2016; Johnson, 2018; Smith, 2018) and policy makers. The Welsh Government has recently announced that school staff in Wales will be given 'trauma-informed' training to support children who have faced ACEs (Smith, 2018), and Scottish education policy and school curriculum are underpinned by an ACE-informed approach (Education Scotland, 2018). It has been shown that children of parents in prison (COPIPs) are exposed to, on average, nearly five times more other ACEs compared with children without imprisoned parents, regardless of demographic or socioeconomic status (Turney, 2018), yet these children often go unidentified and therefore unsupported (Kincaid et al., 2019; Roberts, 2012).

Impact of imprisoned parents

Data from 2019 suggests that the UK has the 8th highest rate of imprisonment among EU countries and the highest among western European jurisdictions (Sturge, 2020). Her Majesty's Prison and Probation Service (2019) estimates that there are between 200,000 and 300,000 COPIPs across England and Wales, and a study commissioned by Crest (Kincaid et al., 2019) predicted that in 2020 there would be approximately 320,000. It is known that parental imprisonment can result in adverse outcomes, including poverty, stigma, isolation, difficulties in school and substance misuse (Department for Education, 2019; Glover, 2009; Kincaid et al., 2019; Murray & Farrington, 2008). It is estimated that COPIPs are three times more likely than their peers to be involved in antisocial behaviour and more than twice as likely to experience difficulties with their mental health; approximately 65% of boys of

imprisoned parents will themselves go on to offend (Glover, 2009). It has been suggested that the emotional loss felt by children affected by parental imprisonment, is comparable to that felt by children who have experienced parental bereavement (King, 2002). Yet these children are likely to face a much less sympathetic response (Glover, 2009).

Landscape of in-school support for children of imprisoned parents

There is not currently a system within education, health or social care services for identifying COPIPs and so the families often have to self-identify (Kincaid et al., 2019). Families of prisoners are often reluctant to identify themselves and therefore a number of children go unrecognised and don't receive the support they need (Kincaid et al., 2019; Roberts, 2012).

Schools have been recognised as having a critical role in supporting these children. This is for a number of reasons, including that all children are likely to be in full-time education and because children of prisoners are more likely to struggle academically (Haines, 2017; Lynne, 2017; Morgan et al., 2014; Murray & Farrington, 2008; Roberts, 2012; Tuite, 2016). Tuite (2016, p.5) stated that education can be a 'game changer' in that it can either create another platform for 'stigmatisation and discrimination' or act as a 'champion' for them.

The Department for Education (2019) state that schools may wish to implement recommendations set out in the resources provided by The National Information Centre on Children of Offenders (NICCO). Some local authorities (LAs), including Buckinghamshire (2013, as cited by Weidberg, 2017), Oxfordshire (Evans, 2009), Greater Manchester (n.d.), have produced guidelines for working with COPIPs, which refer to the role of schools. However, it is estimated that out of 208 LAs across the UK, only 20 refer to children of prisoners in their children's plan and even fewer have a specific policy for supporting these children (Glover, 2008).

As well as schools having a key role, the role of educational psychologists (EPs) has also been highlighted. The Oxfordshire guidance (Evans, 2009) was developed by an EP and the Buckinghamshire guidance recommends that schools seek advice from EPs when planning for their provision (Buckinghamshire County Council, as cited by Weidberg et al., 2017).

Rationale and aims of the present review

The aim of the present systematic literature review is to provide an overview of the ways in which COPIPs can be supported in school, by exploring research papers which have made recommendations relevant to UK schools and educational psychologists. The researcher chose to use research carried out, either partly or entirely, in the UK since although some of the difficulties faced by children experiencing parental imprisonment are somewhat universal, the UK context was felt to be an important factor to consider in order to best align relevance of findings to their intended applications to UK educational services. As this paper's focus is on children of imprisoned parents, it will refer to 'children and young people' as 'children' throughout.

Materials and methods

Literature search and review process

For this review, The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Moher, Liberati, Tetzlaff, Altman, & Prisma Group, 2009) was used to find appropriate research papers. Between August and November 2019, the following databases were systematically searched for relevant studies published since 2009: ERIC, Ethos, PsychInfo and Google Scholar. Key search terms included 'child*', 'parent*', 'need*' and '$prison*'. Hand searching of the following websites was also undertaken: National Information Centre on children of offenders (NICCO) 'directory of research', 'Children of

Prisoners Europe' 'network publications' and 'Families Outside' 'research reports'. In order to harvest relevant research, consultation was carried out with professional experts in the field of Clinical and Forensic psychology and an academic specialising in a relevant area of Geography and Environmental Science. A total of 575 papers was sourced, of which 126 were excluded as predating 2009 and 38 were excluded as duplicates. A further 270 papers were excluded after screening the titles for relevance to the review research question. The remaining 141 papers were screened against the following inclusion criteria by reading the abstracts or full texts:

1. Refers to the needs of children of incarcerated parents

2. Refers to children of incarcerated parents living in the UK

3. Refers to ways children of incarcerated parents can be supported by schools or educational psychologists

A further 130 papers were excluded as they did not meet the inclusion criteria.

Data classification

The remaining 11 papers were read in full and reviewed using Gough's (2007) 'weight of evidence' (WoE) framework to assess the following:

- Methodological quality (WoE A)

- Relevance of focus (WoE C)

To assess methodological quality, all of the papers were read twice and coded using a structured assessment framework (see below). Moderation of the assessment took place, which involved approximately 25% of the papers (four papers) being read and evaluated

independently by both the researcher and her supervisor. Discussions took place between the them and a high-level of post-discussion consensus was reached (100% agreement).

For qualitative papers, an adapted version of Bond, Woods, Humphrey, Symes and Green's (2013) framework was used. This framework assesses 12 criteria, including research design appropriateness, well executed data collection and validity and transferability of conclusions. Each paper was given a score out of 14. Papers using a mixed-method design were also assessed using a University of Manchester quantitative research assessment framework, previously used in peer-reviewed systematic literature reviews (Flitcroft & Woods, 2018; Simpson & Atkinson; 2019; Tomlinson, Bond & Hebron, 2020; Tyrell & Woods, 2018). The 16-criteria framework assesses criteria such as clear research question, appropriate sampling and data gathering, and implications linked to research questions. Each paper was given a score out of 16. Scores from the two types of evaluation frameworks were converted into percentages to allow fair comparisons and mixed-method papers were awarded the higher of the two percentages. Studies with scores of 33% or less were considered low quality, 34-66% were considered medium quality and 67% and higher were considered high quality. Although three of the 11 papers were evaluated as being of low quality, resulting in their claims being less strongly substantiated, they remained in the review pool as their findings were relevant to the present review question.

Each paper was then evaluated for relevance of focus. The criterion for this evaluation related to the extent to which the papers referred to support from schools, or from EPs, for children with parents in prison. Papers were rated as high relevance if they referred explicitly to support available from schools or EPs, medium relevance if they indirectly referred to support which schools or EPs could offer.

Data extraction and synthesis

The synthesis took a combined aggregative and configurative approach (Gough, Oliver & Thomas, 2013). Initially, using an aggregative approach, the researcher read each of the 11 papers at least twice and extracted key findings and recommendations (see Table 1 below). The aggregation was organised by themes and domains. Following this, using a configurative approach, the domains and themes were conceptualised into a visual representation, highlighting the interrelations of the themes across the domains (see Figure 1). Please see Appendix B for details of data analysis.

Table 1

Data extraction

Author, Year, country	Focus/aim	Participants	Summary/ Methods	Findings	Relevant implications/recommendations	WOE A	WOE C

Gill (2009a)
 	
England
	Raise awareness of the emotional and practical impact of parental imprisonment on children and families and to explore appropriate support.	Families of offenders	Case studies - interviews	• Stresses on the mother, e.g. financial, emotional, stigma
				• Range of family support; half received none
				• Support wanted:
				  o Practical (housing, visiting, childcare)
				  o Emotional (group and confidential one-to-one)
				• Dreams of the children, e.g. what would improve their lives, included fathers' release
					• Strategy for confidential identification of prisoners' families
					• Support should be offered to the parent at home
					• Schools need:
					  o A policy to identify COPIPs
					  o Consistent procedures for addressing COPIPs needs (e.g. supporting wellbeing, absences for prison visits)
						Medium	High

Gill (2009b)
 	
England
	Identify the needs of COPIPs to inform local and national services/agencies.	Families of offenders	Case studies - interviews	• Impact included:
				  • Mothers: emotional and financial pressure
				  • Children: confusion, challenging behaviour, anxieties
				• Challenges with visiting including cost and anxiety
				• Very limited support provided. Families wanted practical support most, but also emotional support and advice
					• Need for:
					  • Services to recognise the number of families impacted
					  • Increased understanding of the impact for very young children
					  • Assessments of COPIPs' support networks
					  • Direct therapeutic input in some cases
					  • Information about prisons for COPIPs to reduce anxieties
						Medium	Medium

Jones et al. (2013)	1. Enhance understanding of	COPIPs, their caregivers, imprisoned	Quantitative: survey and	• COPIPs have significantly increased likelihood of mental health difficulties	• Need to promote: • Continuous contact with the imprisoned parent	High	High

Author, Year, country	Focus/aim	Participants	Summary/ Methods	Findings	Relevant implications/recommendations	WOE A	WOE C

England, Germany, Romania and Sweden	COPIPs mental health needs. 2. Explore childhood resilience and coping strategies to plan interventions. 3. Investigate mental health problems affecting children across Europe. 4. Identify interventions to support COPIPs mental health. 5. Raise policy makers' awareness COPIPs needs.	parents and stakeholders	mapping of intervention
			
			Qualitative: in-depth interviews and consultations
				• Identified factors re children's resilience:
				  • Caregiving parental support
				  • Sustaining relationship with imprisoned parent
				  • Pre-imprisonment quality of parental relationship
				  • Extended family support
				  • Communication: opportunities to discuss their experiences
				• Stigma was experienced but varied between countries
				• Although some good practice was identified, services overall are uncoordinated and not equitable for all COPIPs
					• Building resilience by advising and supporting parents, caregivers and COPIPs
					• Parenting role of the imprisoned parent (e.g. with schooling)
					• Schools should:
					  • Consider COPIPs as a vulnerable group in strategic planning
					  • Training to raise staff's awareness of COPIPs' emotional and educational needs
					  • Tackle stigma by awareness-raising and promoting positive, non-discriminatory environments
					  • Refer COPIPs to counsellors when necessary
					  • Have an open non-judgemental approach to encourage communication with caregivers
					• Increased public awareness and media coverage
					• Children's perspectives and children's rights should be considered when developing policies		

Leeson and Morgan (2014)
 	
England
	Explore the provision of a local authority for COPIPs by applying Axford's typology.	Children, families and stakeholders (e.g. headteachers, parents)	Questionnaires and semi-structured interviews.
			
			Application of Axford's typology
				• Identified insufficient:
				  • Awareness of COPIPs
				  • strategy drivers, e.g. from central government
				  • Funding
				  • Information sharing/ coordinated approach
				• Identified a 'meeting need' model of service delivery but argued that too much focus is on tackling poverty and social exclusion.
					• More synergy between the models (e.g. more equal focus on 'quality of life' and 'meeting need')
					• Provision should be based on children's rights and the wishes of them and their families.
						Medium	Medium

Author, Year, country	Focus/aim	Participants	Summary/ Methods	Findings	Relevant implications/recommendations	WOE A	WOE C
				• Support is 'top-down', focussing on 'expert' voice, rather than family or child voice. • Minimal support focussed on 'quality of life' and 'upholding rights'.			
Morgan, Leeson and Carter-Dillon (2013) England	Build on work by Morgan et al. (2014) and highlight ways school can support COPIPs.	Children, families and stakeholders (e.g. headteachers, parents)	Questionnaires and semi-structured interviews.	Four main suggestions for schools to more effectively support these children: • Raise awareness of COPIPs • Focus on COPIPs and their needs on an individual basis • Consider what support is needed and when (e.g. at arrest or release time) • Support with prison visits and staying in contact	Individual work in schools to address the difficulties Local Authorities to develop support strategies	Medium	High
Morgan, Leeson, Carter-Dillon, Wirgman and Needham (2014) England	School support for COPIPs.	Children, families, headteachers, parents.	Questionnaires; semi-structured interviews	• COPIPs are hidden population and experience negative effects (e.g. linked to emotions and behaviour) • Needs to be trust before information shared with school • Sharing information and identifying the children • Schools struggled to identify specific services for COPIPs and highlighted ways in which in-school support could be strengthened (e.g. designated lead, more training)	• Increase education professionals' awareness of challenges for COPIPs • Clear school COPIPs policy and key person. • Training for education professionals. • Consult COPIPs re support needed.	Medium	High

Author, Year, country	Focus/aim	Participants	Summary/ Methods	Findings	Relevant implications/recommendations	WOE A	WOE C
National Offender Management Service (NOMS) (2009) England (W. Midlands)	1. Provide evidence of the benefit of supporting relationships between offenders and their children/families. 2. Design collaborative projects to support relationship between offenders and their families.	Prison and visit centre staff, prisoners and their families	Exact methods not specified Data capture re. visits – report sheet Developed and delivered 'Hidden Sentence' training Case studies	• Prison visit numbers are falling • Prisoners who did not receive visits reported travel difficulties (distance and cost) • Insufficient awareness of the needs of the prisoners' families • 'Hidden Sentence' training partially successful • Some 'joined-up' working between NOMS and national government's Department of Schools and Families.	• Improve visitor facilities and information for families • Accredited training programmes for professionals • Develop partnerships between local authorities(schools), probation officers and prisoners. • Use the Common Assessment Framework (CAF) to coordinate services.	Low	High
O'Keefe (2015) England	Systems to improve school engagement of imprisoned fathers.	Stakeholders including headteachers and parents	Semi-structured interviews	• Children of imprisoned fathers often neglected by schools. • Barriers to supporting children; more training is needed. • Fathers wished for more communication with schools.	• Department for Education to drive a coherent policy. • New teachers to be taught about COPIPs needs. • Strong school leadership and coordination with staff, including staff training.	High	High
Partners of Prisoners and Families Support Group (POPS) (2010) England	Explore the issues facing offenders' families and develop support recommendations.	Professionals and families of offenders	Questionnaires, interviews and consultation events	Identified the needs of COPIPs and families, Sure Start centres and primary schools. Conclusion: a lack of: • Awareness and understanding; fear to reach out to families • A strategic, multi-agency approach • Automatic needs assessment of child at the time of arrest • Support for families preparing for and dealing with release	• Relevant agencies must develop a protocol for sharing information, e.g. multi-disciplinary group. • Rapid referral and assessment of the family and child, e.g. CAF, at the time of arrest • Training for professionals to increase understanding. • Develop offenders' children and families champions. • Share knowledge and skills with children and families	Low	High

Author, Year, country	Focus/aim	Participants	Summary/ Methods	Findings	Relevant implications/recommendations	WOE A	WOE C
Weidberg (2017) UK	Impact of having a parent in prison on five children's lives.	COPIPs	Interpretative phenomenological analysis of semi-structured interviews	Three overarching themes: • Coping mechanisms (factors which support resilience). COPIPs valued support from families, schools, friends, community. • Anxieties (factors which impede resilience). Contact with imprisoned parent was valued but caused anxieties. • Trust. Difficulties related to parents keeping secrets. COPIPs felt unable to confide in friends due to stigma.	• Remove stigma and increase awareness. • Children need to be listened to. • Implications for EPs (preventative work at individual, school system and policy levels) e.g.: 　• Providing information and signposting 　• 'Hidden Sentence' training 　• Psychological understanding to support school staff (e.g. attachment theory)	Medium	High
Women's Breakout (2016) England and Wales	Understand children's views, feelings and experiences following maternal imprisonment.	Children and families affected by maternal imprisonment	Analysis of Re-Unite data and consultations.	Positive outcomes for those supported by Re-Unite. Key points relevant to schools from consultation data: • Minimise disruption • Trusted adult • Cooperation with children • Trusted friend • Preparing for prison visits	• Identification of all COPIPs. • Training for all practitioners working with COPIPs. • Support to contact imprisoned parent (where appropriate). • Opportunities for children in similar situations to meet for support and to reduce shame/stigma.	Low	High

Results

Overview of findings

All 11 studies included were investigations, with the majority using a survey design (Gill, 2009b, 2009a; Jones et al., 2013; Leeson & Morgan, 2014; Morgan, Leeson, Carter Dillon, Wirgman, & Needham, 2014; Morgan, Leeson, & Carter Dillon, 2013; O'Keefe, 2014; POPS, 2010; Weidberg, 2017; Women's Breakout, 2016). Four of the studies employed a mixed-method design (Jones et al., 2013; NOMS, 2009; POPS, 2010; Women's Breakout, 2016). In the research by NOMS, the specific data gathering methods were unclear so could not be ascertained, although they used a mixed-methods design and referred to case studies.

A range of stakeholders was represented, with the majority of the papers gathering information from more than one category of stakeholder. Eight papers looked at the views of children affected by parental imprisonment (Gill, 2009b, 2009a; Jones et al., 2013; Leeson & Morgan, 2014; Morgan et al., 2014; Morgan et al., 2013; Weidberg, 2017; Women's Breakout, 2016), eight papers looked at the views of family members, typically the non-imprisoned parent/carer (Gill, 2009a, 2009b; Jones et al., 2013; Leeson & Morgan, 2014; Morgan et al., 2013, 2014; O'Keefe, 2014; POPS, 2010), two papers looked at the views of imprisoned parents (Jones et al., 2013; O'Keefe, 2014) and six papers looked at the views of professional stakeholders, including headteachers, social workers, probation workers, educational psychologists (Jones et al., 2013; Leeson & Morgan, 2014; Morgan et al., 2013, 2014; O'Keefe, 2014; POPS, 2010). It is important to note that three of the studies (Leeson & Morgan, 2014; Morgan et al., 2013, 2014) included used the same dataset, although each carried out a separate analysis and so they are conceptually different. The paper by NOMS (2009) focussed on 12 prisons, and appeared to work with prison staff, imprisoned fathers and their families.

Five studies aimed to gain an understanding of children's experiences and needs in order to inform support offered to them (Gill, 2009a, 2009b; Jones et al., 2013; Weidberg, 2017; Women's Breakout, 2016) and one study aimed to explore difficulties facing families with a parent in prison (POPS, 2010). The focus of two studies (NOMS, 2009; O'Keefe, 2014) centred on the importance of supporting relationships between children and their imprisoned fathers, the latter specifically with regard to school engagement. The research carried out by Morgan et al. (2014) aimed to explore what support is currently available in schools for children with parents in prison. These data were then used to highlight ways in which schools and local authorities can improve the support they offer these children (Leeson & Morgan, 2014; Morgan et al., 2013). Leeson & Morgan (2014) took a bottom-up approach, applying the findings onto Axford's typology (Axford, 2009, as cited in Leeson & Morgan, 2014).

The aim of this review is to identify ways in which schools and educational psychologists can support children who have a parent in prison. Three main domains were identified during the aggregative part of the synthesis (Gough et al. 2013): support at the systemic level, the family level and the individual level. The relative contribution of the 11 studies to the domains is detailed below.

How can schools and EPs support children with a parent in prison?

Domain 1: Systemic level

Strategic planning: The need for schools to develop a strategic policy to ensure that children of prisoners receive appropriate and consistent support was specifically highlighted by seven of the papers (Gill, 2009a; Jones et al., 2013; Morgan et al., 2013, 2014; NOMS, 2009; O'Keefe, 2014; POPS, 2010). It is suggested that the policy should include reference to identification and monitoring of these children (Gill, 2009a; Jones et al., 2013; O'Keefe,

2014), with Gill (2009a) and O'Keefe (2014) stating that children of prisoners should be identified as a specific vulnerable group. O'Keefe (2014) further recommends that Ofsted review and monitor this group in the same way as they monitor other vulnerable groups (e.g. Looked After Children). Morgan et al. (2014) states that the policy should ensure the school takes a non-judgemental approach. To ensure joined-up, coherent working Morgan et al. (2013) and POPS (2010) recommend that the policy make reference to multi-agency support, specifically through the use of the Common Assessment Framework (CAF). POPS (2010) suggests that a CAF could be triggered at the time of a parental arrest, to ensure that schools are aware of what the child/children have experienced and can make adjustments accordingly. Three of the papers specifically state that a named person or persons should be identified within the policy to attend training, to ensure the support offered is up-to-date and to support the children and families directly (Morgan et al., 2013; NOMS, 2009; O'Keefe, 2014). Gill (2009a) and O'Keefe (2014) suggest that the policy should refer specifically to supporting children in maintaining contact with their imprisoned parent. Gill (2009a) states that there should include a whole-school understanding of absences for visiting an imprisoned parent, and O'Keefe (2014) says practical information should be included which encourages school staff to involve imprisoned parents in their child's/children's education.

Training/Raising awareness: Eight of the 11 papers (Jones et al., 2013; Morgan et al., 2013, 2014; NOMS, 2009; O'Keefe, 2014; POPS, 2010; Weidberg, 2017; Women's Breakout, 2016) recommend that schools receive additional training in order to meet the needs of COPIPs. The aim of the training is to raise staff awareness (Women's Breakout, 2016; Morgan et al., 2013), increasing their understanding of the impact of parental imprisonment (Morgan et al., 2013; NOMS, 2009; POPS, 2010) and reducing stigma (Morgan et al. 2013; Weidberg, 2017). It is also recommended that the training support staff to develop skills in building trust with the families of imprisoned parents (Morgan et al., 2014). Morgan et al.

(2013) state that the training should emphasise the need to support children in maintaining contact with their imprisoned parents and the importance of prison visits, considering the practicalities of visiting and the impact visits might have on children's wellbeing and behaviour. It is recommended that the training help school staff to provide appropriate support with regard to the children's educational and emotional needs (Jones et al. 2013), for example by helping staff provide an inclusive, understanding and welcoming school ethos (Jones et al., 2013; Morgan et al., 2013; O'Keefe, 2014; Weidberg, 2017). 'Hidden Sentence' training (NOMS, 2009) aims to highlight the impact on families of having an imprisoned parent and to show how the CAF can be used to support these families' needs. In relation to the practicalities of the training, Weidberg (2017) suggests that EPs should attend 'Hidden Sentence' training in order to provide whole-school training, while Jones et al. (2013) takes a broader angle, suggesting that the training should be done in partnership with relevant non-government organisations.

Curriculum support (for citizenship and a psychological perspective): Two of the papers make reference to additional ways in which schools can take a systemic approach to supporting these children. Morgan et al. (2013) refers to using the curriculum to reduce stigma, for example, discussing imprisonment in citizenship lessons and problem-based learning to help develop understanding of these children's experiences. Weidberg (2017) suggests the importance of taking a psychological perspective to support staff, preventative work and sharing of theory and resources, making specific reference to using educational psychology support; the paper also suggests that EPs could deliver whole-school training.

Domain 2: Family

Support for parent/carer at home: One recommendation made by six of the papers relates to offering practical and emotional support to the parent/carer at home (Gill, 2009a, 2009b;

Jones et al., 2013; Morgan et al., 2013, 2014; POPS, 2010). One method suggested is the use of notice boards and leaflets to promote a school's welcoming ethos, to help parents feel comfortable to discuss related issues and to share important knowledge (e.g. skills and support services) (Jones et al., 2013; Morgan et al., 2013, 2014; POPS, 2010). Gill (2009a) suggests that help should include support with the potential difficulty of becoming a lone parent and with understanding their child/children's emotions.

Morgan et al. (2013, 2014) highlight the importance of schools considering when to offer this support, referring to key times that support may be necessary, including the time of the arrest, during the trial, during the imprisonment, release and post-release.

Support for the imprisoned parent: Three of the papers highlight the school's role in facilitating communication with imprisoned parents, specifically fathers (Jones et al., 2013; Morgan et al., 2013; O'Keefe, 2014). Morgan et al. (2013) point out that imprisoned parents have a statutory right to receive information about their children. It is recommended that school policy should include practical recommendations to facilitate imprisoned parents' involvement (Jones et al., 2013; O'Keefe, 2014). O'Keefe (2014) states that schools should engage in communication with imprisoned parents to share work and reports (e.g. by email, post, telephone) and consider arrangements for visits (e.g. sending work and reading books), while Morgan et al. (2013) emphasise that it is vital that schools authorise absences for prison visits.

Domain 3: Individual

Emotional and practical support: Offering emotional and practical support on an individual basis to children experiencing parental imprisoned is suggested in eight of the papers (Gill, 2009a, 2009b; Jones et al., 2013; Morgan et al., 2013, 2014; POPS, 2010; Weidberg, 2017;

Women's Breakout, 2016). Gill (2009a, 2009b) state that children may need support with their understanding of imprisonment, by being provided with practical information about what happens in a prison, and emotional support to deal with the stigma attached to the imprisonment of someone they love. Morgan et al. (2014) highlight that transitions are likely to be a particularly challenging time, so additional emotional support should be considered at transition points. It is recommended that trusted adults/pastoral staff offer this support (Jones et al., 2013; Morgan et al., 2013; Women's Breakout, 2016), with some papers suggesting that some children may benefit from accessing therapeutic support from school counselling services (Gill, 2009b; Jones et al., 2013; Morgan et al., 2013). Resilience is highlighted as a key factor in two of the papers (Jones et al., 2013; Weidberg, 2017); Jones et al. (2013) suggest working with parents/carers to build resilience, while Weidberg (2017) suggests that to develop resilience, EPs should promote children's social relationships through intervention. Also considering the importance of social relationships, Women's Breakout (2016) highlight the benefits of a trusted friend. Strong friendships should be supported and time with friends should be encouraged.

Support maintaining contact/visits: As well as '*Support for the imprisoned parent'* discussed above, the child can be supported to maintain the imprisoned parent-child relationships. Morgan et al. (2013, 2014) state children should be supported to attend prison visits during school time, though use of authorised absences and staff showing sensitivity towards them. Women's Breakout (2016) discuss how the emotional impact of prison visits can impact on children's behaviour, further highlighting the need for sensitivity at these times and stating that information should be shared with children to support them in preparing for their initial visit to the prison.

The children's perspective: A key feature in six of the papers is the need to consider the children's perspective when planning support. This entails taking into account the children's rights and their individual views. Two of the papers (Jones et al., 2013; Leeson & Morgan, 2014) explicitly refer to the rights of the child, stating that these should be used when developing policy and provision. Both papers refer to children's rights in a broad sense, also highlighting the importance of considering the children's views. An additional four papers (Morgan et al., 2013, 2014; Weidberg, 2017; Women's Breakout, 2016) also suggest consulting with the children about the support they would like. Weidberg (2017) specifically states that the children need opportunities to develop their identities, as well as sharing their views, suggesting that this could reduce intergenerational cycles of imprisonment.

Discussion

Summary of the findings

This paper aimed to explore ways in which children experiencing parental imprisonment could be supported in schools. Identified from a systematic literature review, relevant journal articles and grey literature were synthesised to provide recommendations relevant to schools and EPs in the UK to support this group of children. To the researcher's knowledge, no other systematic literature review focussing on this topic has been carried out.

The review highlights ways of supporting children experiencing parental imprisonment in school at systemic, familial and individual levels. Overall, the findings highlight the importance of awareness-raising for staff to ensure that these children are recognised and the need for emotional and practical support to be offered as part of a whole-school ethos as well as for individual families and children.

Figure 1 (below) provides an integrated conceptual representation of the domains and themes identified in this review, highlighting the overlap between the domains. For example, in the findings, 'children's perspective' is included in the 'Individual' domain, but it is also critical to inform support in both the 'Systemic' and the 'Family' domains. It is important for professionals looking to apply the findings not to limit their implementation to a specific domain.

Figure 1

Venn diagram displaying conceptualisation of themes and domains.
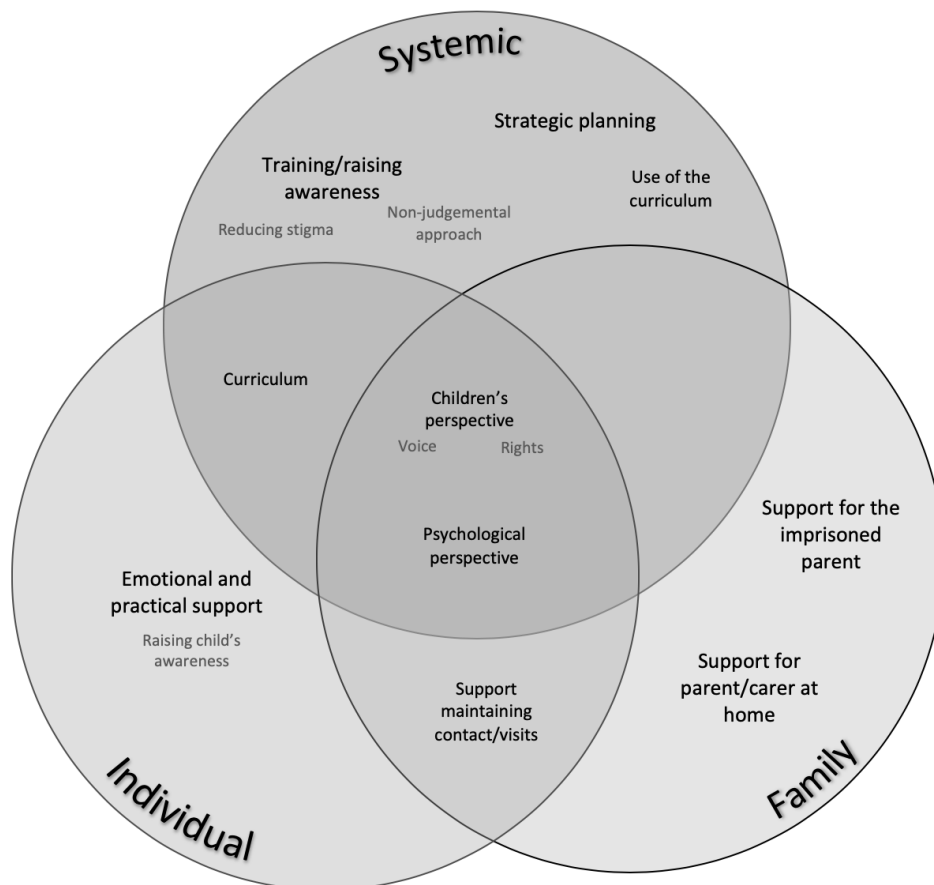
Implications for schools

The above findings in relation to systemic support and whole-school policies are in line with existing statutory policies and procedures which schools are required to have in place for other vulnerable groups of children. For example, statutory policies include 'Child protection policy and procedures', 'Special educational needs and disability' and 'Designated teacher for looked-after and previously looked-after children' (Department for Education, 2020). One suggestion of the present findings is that a policy for COPIPs should identify a named person to coordinate the support (Morgan et al., 2013; NOMS, 2009; O'Keefe, 2014). One requirement within the statutory guidance for looked-after and previously looked-after children (Department for Education, 2018a), and for safeguarding (Department for Education, 2019) is that there should be designated leads in schools and colleges. Additional to this, by 2025 all schools and colleges are expected to have a designated senior lead for mental health (Department of Health & Department for Education, 2017). The guidance states that the reason these children need the support of a designated lead is that they are likely to have suffered emotional pressures and disrupted education as a result of their experiences (Department for Education, 2018a). It is known that, compared to children without imprisoned parents, children of prisoners are more likely to suffer difficulties with their mental health and have difficulties making academic progress (Glover, 2009; Haines, 2017; Lynne, 2017; Morgan et al., 2014; Murray & Farrington, 2008; Roberts, 2012; Tuite, 2016).

There is no current system for identifying these children, meaning that the families often have to identify themselves and as families of prisoners are often reluctant to do this, many children do not receive the support they need (Kincaid et al., 2019; Roberts, 2012). For parents/carers, it is important for schools to promote their inclusive ethos to help families feel

comfortable in asking for support (Lambert & Barley, 2001; Gill, 2009a). The review demonstrates how use of a CAF, triggered at the time of arrest, could facilitate multi-agency working to support COPIPs (NOMS, 2009; POPS, 2010). However, it would be necessary for the CAF to be triggered by an agency/professional external to school, further highlighting the importance of joined-up working between relevant agencies such as police services, children's services and schools to ensure that the children access the support they need (Jones et al., 2013; Morgan et al., 2013; POPS, 2010) .

The review highlights that COPIPS could be supported with building resilience and strengthening relationships (Jones et al., 2013; Weidberg, 2017; Women's Breakout, 2016). Largely, children are best supported by adults with whom they have a strong, trusting relationship, so schools can utilise existing members of staff (Lambert & Barley, 2001), although some children may need specific therapeutic support (Gill, 2009b; Jones et al., 2013; Morgan et al., 2013).

The review demonstrates that schools could assist with communication between children and their imprisoned parents (Jones et al., 2013; Morgan et al., 2013; O'Keefe, 2014). Although it is recognised that most day-to-day communication will be with the parent/carer with whom the child lives, everyone recognised in law as being a parent has the right to participate in their child's education, and to receive information about their child, including school reports (Department for Education, 2018b). In addition, with reference to the United Nations Convention on the Rights of the Child's (UNCRC), every child has the right (as long as it is in the child's best interests) to maintain relationships with both parents and have engagement of both parents in their well-being and education (O'Keefe, 2014; United Nations General Assembly, 1989).

The application of children's rights at the systemic, familial and individual level is also highlighted in the review (Jones et al., 2013; Leeson & Morgan, 2014). A Department for Education (2010) report outlines how England complies with the UNCRC by linking the rights of the child with legislation and policy. It states that Local (Education) Authorities must contribute to the mental and physical development of the local community by ensuring that primary and secondary education meet the needs of their population (c.f. Jones et al., 2013). It also demonstrates legislation which ensures that schools operate fairly, in a way that promotes social equity and community cohesion. This shows that schools are already supporting the rights of the child with regard to school policies and procedures, but the present review shows the importance of specifically considering COPIPs when promoting and protecting the rights of the child. Jones et al. (2013) reference that children have a right to stay in contact with both parents (so long as this contact does not cause them harm) (Article 9) and they discuss the importance of direct contact. This suggests that schools should therefore promote contact with imprisoned parents and support prison visits. The UNCRC General Comment Number 7 makes reference to COPIPs, stating that children, particularly those who are vulnerable, need access to appropriate services (United Nations Convention on the Rights of the Child, 2005). It refers to Article 2, which states that measures should be put in place to ensure that children are protected against discrimination, for example, inadequate care and attention, including being deprived of the help and support they need. COPIPS are often unidentified and therefore unsupported (Kincaid et al., 2019; Roberts, 2012). This review suggests that schools could provide necessary resources for COPIPs and signpost their families to appropriate support services. It would be beneficial for policies and/or future research to identify the specific children's rights which are of relevance to supporting COPIPs.

Considering child views should already be common practice in schools: the SEND code of practice (Department for Education and Department of Health, 2015) states that the views, wishes and feelings of children with special educational needs should be considered when planning for provision and support. This review highlights that this practice should be specifically applied to COPIPS (Morgan et al., 2013, 2014; Weidberg, 2017; Women's Breakout, 2016). Utilising child voice and creating collaborative outcomes has been shown to increase motivation, independence and self-efficacy (Harding & Atkinson, 2009; Roller, 1998).

COPIPs are often exposed to nearly five times more other ACEs when compared to children without imprisoned parents (Turney, 2018). Considering these children within an ACE-informed perspective, which is receiving an increasing focus within education and among policy makers (Blodgett & Dorado, 2016; Johnson, 2018; Smith, 2018), it may be useful for schools to construct a risk framework for COPIPs, to highlight risk and resilience factors, and to assist with within-group prioritisation, to ensure they receive the necessary support.

Implications for EPs

Weidberg (2017) states that EPs have a key role in supporting these children. EPs could ask about COPIPs in planning meetings when finding out about other vulnerable groups. From this they can offer support at the individual level as needed, and equally importantly, offer support at the systemic level though whole-school training (Weidberg, 2017).

At the individual level, EPs could share knowledge and resources and help school staff offer the necessary support to these children (Weidberg, 2017). For example, EPs could support parents/carers with planning age-appropriate, honest conversations to inform their children about the parental imprisonment, whilst still taking account of familial wishes to withhold

certain information (Weidberg, 2017). Additional to this, EPs have been highlighted as having an important role in providing therapeutic support for children (Atkinson, Bragg, Squired, Muscutt, & Wasilewski, 2011; Farrell et al., 2006; MacKay, 2007). Some COPIPs may benefit from therapeutic input (Gill, 2009b; Jones et al., 2013; Morgan et al., 2013). When necessary, EP therapeutic input could be offered/utilised to support these children.

With regard to systemic support, Weidberg (2017) suggests that it may be useful for EPs to attend 'Children of imprisoned parents Sentence' training in order to provide whole-school training. With reference to EP work more broadly, it continues to often be at the 'systemic' level, aiming to increase capacity of schools and other organisations (Farrell et al., 2006). It may be beneficial for work relating to supporting COPIPs to be incorporated into this.

With reference to consulting the COPIPs as discussed above, gaining child views is a key area which EPs should promote in schools (Todd, Hobbs & Talor, 2000). Overall, this review has highlighted that there are a number of ways in which EP services could help schools provide the appropriate support for COPIPs. EP services could create a package of support for these children, which includes training, resources and links so local services, as well as support for individual families and children.

Limitations

The present review has an extended scope by the inclusion of grey literature; only four of the 11 papers included are published, peer-reviewed articles. Additional to this, the papers largely use a survey design, using questionnaires to gather stakeholder views. This means that, although the present review presents recommendations for schools and EPs, it does not provide empirical evidence for the effectiveness of such recommendations which could be

viewed as a limitation for practitioners looking to implement recommendations from the research.

This review does not consider the potential difference in experience of children who have mothers in prison compared to those with fathers in prison. Future research could investigate these differences and the ways in which support may need to differ.

Future research

The papers quoted above have largely used either stakeholder suggestions of what could be beneficial to support COPIPs or have outlined what is currently in place for these children. Therefore, it would be useful for future research to evaluate the application of the recommendations specifically in terms of how effectively they are implemented and the subsequent impact following successful implementation. Evaluation of impact could be carried out by an EPS and involve work with one school or a number of schools within the LA. It could focus on increased staff knowledge and on the views of children and families of imprisoned parents. It is important for these findings to be disseminated effectively in order to support future application of the recommendations.

Declaration of interest statement

No conflict of interest is identified in the undertaking and reporting of this research.

References

Atkinson, C., Bragg, J., Squired, G., Muscutt, J., & Wasilewski, D. (2011). Educational Psychologists and therapeutic interventions - preliminary findings from a UK-wide survey. *Debate*, *140*, 6–12.

Bellis, M. A., Ashton, K., Hughes, K., Ford, K., Bishop, K., & Paraniothy, S. (2015). *Welsh Adverse Childhood Experiences (ACE) Study Adverse Childhood Experiences and their impact on health-harming behaviours in the Welsh adult population.* https://www.suicideinfo.ca/wp-content/uploads/2016/12/Welsh-Adverse-Childhood-Experience_oa.pdf

Bellis, M. A., Lowey, H., Leckenby, N., Hughes, K., & Harrison, D. (2013). Adverse childhood experiences : retrospective study to determine their impact on adult health behaviours and health outcomes in a UK population. *Journal of Public Health*, *36*(1), 81–91. 10.1093/pubmed/fdt038

Blodgett, C., & Dorado, J. (2016). A Selected Review of Trauma-Informed School Practice and Alignment with Educational Practice. *CLEAR Trama Center. San Francisco, CA: University of California.*, *1*, 1–88.

Department for Education. (2010). *The United Nations Convention on the Rights of the Child: How legislation underpins implementation in England.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/296368/uncrc_how_legislation_underpins_implementation_in_england_march_2010.pdf

Department for Education. (2018a). *The designated teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities.*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment
_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-
after_children.pdf

Department for Education. (2018b). *Understanding and dealing with issues relating to
parental responsibility*. https://www.gov.uk/government/publications/dealing-with-
issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-
relating-to-parental-responsibility

Department for Education. (2019). *Keeping children safe in education*.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment
_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Department for Education. (2020). *Statutory policies for schools and academy trusts*.
https://www.gov.uk/government/publications/statutory-policies-for-schools-and-
academy-trusts/statutory-policies-for-schools-and-academy-trusts#list-of-policies

Department for Education and Department of Health. (2015). *Special educational needs and
disability code of practice: 0 to 25 years - Statutory guidance for organisations which
work with and support children and young people who have special educational needs
or disabilities*.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment
_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Department of Health & Department for Education. (2017). *Transforming Children and
Young People's Mental Health Provision: a Green Paper*.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment
_data/file/664855/Transforming_children_and_young_people_s_mental_health_provisi

on.pdf

Education Scotland. (2018). *Nurture, Adverse Childhood Experiences and Trauma informed practice : Making the links between these approaches.* https://dera.ioe.ac.uk/31839/1/inc83-making-the-links-nurture-ACES-and-trauma.pdf

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A Review of the Functions and Contribution of Educational Psychologists in England and Wales in Light of "Every Child Matters: Change for Children".* Nottingham: Department for Education and Skills.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study. *American Joural of preventative medicine, 14*(4), 245–258. https://doi.org/10.1016/S0749-3797(98)00017-8

Flitcroft, D., & Woods, K. (2018). What does research tell high school teachers about student motivation for test performance? *Pastoral Care in Education*, *39*(2), 112–125. https://doi.org/10.1080/02643944.2018.1453858

Gill, O. (2009a). *Every night you cry: Case studies of 15 Bristol families with a father in prison*. Ilford, Barnardo's South West.

Gill, O. (2009b). *She just cries and cries: Case studies of Devon families with a father in prison*. Ilford, Barnardo's South West.

Glover, J. (2009). *Every night you cry: the realities of having a parent in prison*. Ilford, Barnardo's

Gough, D. (2007) Weight of evidence: A framework for the appraisal of the quality and relevance of evidence. *Research Papers in Education, 22*(2), 213–228. tps://doi.org/10.1080/02671520701296189

Gough, D., Oliver, S., & Thomas, J. (2013). *Learning from research: Systematic reviews for informing policy decisions: A quick guide*. London: Nesta.

Haines, T. (2017). The importance of schools being aware and sensitive without discriminating further. *European Journal of Parental Imprisonment*, *6*, 8–11.

Harding, E., & Atkinson, C. (2009). How EPs record the voice of the child. *Educational Psychology in Practice*, *25*(2), 125–137. https://doi.org/10.1080/02667360902905171

Her Majesty's Prison and Probation Service. (2019). *Supporting relationships between prisoners and their families*. https://www.gov.uk/guidance/supporting-relationships-between-prisoners-and-their-families

Hughes, K., Lowey, H., Quigg, Z., & Bellis, M. A. (2016). Relationships between adverse childhood experiences and adult mental well-being: results from an English national household survey. *BMC Public Health*, *16*(222), 1–11.

Johnson, D. (2018). What should we do about trauma? *The Psychologist, 31, 50-53*

Jones, A., Gallagher, B., Mandby, M., Robertson, O., Schützwohl, M., Berman, A., Hirschfield, A., Ayre, L., Urban, M., Sharratt, K., & Christmann, K. (2013). *Children of prisoners: Interventions and mitigations to strengthen mental health*. Huddersfield: University of Huddersfield

Kincaid, S., Roberts, M., & Kane, E. (2019). *Children of Prisoners: Fixing a broken system.* https://static.wixstatic.com/ugd/89643c_a905d6cf4f644ee5afb346e368bb9e0e.pdf

King, D. (2002). *Parents, Children & Prison: Effects of Parental Imprisonment on Children.* Dublin: Centre for Social and Educational Research, Dublin Institute of Technology

Lambert, M., & Barley, D. (2001). Research summary on the therapeutic relationship and psychotherapy outcome. *Psychotherapy: Theory, Research, Practice, Training*, *38*(4), 357–361.

Leeson, C., & Morgan, J. (2014). Strategic Planning for Support Services for Children with a Parent or Close Relative in Prison. *Social Policy and Administration*, *48*(7), 848–863. https://doi.org/10.1111/spol.12050

Lynne, H. (2017). Applying Human Rights Education principles when discussing parental imprisonment in the classroom. *European Journal of Parental Imprisonment*, *6*, 4–6.

MacKay, T. (2007). Educational psychology: The fall and rise of therapy. *Educational and Child Psychology*, *24*(1), 7-18.

Morgan, J., Leeson, C., & Carter Dillon, R. (2013). How can schools support children with a parent in prison? *Pastoral Care in Education*, *31*(3), 199–210. https://doi.org/10.1080/02643944.2013.788063

Morgan, J., Leeson, C., Carter Dillon, R., Wirgman, A. L., & Needham, M. (2014). 'A Hidden Group of Children': Support in Schools for Children who Experience Parental Imprisonment. *Children & Society*, *28*, 269–279. 10.1111/chso.12012

Murray, J., & Farrington, D. P. (2008). The Effects of Parental Imprisonment on Children. *Crime and Justice: A Review of Research*, *37*, 133–206. 10.1086/520070

National Offender Management Service. (2009). *Families Do Matter: West Midlands Children and Families of Offenders Pathfinder*.

https://search3.openobjects.com/mediamanager/southampton/directory/files/fdm_projec t_report_09.pdf

O'Keefe, H. (2014). *Fathers in Prison, Children in School: The Challenge of Participation*. [Unpublished doctoral dissertation] University of Central London, London.

Paterson, B. (2017). *Adverse Childhood Experiences (ACE): Safer communities through stronger partnerships.* London: Public Health England.

Partners of Prisoners and Families Support Group. (2010). *Every Familiy Matters: Offenders' Children and Families in Bolton*. http://partnersofprisoners.co.uk/wp-content/uploads/2012/07/Bolton-Children-of-Offenders-Mapping-Excerise-2010.pdf

Roberts, S. (2012). *The Role of Schools in Supporting Families Affected by Imprisonment.* Winston Churchill Memorial Trust: Families Outside. https://www.familiesoutside.org.uk/content/uploads/2019/03/The-Role-of-Schools-in-Supporting-Families-Affected-by-Imprisonment-FINAL.pdf

Roller, J. (1998). Facilitating Pupil Involvement in Assessment, Planning and Review Processes. *Educational Psychology in Practice*, *13*(4), 266–273. https://doi.org/10.1080/0266736980130408

Smith, L. (2018). *Adverse Childhood Experiences (ACEs): interventions in education.* Glasgow: Institute for Research and Innovation in Social Services (IRISS). https://www.iriss.org.uk/resources/esss-outlines/aces

Sturge, G. (2018). *UK prison population statistics.* House of Commons Library. https://commonslibrary.parliament.uk/research-briefings/sn04334/

Todd, E., Hobbs, C., & Taylor, J. (2000). Consulting with children and young people.

Enabling Educational psychologists to work collaboratively with children and young

people. *Educational and Child Psychology*, *17*(4), 107–115.

Tuite, M. (2016). *Children with a parent in conflict with the law: What are their best interests? How can they be met?* Children of Prisoners Europe (COPE).

https://childhub.org/en/system/tdf/library/attachments/cope_zagreb-conference-

outcome-report_20.05.2016.pdf?file=1&type=node&id=22068

Turney, K. (2018). Adverse childhood experiences among children of incarcerated parents.

Children and Youth Services Review, *89*, 218–225. 10.1016/j.childyouth.2018.04.033

United Nations Convention on the Rights of the Child. (2005). *General Comment No. 7 - Implementing child rights in early childhood*.

https://www.refworld.org/docid/460bc5a62.html

United Nations General Assembly. (1989). *United Nations Convention on the Rights of the Child.* https://downloads.unicef.org.uk/wp-

content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_c

hild.pdf

Weidberg, F. (2017). Giving children of imprisoned parents a voice. *Educational Psychology in Practice*, *33*(4), 371–386. https://doi.org/10.1080/02667363.2017.1336703

Women's Breakout. (2016). *Children on the Edge: Children affected by maternal imprisonment*. https://www.clinks.org/sites/default/files/2020-02/Children on the Edge - Children affected by maternal imprisonment.pdf

Woodley-Hume, T., & Woods, K. (2019). The Contribution of Assistant Psychologists in the UK. *Educational Psychology Research and Practice*, *5*(1), 1–12.

Paper Two

How and why do Educational Psychology Services engage with an ACE-informed approach?

Abstract

Adverse childhood experiences (ACEs) and related approaches are receiving increasing focus from education policy makers and educational psychologists. However, the extent to which ACEs research and theory can be used to inform practice continues to be a topic for debate. The present paper explores the development of ACE-informed practice within two UK local authority educational psychology services, through use of focus groups and interviews with educational psychologists. Rationale, facilitators and barriers to the development of current ACE-informed practice are reported. Implications for educational psychology practice, including consideration of risk and reliance factors, the importance of consistent implementation of approaches, and future research are also considered.

Key words: adverse childhood experiences, ACEs, educational psychology, trauma, resilience

Introduction

Adverse childhood experience and impact

Adverse childhood experiences (ACEs) comprise five specific traumatic events (sexual, emotional and physical abuse and emotional and physical neglect) and five chronic stressors (substance addiction, witnessing abuse, family member imprisonment, family member mental illness and caregiver disappearance through abandonment or divorce) (Paterson, 2017). There

is growing evidence showing that exposure to ACEs can have a detrimental impact on development and on later mental health and wellbeing (Hughes et al., 2016). Felitti et al. (1998) using surveys in the USA with over 13000 adults, found that there was a strong relationship between retrospective self-reported ACEs and difficulties in later life. In particular, people who reported four or more ACEs were between four and twelve times more likely to abuse alcohol or drugs, have depression and attempt suicide, compared to those who did not report experiencing ACEs. Felitti et al. (1998) also identified links between experience of ACEs and poorer physical health in later years, including an increased risk of heart, liver and lung disease and cancer. Similar retrospective self-report studies in the UK have supported these findings (Bellis et al., 2013, 2015). Results suggested that experience of ACEs is linked to increased likelihood of difficulties including smoking, drinking, incarceration and poor mental health outcomes.

Supporting the self-report studies above, a longitudinal study by Newbury et al. (2018) showed that individuals who had experienced ACEs were more likely to experience difficulties in adulthood, and research by Blodgett and Lanigan (2018), using school staff reports of ACE-exposure, showed an experience-response relationship between ACEs and poorer outcomes, including challenges with managing behaviour and academic outcomes.

Addressing adversity following ACEs

Previous research emphasises that it is essential to address ACEs and lessen their potential negative impact on life outcomes (Christina et al., 2017; Di Lemma et al., 2019; Smith, 2018). Smith (2018) showed a positive impact of using an ACE-informed approach in school, indicating evidence of positive student and teacher perceptions of ACE-informed interventions. Looking more broadly into trauma-informed approaches, Maynard et al. (2017) state that interventions alone are not sufficient, instead suggesting that systems should be

underpinned by a trauma-informed framework. This is supported by other research, which highlights the importance of whole-school systemic approaches (e.g. Maynard et al., 2017; Phifer & Hull, 2016).

ACEs are increasingly a focus of education policy makers. For example, the Welsh Government recently announced that in order to support children who have experienced ACEs, school staff in Wales will be given 'trauma-informed' training (Smith, 2018), and Scottish education policy and school curriculum are underpinned by an ACE-informed approach (Education Scotland, 2018). As well as education, services such as health and social care are also placing emphasis on ACEs (Blodgett & Dorado, 2016; Johnson, 2018; Smith, 2018). Di Lemma et al. (2019) state that because multiple ACEs are often experienced, a coordinated cross-sector response is important.

Educational psychology services (EPSs) have been shown to provide a useful link between education, health and social care because educational psychologists (EPs) have opportunities to collaborate with other agencies, and because they adopt interactive and ecological approaches (Fallon et al., 2010; Farrell et al., 2006). An ecological perspective has been suggested as a good foundation for trauma-informed practice (Crosby, 2015; Phifer & Hull, 2016) and psychologist involvement with trauma-informed practice has been recommended, with attention drawn to psychologists' role in, for example, collaborative working, training and evaluation (Johnson, 2018). The role of EPs includes working at universal, specialised and targeted levels, supporting children with special educational needs, and those categorised as vulnerable or marginalised (Farrell et al., 2006; Woods, 2016). For example, with reference to children of imprisoned parents, it has been suggested that EPs could create a package of support, including training, resources and links to local services (Shaw & Woods, *submitted*). An important part of EP work, largely at the universal/systemic level, involves

capacity building, supporting schools in meeting the needs of their population (Farrell et al., 2006; Woods & Harding, 2020). And, relevant to all levels, is their role in enhancing psychological understanding of service users (Lee & Woods, 2017).

Criticisms of an ACE-informed approach

Opposing the views stated above, there are some who argue that using ACEs is an unhelpful way of assessing the impact of trauma and that an ACE-informed approach should not be used to inform policy and practice (Barrett, 2018; White et al., 2019). Some concerns relate to the reliance on the retrospective studies carried out (e.g. Bellis et al., 2014; Feletti et al., 1998). Barrett (2018) is particularly critical of the process of 'routine enquiry', in which children and families are asked how many ACEs a child has experienced, arguing that this could cause feelings of disempowerment and possibly retraumatise.

A further criticism is that using ACEs to measure adversity does not account for severity, duration or traumatic childhood experiences beyond the ten categories mentioned above (Johnson, 2018). For example, parental bereavement and poverty are absent from the ACEs framework (Barrett, 2018; White et al., 2019). It has also been argued that experience of ACEs alone cannot be used to predict outcomes and that it is important to take into account age, gender, health, resilience and protective factors, such as strong parental relationships (Barrett, 2018; Johnson, 2018; Newbury et al., 2018; Sethi et al., 2013).

Aims/objectives

The aim of the present research is to contribute to the current understanding of EP-led ACE-informed approaches in education settings in England. It considers the potential utility of an ACE-informed approach, taking account of perceived shortcomings that may make some practitioners ambivalent about adopting this approach. In order to explore the different ways

in which EPSs implement an ACE-informed approach, the research gathers the views of Principal EPs (PEPs), EPs and assistant EPs with a specific interest in ACEs, across two local authorities which have adopted this approach. Due to the importance of EPSs engaging with emerging evidence relating to child development, the present research will be valuable in informing EPs of the benefits of an ACE-informed approach, whilst acknowledging the reservations some professionals may have.

Research questions:

1. How do EPs evaluate information and initiatives about ACE-informed approaches in order to decide service engagement?

2. How do EPs support schools in implementing an ACE-informed approach?

3. What could be/are the facilitators and barriers for EPs in using an ACE-informed approach?

By answering these questions, the researcher aims to make a positive contribution through the exploration of EPs' understandings of ACEs and the practical application of this approach within EPSs.

Methodology

Epistemological position

This research is informed by a critical realist perspective, which adopts the view that the understanding of reality is influenced by subjective experience and individual perception as well as conventionally identified factual consensus (Taylor, 2018; Kelly, 2008). Critical realism sits between realist and constructionist paradigms, notably taking account of individual views as highlighted by the latter approach (Robson & McCartan, 2016).

Study design and participant recruitment

The present research uses an in-depth survey design at the service level (Cohen et al., 2007). It adopts a qualitative and exploratory approach, seeking to investigate emerging themes openly. This design allows researchers to gather detailed information about participants' views and experiences, complementing the critical realist stance.

The research was commissioned by a UK EPS that wished to explore the use of an ACE-informed approach. Therefore, this service, Service A, was involved in the research and EPs within the service were recruited via the PEP. It was identified that the research would benefit from extended exploration within a comparable service, Service B, which was identified through consultation with the regional PEP group. The PEP from Service B identified EPs with an interest in this topic who were then invited to take part. Participant recruitment therefore took a largely purposive approach (Etikan et al., 2016) and included two PEPs, 11 EPs and 3 Trainee EPs.

Service B had recently appointed a new specialist EP, whose role involves work across the EPS and within another LA service, supporting children in or on the edge of care. This specialist EP was recruited as an individual interview participant.

Both EPSs provide statutory services and offer a core time allocation to schools. However, Service A works mainly within schools' allocation, carrying out very little traded work, whereas Service B offers a smaller allocation and carries out a larger amount of additional traded work. Both EPSs are within the 20 most deprived LAs nationally (Ministry of Housing Communities & Local Government, 2019).

Data gathering methods

The present study used interview and focus group methods. Please see Appendix C for interview and focus group schedules. Semi-structured interviews were used with the PEPs and the specialist EP and focus groups were used with the wider EP groups within each EPS. The use of semi-structured interviews aligned with the critical-realist perspective by allowing participants to individually explore their views within the 'realities' of their professional role (Kelly, 2008; Taylor, 2018). Similarly, the focus groups encouraged the participants to share and reflect on their individual views through discussion, without necessarily having to reach agreement about 'truth' (Krueger & Casey, 2014). Focus groups were chosen for the wider EP groups as they are found to work well with homogenous groups, when commonalities are highlighted (Krueger & Casey, 2014). The interviews and focus groups were driven by the research questions, aiming to gather information about what prompted the interest in an ACE-informed approach, why it was chosen as a model for practice, what factors that have supported or impeded the implementation of an ACE-informed approach, in what way EPs are directly involved, and at what point their involvement stops or changes. The interviews and focus groups were audio recorded and fully transcribed for analysis. The PEP and specialist EP (Service B) interviews took place virtually over a video-call platform, which is not considered to have affected quality of data gathering.

Data analysis methods

Data from the focus group and interview transcriptions were thematically analysed drawing upon Braun and Clarke's (2006) six stages. Please see Appendix D for details of the data analysis.

The aim of the present research was to investigate ways in which EPSs engage with an ACE-informed approach, therefore a largely inductive approach was used in the data analysis, ensuring that the themes were close to the data (Braun & Clarke, 2006). However, theme development was also driven by the research questions. As an alternative to Braun and Clarke's (2020) 'reflexive' approach, a 'coding reliability' exercise was used, which aligns with professional practice responsibilities and with the aforementioned epistemological position of this research, by combining positivist and interpretive paradigms (Boyatzis, 1998; Braun & Clarke, 2020). Initial coding was carried out using NVIVO (QSR, 2018) and reliability of coding was estimated using inter-coder consultation with an independent researcher using four pages of the manuscripts. Initial interrater agreement was 78%, with additional agreement found through discussion. The transcripts were reviewed for additional examples of one new code identified. Themes were identified manually and reviewed with the researcher's supervisor. Although codes from both EPSs were integrated, service location was retained to allow comparison.

Ethical considerations

This research was granted ethical approval by the host institution ethical review management committee. It adhered to the British Psychological Society (BPS) Code of Human Research Ethics (BPS, 2014) and the Health and Care Professions Council Standards of Conduct, Performance and Ethics (HCPC, 2016).

Prior to request for informed consent, written information was shared with potential participants, outlining the aims and the process of the research, including an explanation that the interviews/focus groups would be recorded and transcribed anonymously and that they could withdraw from the research at any time.

Results

EP practice has been identified as involving work at universal levels, e.g. LA and whole-school, and at targeted levels, e.g. individual families and children (Farrell et al., 2006; Scottish Executive, 2002; Woods, 2016). The present paper found that EPS engagement with an ACE-informed approach was influenced at 5 levels: EPS, school, individual CYP, LA and wider/national. These identified themes and associated subthemes are outlined below.

Figure 2

Thematic map illustrating the five levels identified as influencing EP practice in relation to implementing an ACE-informed approach.
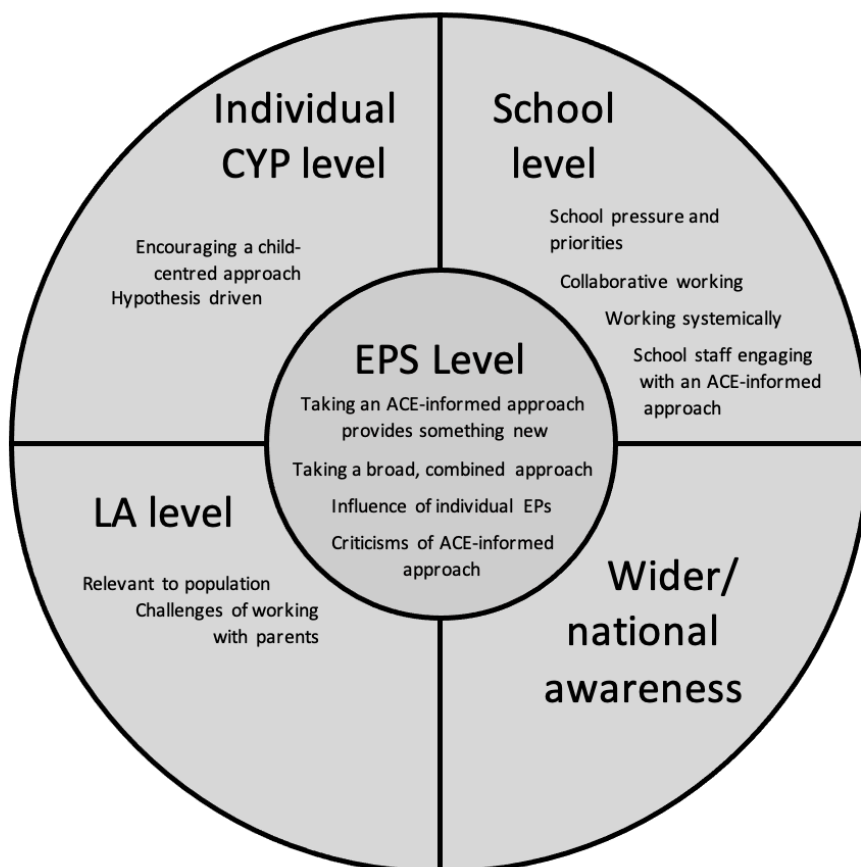
EPS level

Taking an ACE-informed approach provides something new

Interviews with PEPs in both services highlighted that an ACE-informed approach had been used to meet an identified need within the services, primarily when working with children experiencing difficulties with their social, emotional and mental health and looked-after children (LAC).

> *"...a facilitator... we had to do something about social and emotional mental*
>
> *health." (PEP Service A)*

PEPs and EPs within both services suggested that an ACE-informed approach was useful in providing a framework for existing work. The ACE-framework was described as a useful 'hook' on which to hang existing knowledge, providing a new, pragmatic way to understand the needs of children in the LAs.

> *"... ACE has given... a different narrative..." (EP Service A)*

> *"I think ACEs...as a model is... a facilitator because it's packaged nicely"*
>
> *(PEP Service B)*

However, there was also the view across both services that although an ACE-informed approach gave a new way of describing existing work, it did not increase understanding within the EPSs. EPs in Service A suggested that although the ACE language has been useful, they had always considered the importance and impact of ACEs. For example, in the past they may have referred to attachment, which may relate to ACEs such as neglect or caregiver disappearance. EPs in Service B echoed this, but also suggested that they may not always rely on the ACE language. The ACE framework incorporates five specific traumatic

experiences (Paterson, 2017) and EPs in Service B suggested they would be more likely to discuss 'trauma' in more general and flexible terms, rather than use ACE language.

> *"… the first time I heard it I kind of thought,… 'Don't we do this anyway?*
> *Aren't we aware of these children…?'" (EP Service B)*

Taking a broad, combined approach

As well as an ACE-informed approach, both services referred to using a combination of approaches and theories including attachment, trauma, Emotional Literacy Support Assistants (ELSAs), nurture and emotion coaching. Service A works more explicitly with an ACE-informed approach, offering a whole-school ACE-informed training package. However, this package also incorporates elements of different approaches in order to meet the needs of their schools. In contrast, Service B developed a whole-school wellbeing approach which has later been adjusted to include ACEs, with a continued focus on resilience.

> *"I think the way we've made use of [the ACE research] to…bring in other*
> *theoretical bases…I think that works." (PEP Service A)*

> *"we've got…a really nice umbrella in [our whole-school wellbeing*
> *approach] where lots of different…theoretical approaches and interventions*
> *can sit quite nicely…" (PEP Service B)*

The role of Service B's specialist EP, whose work supports children in or on the edge of care, was identified as a facilitator to implementing an ACE-informed approach. However, a trauma-informed approach was identified as the primary theory that informs this work. Interestingly, one EP in Service B highlighted concerns related to 'saturation' due to the number of different approaches that are often used together.

Influence of individual EPs

Participants from both services talked of the influence of individual EPs on the use of ACE-informed practice. Both service PEPs discussed being open to trying new approaches and ideas.

> *"...you're safe to make mistakes… one of the facilitators would definitely*
>
> *be our leadership…they're not risk averse" (PEP Service B)*

With specific references to ACEs, participants in both services discussed the influence of personal interest on the extent to which an ACE-informed approach is adopted.

> *"… it was decided to be used… because of me! It's because I was*
>
> *interested!" (PEP Service A)*

Criticisms of an ACE-informed approach

Although both EPSs have adopted aspects of an ACE-informed approach, EPs in both services shared some criticisms of the ACEs research and approach. An EP in Service B highlighted how an ACE-informed approach can create a 'narrow vision' whereby traumatic experiences outside of the ten ACEs are unrecognised. Both services shared concerns about the use of routine inquiry and Service B suggested that using an ACE-informed approach is potentially stigmatising, pathologising, and could potentially create a barrier to implementing intervention. Both services highlighted the importance of considering resilience and protective factors in mitigating against the influence of ACEs.

> *"...sometimes in a few of my schools they've used ACEs as a number… but*
>
> *actually there's a lot of other components…resilience" (EP Service A)*

" 'we should be…focusing on the protective factors, but I do think there is still…a place for us to say, 'Look, this has happened,' and we don't want it to be all about this, but… the potential impact of this is…'' (EP Service B)

EPs in Service B also highlighted the importance of considering children's views when discussing an individual's 'lived experiences', suggesting that the EP role should involve being an advocate and working with these children to share their story.

"…our role in being advocates for young people… how much of their story do they want sharing?... what's their understanding of the impact that this might have had?" (EP Service B)

Individual CYP level

Encouraging a child-centred approach

PEPs and EPs from both services highlighted their work related to encouraging school staff to take a holistic, child-centred approach, often emphasising the importance in this of consultation with school staff. They help staff develop an understanding of individual children in relation to the impact of their life experiences and what their behaviours might be communicating in terms of unmet needs.

"…we've done lots of work around generating empathy for young people who've been through trauma" (PEP Service B)

"To get them going back into school thinking… what are the child's needs and how can I meet them?" (EP Service A)

"...this is what we know about trauma, this is what this young person's experienced…now come and look at their behaviours through a trauma-informed lens and think about what might be going on." (EP Service B)

"...isn't it expected that a young person will struggle to regulate if they've been through all of that? And we're almost…not pathologizing, but.." (EP Service B)

Hypothesis driven

EPs from Service B considered how an early hypothesis/focus may reduce the likelihood of 'asking the right questions'. For example, they suggested that they are less likely to ask ACE-related questions if the elicited referral information indicates an alternative focus.

The PEP and EPs from service B also discussed challenges related to possible comorbidities and/or missed diagnoses depending on initial hypotheses.

"It's… not because they've got any neurodevelopmental difficulties, so therefore they wouldn't access… an ASD friendly environment…. So…I'm keen on [ACEs] as an approach but I do think you've got to be…balanced about it." (PEP Service B)

"… that fear about missing a diagnosis and… sometimes it's so easy for everyone, maybe including us, to say, 'Oh look! It's because they've got autism…that's it!" (EP Service B)

School level

School pressures and priorities

The PEP and EPs in Service A discussed the influence of school pressures and priorities, including Ofsted. The influence of Ofsted was identified as both a facilitator and a barrier to implementing an ACE-informed approach. The interest of local headteachers had been stimulated when a school had implemented the whole-school ACE-informed approach provided by Service A and had then received a highly positive ('Outstanding') Ofsted judgement. However, some EPs cautioned that schools may engage with the ACE-informed approach merely to receive recognition from Ofsted, without being fully committed or embedding it appropriately. Other school pressures discussed included conflicting responsibilities, specifically those related to attainment and behaviour policies, which may present a barrier to implementing an ACE-informed approach.

> *"There'll be staff… going, 'Well, I'm not a social worker…I've got attainment, I've got academic [priorities/concerns]…" (EP Service A)*

> *"we have parallel narratives… the DfE producing a behaviour policy and then they have a policy around mental health… they completely contradict each other." (EP Service A)*

The pressures discussed above were identified as being more of a barrier within secondary schools than primary schools.

One pressure identified in both services was time required within schools to have meaningful dialogue with and between staff relating to the development of ACE-informed approaches.

Collaborative working

One of the main ways of involving schools with an ACE-informed approach, identified within both services, was collaborative working. This included consultation, multi-agency working and encouraging schools to work together to effectively embed the approach.

"…a facilitator would be collaborative consultation service delivery…

everyone's expertise is valued…including the parent who knows the history

of the ACEs." (EP Service B)

"I see it as a scaffolding…with the view that eventually it will be school-to-

school support." (PEP Service A)

The PEP in Service A indicated that successful implementation of an ACE-informed approach would require ongoing EP involvement.

"…the EPs will always have involvement because you'll always have a new

head, you'll always have new members of staff…" (PEP Service A)

However, the Service B specialist EP highlighted that collaborative/multi-agency working to support children in or on the edge of care, has reduced opportunities to work holistically. Working with other professionals, such as clinical psychologists, meant that education is the EP's specific focus within this role.

Working systemically

Systemic working was identified as a way in which both services implement an ACE-informed approach. Both services highlighted the importance of promoting systemic change in order to encourage a supportive, safe environment and develop ACE-related preventative work. The systemic work referred to by Service A involved initial training and ongoing

support, including supervision and use of 'ACE-champions'. Ongoing work was seen as important as times were identified when the ACE-informed training had been seen not to be reflected in practice.

> *"… certainly in one or two schools…the practice doesn't reflect that they*
>
> *get it… the old narratives are still there…" (EP Service A)*

ACE-specific systemic work in Service B appeared to take a personalised approach depending on the presenting casework:

> *"...working more systemically… because the patterns keep coming up…*
>
> *with individual casework." (EP Service B)*

A number of factors were identified as having an impact on the success of systemic ACE. This included the extent to which the senior leadership team (SLT) are involved, levels of school staff turnover, the method of EP service delivery (traded vs school allocation), the role of the EP in statutory work, and constraints of systems/structures/policies:

> *"Well there's new staff coming in isn't there? ...who've…not had the*
>
> *training." (EP Service A)*

Schools' focus on statutory assessment was identified by both services as a factor encouraging emphasis on individual casework, thus presenting a potential barrier to systemic work. Service B suggested that LA-allocated time, additional to schools' traded time, provided an opportunity to discuss ACE-related systemic priorities as it doesn't come at a direct cost to the school. However, an allocation-based model was not seen as a facilitator to ACE-related work in Service A.

Current systems and structures (e.g. managed moves, within-school structures) were also discussed as a barrier to implementing systemic ACE-informed approaches. Service A suggested that, typically, requests for EP involvement are for more 'extreme' cases, when a more targeted approach may be necessary.

It was felt that despite the potential barriers discussed above, that EPs have a distinct role which facilitates the implementation of systemic ACE work. Both services suggested that the unique relationships that EPs have with schools supports this way of working.

> *"when that EP knows the school well enough to be able to say, 'This is an issue for you. This is something that's going to be helpful for you,'" (PEP Service B)*

School staff engaging with an ACE-informed approach

Both services discussed a facilitator to using this approach being school staff abilities to relate to, understand and be positive about the ACE-informed approach. Conversely, when school staff do not fully understand and assimilate the approach, this was seen as a potential barrier.

> *"I think that's a barrier…They want a toolkit… where they can get stuff" (PEP Service A)*

> *"…schools are quite hung up on fairness and they don't really understand… different children need different things" (PEP Service B)*

> *"…that's a national problem… you have to be punished for being naughty." (PEP Service A)*

In some cases, the required philosophical shift to an ACE-informed approach was seen as fundamental to working in a school:

> *"...we've said this to [secondary school], 'You've got to face the fact that if you truly take this on board there will be staff members who leave… 'cause they can't do it and they don't like it, they don't agree…" (PEP Service A)*

LA level

Relevant to population

Both services highlighted that an ACE-informed approach is relevant to their LA population, identifying a high level of involvement of social services and the virtual school. Service B indicated that over 40% of children received/had received social care involvement. Although relevance to the LA context was identified as a reason for using an ACE-informed approach, it could present a challenge. Both services highlighted that, due to the experiences of the local community, ACEs may be somewhat 'normalised' which can cause difficulties when suggesting that support may be required following these experiences.

> *"...'Well, it's how it was for me and it didn't do me any harm.'" (EP Service A)*

> *"...if we're talking about cycles of deprivation, would they consider it traumatic?" (EP Service B)*

Challenges of working with parents

Both services highlighted potential challenges of working with parents when engaging with an ACE-informed approach, including intergenerational experience of ACEs, difficulties related to broaching sensitive topics and being careful not to place blame on parents.

"…often it's the parents' ACEs that… have impacted them as well." (EP
Service B)

*"Whereas when parents are…still involved and the child still lives with
them…people might feel a bit uncomfortable…"* (EP Service B)

*"…how do you ask those questions though without falling into… a blame
kind of [narrative]'"* (EP Service A)

Wider/national awareness

Both services identified that ACEs are currently being highlighted nationally, so service
users are often already aware of them and related approaches. This was identified as a
facilitator to engaging school staff with an ACE-informed approach.

*"…people were approaching us nationally… there was an interest
nationally… that was the facilitator"* (PEP Service A)

*"…people have heard of it …and sometimes they're coming to us saying
they've heard of this, is it something we can do some work on?... that's a
facilitator."* (PEP Service B)

Discussion

Summary of findings

The aim of the present research was to contribute to the current understanding of
EP-led ACE-informed approaches in education settings in England. The results
are summarised below in relation to the three research questions.

Both services chose to engage with an ACE-informed approach because they recognised the growing national awareness of ACEs research and had received requests for ACE-informed work. Both services identified that the ACE-framework was relevant to their population and that this approach met an identified need.

Both services suggested that using the ACEs framework provided a new, pragmatic way to understand existing work, although the extent to which specific ACE-language is used differed between the services. Both services discussed using the ACEs framework alongside other theories/approaches, e.g. attachment or trauma-informed practice. ACE-informed work entailed involvement at a systemic level, although a need was identified for more proactive, systemic work. EPs also highlighted using ACE-informed practice to encourage schools to take a child-centred, holistic approach to effective individual casework. Work across both systemic and individual levels was suggested to be facilitated by collaborative work, e.g. multi-agency working or consultation.

Various factors were highlighted as being potential facilitators or barriers, depending on local context. Engagement with an ACE-informed approach appeared to rely to some extent on individual EP interest within the EPS, therefore acting as a potential facilitator or barrier. Another potential facilitator identified was the relevance of the ACE-framework to the LA population. However, this was also suggested to be a barrier to involvement due to the fact that experience of ACEs is somewhat normalised within the community. Additional barriers highlighted included school priorities and policies, e.g. curriculum priorities and behaviour policies. Ofsted was suggested to be a potential facilitator, as recognition from Ofsted may encourage schools to engage with ACE-informed practice. However, there were concerns that this may encourage involvement at a superficial level. It was also identified that schools tend to request EP involvement for individual casework, rather than for systemic work, in order to provide evidence for statutory assessments.

Concepts identified in the findings

Four interlinked key concepts relevant to EP practice have been identified within the findings: working flexibly to respond to need and context; coherence of approach; transmissionist vs transformational practices; and capacity building.

Firstly, the results show that the EPs work flexibly and respond to context. EPs have a distinct vantage point, having knowledge of factors inside and outside of the LA and encouraging multi-agency working to identify and respond to 'gaps' in services (Fallon et al., 2010; Farrell et al., 2006). This is an active role, involving information-gathering at the levels of individual child or family, school and LA (Scottish Executive, 2002). In relation to an ACE-informed approach, decision-making and practice appears to be influenced by dynamic and interrelated connections across the five levels. Figure 3 illustrates an example of this within Service A. Wider/national awareness of ACEs influenced EP practice and increased knowledge within the LA and in schools (dotted arrows). Knowledge of individual CYP within the LA influenced decision-making at the LA level and, together, these influenced the EPS (solid arrows). This led to the EPS development and delivery of a whole-school programme to support ACE-informed practice (dashed arrow).

Figure 3

Thematic map illustrating how the development of a whole-school ACE-informed approach in Service A was influenced at the five levels identified in the findings.
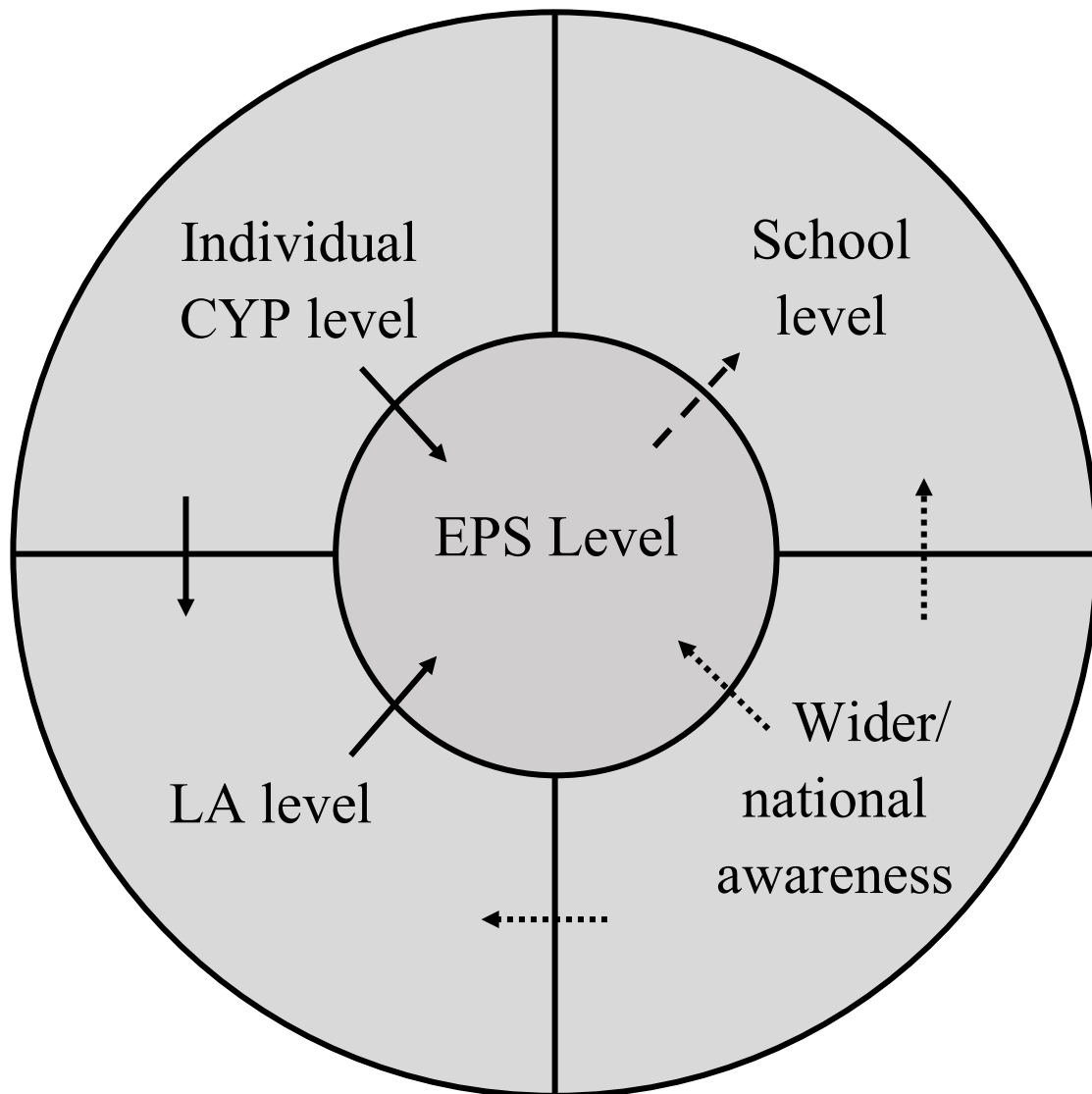
With regard to the second concept, coherence of approach, it should be noted that whilst flexible working allows for EPs to identify and meet LA needs, uneven application of approaches could lead to a lack of clarity for service deliverers and recipients. The present findings highlight the concern that service users may experience 'saturation' due to the use of multiple approaches. An example of the overlapping use of theories/approaches from the

present study is that the terms 'trauma-informed' and 'ACE-informed' were used relatively interchangeably. Without conceptual coherence and consistent use, evaluating an approach is difficult (cf. Atkinson & Woods, 2017).

The third concept to emerge from these findings relates to transmissionist vs transformational approaches within education. The education system is typically characterised as being broadly transmissionist, where the learner is supplied with knowledge and learning is passive, rather than transformational, where the learning is more collaborative, holistic and personalised and the learner is more actively involved (Johnson, 2010). Collaborative dialogue has been shown to be key to influence meaningful change (Hall, 2016). The present findings identified time pressure within both EPSs, resulting in limited opportunities for meaningful dialogue with school staff. Within this research, transformational approaches (e.g. using supervision) were identified as important in developing ACE-informed practice; however, hard-pressed school staff, perhaps partly in emulation of the disciplinary norm, often request more typically transmissionist approaches, e.g. an ACE 'toolkit'. One factor possibly influencing this is that school consultees may develop a tendency to prioritise a particular view of 'value for money' from EPs/ EPSs, a trend which is argued to be driven by factors such as the commodification of education and the statutory role allocated to EPs (Baxter & Frederickson, 2005; Hall, 2016). It is important that time pressures do not lead to use of transmissionist approaches when developing ACE-informed practice, as this could, counter-productively, have a detrimental effect on long-term realisation of the aim of ACE-informed engagement.

The importance of engaging in more collaborative, transformational discussions is relevant to the final concept of capacity building. A key role for EPs involves applying psychological theory to build the capacity of others, e.g. school staff, by helping them to acknowledge and respond to the needs of children and their families (Farrell et al., 2006). The present findings

highlight how EPs help other professionals to be more psychologically-minded when considering the needs of the CYP, e.g. encouraging school staff to see CYP through an ACE-informed lens. Research has shown the importance of collaborative strategies such as consultation to encourage school staff to take an interactionist, rather than within-person, stance when working towards positive change for CYP (Baxter & Frederickson, 2005; Wagner, 2008). It may be that with the time to engage in more transformational discussions, EPs could further encourage an interactionist standpoint and build capacity within schools, meaning that school staff could engage in more proactive work.

Implications for practice

In this research, both EPSs discussed delivering training in order to help embed ACE-informed practice. However, high staff turnover poses a potential barrier to long-term development. The Initial Teacher Training (ITT) Core Content Framework (Department for Education, 2019) highlights the importance of high-quality teaching, but does not detail approaches relevant to specific additional needs. Working with children with special educational needs, including the possible needs of and strategies for those who have experienced ACEs, could be a valuable addition to the core ITT; as part of this, consistent involvement of EPs within the ITT process could also be considered.

It is important for EPs to consider their approach when working with parents and families. It has been shown that the experience of ACEs in England is strongly associated with child poverty and there is also evidence of intergenerational experience of ACEs (Lewer et al., 2019; Schofield et al., 2018; Walsh et al., 2019). As stated above, the LAs involved in this research are within the 20 most deprived LAs nationally (Ministry of Housing Communities & Local Government, 2019) and EPs from both services highlighted that an ACE-informed approach is relevant to their population. It is recognised that targeted support, additional to

that offered nationally, is necessary for the most disadvantaged areas (Kerr et al., 2014; Walsh et al., 2019). However, it was highlighted by both services that the experiences of the local community may 'normalise' ACEs, meaning that families may not feel they need additional support (cf. also Bellis et al., 2014). It has been argued that policy within the UK been driven by cultural hegemony, taking a deficit view and focussing on 'fixing' 'deprived' communities, rather than valuing their diverse experiences and views (Forbes, 2018; Gewirtz, 2010). Asset-mapping approaches which take account of individual strengths and views within individuals and the wider context offers an alternative approach (Dyson et al., 2012; Forbes, 2018). For example, CYP's views can be used to identify how they individually value and use assets within their communities (Forbes, 2018). It may therefore be useful to consider the experience of ACEs within the wider context. This is in line with the suggested use of an ACE risk framework, which takes into account individual risk and resilience factors, to support the identification of need and prioritisation of support (Shaw & Woods, *submitted*).

Implications for research

Future research evaluating ACE-informed practice could encompass risk and resilience factors, strategically embedded within the context of locally relevant problem identification and terminologies. This will support a more consistent and realistic utilisation of ACE-informed approaches which could form the basis of a framework to guide future practice.

Limitations

The themes emerging from the present research are viewed as specific to the EPSs involved, although, given the clear characterisation of detail and context of the participating EPSs, we would expect these findings to be relevant and useful to practice and evaluation in many other EPSs. However, it should be noted that the views shared may not capture the range of

views held by UK EPs more widely, as EPs in the present research were recruited from EPSs identified as engaging in ACE-informed practice. Also, the present research did not gather teacher views. Views of teachers may have provided information closer to the reality of ambitions to transform day-to-day educational practices.

Inevitably, general criticisms of ACEs research and some associated interventions may be relevant to the findings of the present research. For example, a neglected consideration of severity of adversity, adversities beyond those currently identified (e.g. bullying), or a deterministic or overly generalised perspective on children's difficulties and needs (Johnson, 2018), might all impede the usefulness of an ACE perspective to EP professional practice. However, in this research we aimed to understand how EPs, as part of their interactionist and holistic professional practice (e.g. Bronfenbrenner, 1979; 2005), were able to move away from within-child deficit connotations to mobilise the potential utility of an ACEs perspective within their work.

References

Atkinson, C., & Woods, K. (2017). Establishing Theoretical Stability and Treatment Integrity for Motivational Interviewing. *Behavioural and Cognitive Psychotherapy*, *45*, 337–350. https://doi.org/10.1017/S1352465817000145

Barrett, W. (2018, October 9). *Why I worry about the ACE-aware movement's impact*. TES. https://www.tes.com/news/why-i-worry-about-ace-aware-movements-impact

Baxter, J., & Frederickson, N. (2005). Every child matters: Can educational psychology contribute to radical reform? *Educational Psychology in Practice*, *21*(2), 87–102. https://doi.org/10.1080/02667360500128697

Bellis, M. A., Ashton, K., Hughes, K., Ford, K., Bishop, K., & Paraniothy, S. (2015). *Welsh Adverse Childhood Experiences (ACE) Study Adverse Childhood Experiences and their impact on health-harming behaviours in the Welsh adult population*. https://www.suicideinfo.ca/wp-content/uploads/2016/12/Welsh-Adverse-Childhood-Experience_oa.pdf

Bellis, M. A., Lowey, H., Leckenby, N., Hughes, K., & Harrison, D. (2013). Adverse childhood experiences : retrospective study to determine their impact on adult health behaviours and health outcomes in a UK population. *Journal of Public Health*, *36*(1), 81–91. https://doi.org/10.1093/pubmed/fdt038

Bellis, M., Leckenby, N., Hughes, K., & Jones, L. (2014). Adverse childhood experiences and associations with health-harming behaviours in young adults: Surveys in eight eastern European countries. *Bulletin of the World Health Organisation*, *92*(9), 621–696. https://doi.org/10.2471/BLT.13.129247

Blodgett, C. & Lanigan, J. (2016) *A Selected Review of Trauma-Informed School Practice and Alignment with Educational Practice.* CLEAR Trauma Center. https://s3.wp.wsu.edu/uploads/sites/2101/2019/12/Selected-Review-of-Trauma-Informed-School-Practice-2016.pdf

Blodgett, C., & Lanigan, J. (2018). The association between adverse childhood experience (ACE) and school success in elementary school children. *School Psychology Quarterly*, *33*(1), 137–146. https://doi.org/10.1037/spq0000256

Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. Sage.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. DOI: 10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2020). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 1–25. https://doi.org/10.1080/14780887.2020.1769238

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.

Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage.

Christina, B., Carle, A., Hudziak, J., Gombojav, N., & Powers, K. (2017). Methods to assess adverse childhood experiences of children and families: toward approaches to promote child well-being in policy and practice. *Academic Pediatrics*, *17*(7), 51–69. DOI: 10.1016/j.acap.2017.04.161

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th Edition). Routledge.

Crosby, S. D. (2015). An Ecological Perspective on Emerging Trauma-Informed Teaching Practices. *Children and Schools*, *37*(4), 223–230. https://doi.org/10.1093/cs/cdv027

Department for Education. (2019). *ITT Core Content Framework*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment _data/file/919166/ITT_core_content_framework_.pdf

Di Lemma, L., Davies, A., Ford, K., Hughes, K., Homolova, L., Gray, B. & Richarson, G. (2019) *Responding to Adverse Childhood Experiences: An evidence review of interventions to prevent and address adversity across the life course.* Public Health Wales, Cardiff and Bangor University, Wrexham.

Dyson, A., Gallannaugh, F., & Kerr, K. (2012). *Conceptualising school- community relations in disadvantaged areas*. Connected Communities. https://ahrc.ukri.org/documents/project-reports-and-reviews/connected-communities/conceptualising-school-community-relations-in-disadvantaged-areas/

Education Scotland. (2018). Nurture , Adverse Childhood Experiences and Trauma informed practice : Making the links between these approaches. *Livingston, Scotland: Education Scotland.*

Etikan, I., Musa, S., & Alkassim, R. (2016). A comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1–4. https://doi.org/10.6224/JN.61.3.105

Fallon, K., Woods, K., & Rooney, S. (2010). A Discussion of the Developing Role of

Educational Psychologists within Children's Services. *Educational Psychology in Practice*, *21*(1), 1–23. https://doi.org/10.1080/02667360903522744

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A Review of the Functions and Contribution of Educational Psychologists in England and Wales in Light of "Every Child Matters: Change for Children."* Department for Education and Skills.

https://www.research.manchester.ac.uk/portal/files/33806264/FULL_TEXT.PDF

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). *Household Dysfunction to Many of the Leading Causes of Death in Adults The Adverse Childhood Experiences (ACE) Study*. *14*(4), 245–258. DOI: 10.1016/s0749-3797(98)00017-8

Forbes, C. (2018). *Mapping Assets in Hollyburgh: What assets does a disadvantaged community have to support young people's education and wider life chances?* [Unpublished doctoral dissertation] University of Manchester.

Gewirtz, S. (2010). Cloning the Blairs: New Labour's programme for the re-socialization of working-class parents. *Journal of Educational Policy*, *16*(4), 365–378. https://doi.org/https://doi.org/10.1080/02680930110054353

Hall, V. (2016). A tale of two narratives: student voice- what lies before us? *Oxford Review of Education*, *43*(2), 180–193. https://doi.org/10.1080/03054985.2016.1264379

HCPC. (2016). Standards of conduct , and ethics. *Health and Care Professions Council*, *1136624*, 1–13. https://doi.org/http://www.hpc-uk.org/assets/documents/10002367FINALcopyofSCPEJuly2008.pdf

Hughes, K., Lowey, H., Quigg, Z., & Bellis, M. A. (2016). Relationships between adverse childhood experiences and adult mental well-being : results from an English national household survey. *BMC Public Health*, *16*(222), 1–11. https://doi.org/10.1186/s12889-016-2906-3

Johnson, D. (2018). What should we do about trauma? *The Psychologist*, *June*, 49–53. https://thepsychologist.bps.org.uk/volume-31/june-2018/what-should-we-do-about-trauma

Kelly, B. (2008). Frameworks for Practice in Educational Psychology: Coherent perspectives for a developing profession. In *Frameworks for Practice in Educational Psychology: A Textbook for trainees and practitioners, Kelly, B., Woolfsen, L. & Boyle, J.* (pp. 15-30) Jessica Kingsley Publishers.

Kerr, K., Dyson, A., & Raffo, C. (2014). *Education, disadvantage and place: Making the local matter*. Bristol University Press.

Lee, K., & Woods, K. (2017). Exploration of the developing role of the educational psychologist within the context of "traded" psychological services. *Educational Psychology in Practice*, *33*(2), 111–125. https://doi.org/10.1080/02667363.2016.1258545

Lewer, D., King, E., Bramley, G., Fitzpatrick, S., Treanor, M., Maguire, N., Bullock, M., Hayward, A., & Story, A. (2019). The ACE Index: mapping childhood adversity in England. *Journal of Public Health*, *42*(2), 487–495. https://doi.org/https://doi.org/10.1093/pubmed/fdz158

Maynard, B. R., Farina, A., & Dell, N. A. (2017). Effects of trauma-informed approaches in schools. *Campbell Collaboration Review*. *15*(1-2), 1-18

https://doi.org/10.1002/cl2.1018

Ministry of Housing Communities & Local Government. (2019). *The English Indices of Deprivation 2019*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/IoD2019_Statistical_Release.pdf

Newbury, J. B., Arseneault, L., Moffitt, T. E., Caspi, A., Danese, A., Baldwin, J. R., & Fisher, H. L. (2018). Measuring childhood maltreatment to predict early-adult psychopathology : Comparison of prospective informant-reports and retrospective self-reports. *Journal of Psychiatric Research*, *96*, 57–64.

https://doi.org/10.1016/j.jpsychires.2017.09.020

Phifer, L. W., & Hull, R. (2016). Helping Students Heal: Observations of Trauma-Informed Practices in the Schools. *School Mental Health*, *8*(1), 201–205.

https://doi.org/10.1007/s12310-016-9183-2

Robson, C., & McCartan, K. (2016). *Real world research*. John Wiley & Sons.

Schofield, T., Donnellan, M., Merrick, M., Ports, K., Klevens, J., & Leeb, R. (2018). Intergenerational Continuity in Adverse Childhood Experiences and Rural Community Environments. *American Journal of Public Health*, *108*(9), 1148–1152.

https://doi.org/10.2105/AJPH.2018.304598

Scottish Executive. (2002). *Review of Educational Psychology Services in Scotland.* http://www.aspep.org.uk/wp-content/uploads/2014/05/Currie-Report-2002.pdf

Sethi, D., Bellis, M., Hughes, K., Gilbert, R., Mitis, F., & Galea, G. (2013). *European report on preventing child maltreatment European report on preventing child maltreatment.* Copenhagen, Denmark: World Health Organization, Regional Office for Europe. https://www.euro.who.int/__data/assets/pdf_file/0019/217018/European-Report-on-Preventing-Child-Maltreatment.pdf

Shaw, B & Woods, K (submitted) How can children of imprisoned parents in the UK be supported in school?.

Smith, L. (2018). *Adverse Childhood Experiences (ACEs): interventions in education.* Glasgow: Institute for Research and Innovation in Social Services (IRISS).

Taylor, S. P. (2018). Critical Realism vs Social Constructionism & Social Constructivism : Application to a Social Housing Research Study. *International Journal of Sciences: Basic and Applied Research*, *37*(2), 216–222.

Wagner, P. (2008). Consultation as a Framework for Practice. In B. Kelly, L. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners*. Jessica Kingsley Publishers.

Walsh, D., McCartney, G., Smith, M., & Armour, G. (2019). Relationship between childhood socioeconomic position and adverse childhood experiences (ACEs): a systematic review. *J Epidemiol Community Health*, *73*, 1087–1093. https://doi.org/10.1136/jech-2019-212738

White, S., Edwards, R., Gillies, V., & Wastell, D. (2019). All the ACEs: A Chaotic Concept for Family Policy and Decision-Making? *Social Policy and Society*, *May*, 1–10. https://doi.org/10.1017/s147474641900006x

Woods, K. (2016). The Role and Perspectives of Practitioner Educational Psychologists. In L.

    Peer & G. Reid (Eds.), *Special educational needs: A guide for inclusive practice* (pp.

    319–339). Sage.

Woods, K., & Harding, E. (2020). Building School and Community Capacity for

    Development of the Rights of the Child. In B. Kaul Nastasi, S. Hart, & S. Naser (Eds.),

    International Handbook on Child Rights and School Psychology (pp. 459–472).

    Springer, Cham.

Paper Three

The dissemination of evidence to professional practice

Introduction

Originating from the field of medicine and clinical practice in order to develop effective and equal services, evidence-based practice (EBP) has become increasingly important in education (Biesta, 2007; Frederickson, 2002; World Health Organisation, 2004). Practitioner psychologists, including educational psychologists (EPs), working in the UK are required to engage in evidence-based practice as a crucial part of their work (Health and Care Professions Council, 2016). In the context of psychology, EBP is defined as "the integration of the best available research with clinical expertise in the context of patient culture, characteristics and preference" (American Psychological Association, 2006, p.273). With reference to the EP context, this paper will discuss the concepts of evidence-based practice and practice-based evidence and explore approaches to dissemination. Strategies for disseminating the findings outlined in Papers One and Two will be discussed and the potential impact of each will be evaluated.

Evidence-based practice and practice-based evidence in relation to educational psychology.

Evidence-based practice (EBP) poses two main questions: a causal question, 'does an approach produce beneficial effects for the clients?' and a comparative question, 'which approach will achieve the most desirable outcome?' (Bower & Gilbody, 2010). As stated above, EPs working in the UK are required to engage in evidence-based practice as a crucial part of their work (Health and Care Professions Council, 2016). EPs have been referred to as 'scientist-practitioners' (Fallon, Woods & Rooney, 2010), although some have argued that it

could be incompatible to work as a 'scientist' and as a 'practitioner' as science alone cannot guide practitioner work (Lane & Corrie, 2007). But perhaps the extent to which there is an incompatibility depends on how we define 'evidence'. It is argued that an established narrative present in EP literature is that 'evidence' means 'research', and historically, 'best available research' has been determined using a hierarchy of evidence in which randomised controlled trials (RCTs) were viewed as the 'gold standard' of research evidence (Kennedy & Monsen, 2016; O'Hare, 2015). O'Hare (2015) argues that due to the nature of EP work, i.e. working with a range of service users in a variety ways, the association between evidence, research and RCTs would be problematic. Additional to this, it has been argued that affording higher status to RCTs has been said to take a narrow focus on what constitutes good evidence and be favouring rigour over meaning (Kennedy & Monsen, 2016; Robson & McCartan, 2016). Furthermore, RCTs have been criticised for favouring more positivist epistemological positions. In preference to establishing overall effects, as an RCT would, it has been suggested that a more favourable approach to applying evidence in practice would be to focus on what works in a specific context (Biesta, 2007; Frederickson, 2002; Robson & McCartan, 2016). For decades, clinical expertise has been quoted in literature to have equal importance to research in regard to EBP (Sackett et al., 1996). And, as indicated above, the APA (2006) state that EBP within psychology involves the integration of the best available research and clinical expertise in a real-world context.

Research has referred to EPs' practice as often being 'improvised' or 'situational', with EPs being somewhat uncertain about the scientific research basis of their practice (Burnham, 2013). Burnham's findings, although from only seven participants, align with previous research with school psychologists in the US, which found that only 47% of respondents reported using journal articles to inform practice, while 83% reported using their professional

experience (Bramlett et al., 2002). There has been an increasing importance placed on professional expertise within EBP in which psychologists use their knowledge and professional judgement to make decisions within the context of their own practice, taking a practice-based evidence (PBE) approach (Barkham & Margison, 2007; Barkham & Mellor-Clark, 2003; Fox, 2011). A three-strategy model has been developed to help structure the transformation of experience to professional practice (Dutton, 1995 as cited in Fox, 2011). The three strategies are 'pattern recognition', 'knowing in action' and 'naming and framing'. 'Pattern recognition' involves recognising and comparing familiar patterns among past service users in order to guide current practice. 'Knowing in action' involves using routine strategies based on the recognised patterns. Finally, 'naming and framing' involves the use of theories and models to understand the presenting situation and problem-solve.

As well as being evidence-based practitioners using research to guide practice, EPs can also have a role in contributing to an evidence base by taking part in research (Fox, 2011). The PBE paradigm is suggested to be most successful when the research becomes a key role of practitioners who have ownership over the research (Fox, 2011). In order to guide practice at a national level, a PBE approach is said to benefit from aggregating data from a number of settings (Fox, 2011). Studies utilising PBE are said to have two key components: effectiveness and practice (Fox, 2011). The effectiveness component relates to the generalisability *across* services and setting, which should be possible due to the high external validity of the findings. The practice component relates to analysis *within* a service. Evans et al. (2003) show in their findings how research focussed on a single service can offer conclusions relevant to both national and within-service outcomes.

An overview of the evidence on effective dissemination of research and notions of research impact

Concerns have been raised about the integration of research into EP practice, and gaps between science and practice have been identified (Kennedy & Monsen, 2016; Lilienfield et al., 2012). This so-called 'translation gap' has been said to be due to ineffective dissemination (Brownson et al., 2018, p.103) As scientist-practitioners, EPs have a key role in taking part in and/or carrying out research (Fallon et al., 2010; Fox, 2011), and subsequently, share this research with stakeholders, with the aim of bridging the gap between research and practice.

Dissemination is the transfer of a message, process or product, and is said to be most successful when those involved in the research take an active dissemination role (Harmsworth et al., 2001). There may be different aims for disseminating information, and these can be considered at three levels: awareness, understanding and action (Harmsworth et al., 2001). Dissemination for awareness is useful for audiences who should be aware of the research/project, but do not need a detailed understanding. Dissemination for understanding is for audiences who would benefit from a detailed understanding of the research/project. Finally, dissemination for action involves sharing detailed information with those in an influential position, i.e. individuals who can use the outcomes to effect change (Harmsworth et al. 2001).

As well as the levels of dissemination referred to above, other factors need to be taken into consideration: what it is that needs disseminating, who the stakeholders are and when and how to disseminate (Harmsworth et al. 2001). With regard to 'what' to disseminate, the research team should have a shared understanding of what needs disseminating and why, to

ensure that the audience understands the aims and findings of the research (Harmsworth et al. 2001). With regard to 'who' to disseminate to, it has been suggested that the dissemination of findings has often concentrated on academic colleagues, rather than being shared with stakeholders within the community, meaning the findings are often not translated into practice (Drahota et al., 2016). It is important to consider dissemination to policy makers, service providers and non-academic audiences (Sherrod, 1999). In educational psychology stakeholders could include national and local policy makers (dissemination for action), education sector workers (dissemination for understanding/action), parents and carers and children and young people (dissemination for awareness/understanding) (Harmsworth et al., 2001). There is a drive within psychology to publish in highly ranked academic journals (Buttliere, 2014), but in order to reach the range of audiences described above, it is important to consider alternative methods of dissemination.

Development of methods of dissemination has taken place over the past decades (Sugimoto et al., 2017). It is important to consider a personalised approach to dissemination if researchers and practitioners are to benefit from the findings of research (Michael Barkham & Mellor-Clark, 2003), with Brownson et al. (2018) encouraging an active approach to dissemination through which key characteristics of target audiences are considered. There has been a shift towards greater visibility and heterogeneity, including a focus on alternative metrics ('altmetrics'), including social media, as a new vehicle for dissemination (Sugimoto et al., 2017). As well as considering a personalised method of dissemination based on the target audience, it is also important to personalise the communication used, e.g. avoiding jargon terms when writing for social media or blog posts (Oliver & Cairney, 2019).

Although it can be challenging, it is important to measure the impact of dissemination when considering the integration of research into practice (Brownson et al., 2018). The Economic and Social Research Council (ESRC) states that research impact is shown through evidence of its contribution to academia, society and the economy and it includes instrumental, conceptual and capacity building impact (ESRC, n.d.). Instrumental impact refers to the influence of research on policy and legislation, conceptual impact relates to influence on the understanding of policy and capacity-building impact refers to influence on skill development (ESRC, n.d.). Brownson et al. consider measuring dissemination by looking at short-, medium- and long-term impact. Short-term measures refer to measures of awareness and knowledge of an evidence-based practice, and self-efficacy towards and intentions to use evidence. Medium-term measures refer to the presence of evidence in policy or use of evidence in practice. Finally, long-term measures refer to indication of an uptake of evidence-based interventions or practice, and termination of ineffective interventions. (Brownson et al., 2018).

Present research implications for policy, practice and research

The present research, carried out as part of the Doctorate in Educational and Child Psychology, explores provision to support children who have had adverse childhood experiences (ACEs). The findings are outlined in the two papers above.

Overview of findings

Paper One explores ways in which children of imprisoned parents (COPIPs) could be supported in schools in the UK. A systematic literature review identified 11 relevant journal articles and grey literature documents which were synthesised to provide recommendations to

schools and EPs to support COPIPs. The findings highlight the importance of raising staff awareness to increase recognition of COPIPs and the need for emotional and practical support to be offered at the whole-school, familial and individual levels. The overlapping nature of the identified domains was highlighted, suggesting the importance of implementation across all levels.

Paper Two reported the findings from an empirical piece of research using an in-depth survey design with two local authority (LA) educational psychology services (EPSs) (Cohen et al., 2018). The research aimed to contribute to current understanding of EP-led ACE-informed practice in education settings in England. Results suggested that decisions about engagement with an ACE-informed approach were influenced by dynamic and interrelated connections across five levels: EPS, school, individual CYP, LA and wider/national. Initial engagement related to the recognition of growing national awareness of ACEs and the way in which ACE-informed practice could meet a need within the LA populations. Although the approach was often used alongside other approaches, e.g. attachment theory, taking an ACE-informed approach provided a new way of understanding existing work, and was supported by collaborative working. Various factors were identified as potential facilitators or barriers depending on context. For example, a potential facilitator identified was the relevance of ACE-practice to the LA population. However, this was also identified as a barrier, due to the fact that experience of ACEs is somewhat normalised within the community which could lead to less engagement with the approach. Another example relates to Ofsted being suggested as a potential facilitator, as recognition from Ofsted could encourage school engagement with ACE-informed practice. Although concerns were raised about this potentially encouraging only superficial involvement, it could create a ripple effect where attitudes follow behaviour.

The implications of both papers for schools, EPSs, local authority services and wider policy, and research are outlined below.

Implications for policy, practice and research
Implications for schools:

Paper One suggests the possible creation and use of a whole-school policy for COPIPs, identifying support strategies such as a named person to coordinate support, in line with established statutory policies including the requirement for a 'Designated teacher for looked-after and previously looked-after children' (Department for Education, 2020). Other suggested strategies for the policy include providing personalised emotional and practical support from familiar adults, specific use of child views with COPIPs and assisting with communication between children and their imprisoned parents.

Another implication from Paper One relates to school staff considering COPIPs within a broader ACE-informed perspective, as these children are often exposed to up to five times more ACEs when compared to children without imprisoned parents (Turney, 2018). Developing a risk framework for COPIPs could be beneficial, with the aim of highlighting risk and resilience factors, to support within-group prioritisation for necessary support.

The implications outlined above are relevant to schools in the commissioning, research site and national LAs, as individual schools could develop a policy and risk framework for COIPS without it being part of statutory guidance.

Implications for EPs

An implication for EPs outlined in Paper One suggests that it may be valuable to determine numbers of COPIPs through discussions in planning meetings with schools, just as they would discuss other vulnerable groups, such as looked after children. Putting COPIPs on the

agenda in this way would raise awareness and would encourage schools to provide the

necessary support at the individual and whole-school level. This support could include

sharing knowledge and resources, providing therapeutic input, encouraging the use of child

views and delivering workshops/training to school staff. Identifying COPIPs within

individual schools would also provide information which could guide strategic work based on

identified needs within the LA. This relates to findings in Paper Two, which suggest that EPs

have a specific role in identifying and responding to gaps in services, supporting previous

research (e.g. Fallon et al., 2010; Farrell et al., 2006). EP services could create a package of

support for COPIPs, and/or children who have experienced ACEs more broadly, depending

on the needs within their LA. This could include initial training, resources and links to local

services, as well as support for individual families and children.

Both Paper One and Paper Two refer to the role of EPs in capacity building. For example,

Paper One discusses capacity building related to increasing staff knowledge and skills

through the use of COPIP workshops/training. Paper Two discusses the importance of

transformational discussions to encourage school staff to take an interactionist perspective

(Baxter & Frederickson, 2005; Wagner, 2008) with the aim of developing their ability to

engage in more proactive work.

Paper Two outlines the importance for EPs to consider their approach when working with

individual families. It suggests that EPs could use an asset-mapping approach, taking account

of individual strengths and views (Dyson et al., 2012; Forbes, 2018), in which experience of

ACEs is considered within the wider context. This is in line with the suggested use of an

ACE risk framework outlined above, indicating that EPs could support schools to develop

this framework and to identify the appropriate support to individual CYP.

The implications for EPs are relevant to the commissioning and research site EPSs, and EPSs nationally. The empirical research reported in Paper Two was carried out with only two EPSs, though the relevant detail and context of these EPSs is outlined so it is expected that the implications would be relevant and useful to other EPSs.

Implications for local authority services and wider policy

Paper One outlines the current responsibility placed on COPIPs' families to disclose a parental arrest to school. It identifies the potential benefits of multi-agency working, possibly structured by the use of a Common Assessment Framework (CAF), when supporting COPIPs from the time of a parental arrest. This has implications for services beyond schools, as it would be necessary for the CAF to be triggered by a service who is aware of the arrest. Paper One suggests services such as police services or children's services.

Paper Two identifies staff turnover as a possible barrier to the success of whole-school ACE-informed training. The potential for long-term impact and development following training or workshops is likely to be reduced if a large number of staff attending the training leave and are replaced with new staff who have not attended. The Initial Teacher Training (ITT) Core Content Framework (Department for Education, 2019) provides a way of potentially having maximum impact on the development of teachers' knowledge and skills. However, the ITT does not identify approaches relevant to teaching children with specific additional needs. An implication from Paper Two is therefore a possible addition to the core ITT, to include ways in which teachers can work with and support children with special educational needs, including those who have experienced ACEs. It also suggests possible involvement of EPs within the ITT process. Although it could be argued that this research is perhaps too specific to suggest changes to the ITT, and that more broad changes need to be considered, i.e. focussing on children with SEND as a broad group, rather than COPIPs or those with ACEs,

Paper One is a good illustration of a way in which the ITT could be adapted to support children with SEND.

Implications for research

In England, in accordance with the United Nations Convention on the Rights of the Child (UNCRC), children's rights are integrated into legislation and policy (Department for Education, 2010). Paper One highlights the importance of specific consideration of COPIPs when promoting and protecting the rights of the child and suggests that it may be beneficial for future research to identify the specific children's rights which are of relevance to supporting COPIPs. This would then have implications for future education practice, policy and legislation.

Both Paper One and Paper Two identify potential future research to evaluate the application of the discussed strategies and approaches. Paper One reviews papers which largely discuss stakeholder suggestions of what could be beneficial to support COPIPs and therefore recommends evaluation of implementation of impact. It suggests that this could be carried out by an EPS working with one or a number of schools with the potential focus on increased staff knowledge and the views of COPIPs and their families. Paper Two recommends the evaluation of strategically embedded ACE-informed practice, which encompasses risk and resilience factors. It suggests that this research could support more consistent utilisation of ACE-informed practice which could form the basis of the framework to guide practice discussed above.

Specific strategy for promoting and evaluating the dissemination and impact of the present research

At stated above, when planning dissemination, it is important to consider what needs disseminating, who the stakeholders are and when and how to disseminate (Harmsworth et al. 2001). Discussions about methods of dissemination with the commissioning EPS took place after the research had been carried out. On reflection, it may have been beneficial to consider the dissemination strategy at the beginning of the research project, as part of the discussions about the direction of the research, given that the dissemination strategy is as important as the research itself. A number of the dissemination opportunities within the commissioning EPS were five-minute presentations only, which provided limited time to share details of the research. Earlier discussion, highlighting the importance of dissemination, could have led to the EPS and LA allowing more time for the presentations.

Table 2 below outlines a dissemination plan for the present research, drawing on the suggestions of Harmsworth et al. (2001). It identifies the relevant implications for each dissemination site (i.e. commissioner site, professional or organisational) and the potential impact level of dissemination at that site (i.e. awareness, understanding and/or action) (Harmsworth et al., 2001). Table 2 also outlines the planned method of dissemination and suggestions for measuring impact.

At the time of writing, a number of the dissemination methods listed below have already been carried out and this has highlighted the value of repeated dissemination. Harmsworth et al. (2001) discuss the benefits of reflection after providing face-to-face dissemination and revising material accordingly. Becoming more confident with sharing and answering questions about the research appeared to lead to more effective dissemination. It should be

noted that due to the COVID-19 pandemic, the 'face-to-face' dissemination was carried out virtually over video-call platforms. A number of benefits of online conference-style presentations have been raised. For example, they are often more accessible because travel, with its associated costs and time implications, is not necessary (Rubinger et al., 2020; Schmidt-Crawford et al., 2021). However, there are also potential challenges, such as the reduced opportunity for direct interaction with the audience, including conversations before and after the presentation (Schmidt-Crawford et al., 2021). It is important that opportunities for discussion and questioning are still provided, but this must be structured as containment can be more challenging on a virtual platform. Because of this, opportunities for future presentations and discussions were offered.

Table 2

Dissemination plan

Implications	Dissemination site/scope	Level of dissemination (Harmsworth et al., 2001)	Planned method of dissemination	Outcome	Impact	Evaluation
Schools • Whole-school policy for COPIPs (Paper One) • Use of a risk framework to consider COPIPs from a broader ACE-informed perspective (Paper One)	Commissioner site	Awareness Understanding Action	Presentation to head teachers in commissioning LA Presentation to professionals (school staff, early years practitioners) in commissioning LA (Appendix E1)	School staff, including head teachers, have an increased awareness and understanding of the ways in which COPIPs can be supported in schools, and are able to reflect on their own practice and create action plans based on the findings.	Improved support and facilitation for COPIPs in schools.	Review impact at future headteachers' and professionals' meetings. PEP of commissioning EPS could solicit case studies showing examples of how action plans have been put into place.
	Organisational	Awareness Understanding Action	Publish Paper One in educational journal – *Pastoral Care in Education* (Please see Appendix E2 for guidelines)	School staff who read the article will develop more awareness and understanding of the ways in which COPIPs can be supported in schools. School staff can reflect on their own practice and	Improved support and facilitation for COPIPs in schools.	Impact here is difficult to evaluate as it involves a diffuse method of dissemination. However, the dissemination method could be evaluated by

				create action plans to develop their own practice.		viewing numbers of downloads and citations. The paper can be promoted to schools through local EPSs and dissemination can be evaluated through incidental feedback from EPs.
Educational psychologists • Identification of COPIPs in planning meetings (Paper One) • Creation of a package of support for children who have experienced ACEs (Papers One and Two) • Capacity building in relation to ACE-informed practice (including through	Research site	Awareness Understanding Action	Presentation of results of Paper One and Paper Two to commissioning EPS (Appendix E3)	EPs have an increased awareness of understanding of the ways in which COPIPs can be supported in school (Paper One) and ways in which children with ACEs can be supported at the EPS level (Paper Two). Pre- and post-measures of awareness and understanding could be measured using an evaluation form.	Improved support and facilitation for COPIPs in schools (Paper One). Improved support and facilitation for children with ACEs (Paper Two).	Contact with the EPSs' PEPs after approximately six months could provide an indication of possible new practices within the LA EPS and/or schools.
	Organisational	Awareness Understanding Action	Publish Paper One in educational journal –	EPs who read the articles will become more aware the ways in which COPIPs can be supported in	Improved support and facilitation for COPIPs in	Impact here is difficult to measure as it involves a diffuse method of

transformational discussions and workshops) (Papers One and Two) • Use of an asset-mapping approach when discussing ACEs with families (Paper Two)	Professional	Awareness Understating Action	*Pastoral Care in Education* Publish Paper Two in educational psychology journal – *Educational Psychology in Practice* (Please see Appendix E4 for guidelines)	schools and how an ACE-informed approach can be used. EPs can reflect on their own practice and could choose to action the findings by developing their own practice.	schools (Paper One). Improved support and facilitation for children with ACEs at the EPS level (Paper Two).	dissemination. However, the dissemination method could be evaluated by viewing numbers of downloads and citations. Once the paper is available online, it can be promoted through local EPSs and dissemination can be evaluated through incidental feedback from EPs.
			Present findings of Paper One to two LA EPSs as part of another piece of empirical research (Appendix E5)	Two EPSs involved in a new empirical research project, looking into evidence-based practice related to supporting COPIPs, will be presented with the findings and implications of Paper One as a starting point for action research. The aim of the presentation will be to increase their awareness and understanding.	Improved support and facilitation for COPIPs in schools (Paper One).	Outcomes can be evaluated by contacting the TEP carrying out the research, and by reading her findings.

			Present findings of Paper Two to trainee educational psychologists (TEPs)	TEPs will develop their understanding of ways in which an ACE-informed approach can be used. TEPs can reflect on any previous practice working with CYP and could choose to look into ways to action the findings by developing their future practice and discussing the findings within their placement EPSs. This presentation will be carried out at a formative point in the TEPs' careers, when they have not yet developed specific interests or specialisms as EPs.	Improved support and facilitation for children with ACEs at the EPS level (Paper Two).	Impact here is difficult to evaluate, but scope is potentially broad as the TEPs will be in EPS placements across the northwest region and beyond. Dissemination can be evaluated through incidental feedback from TEPs and EPs.
Local authority services and wider policy • Use of Common Assessment Framework (CAF) to identify and support COPIPs from the time of the	Commissioner site	Awareness Understanding Action	Presentation to professionals (public health professionals, early involvement practitioners) in commissioning LA (Appendix E3)	Local authority staff involved in ACE-informed practice will have an increased awareness and understanding of ways in which to support COPIPs in school. They can reflect on their practice and choose to develop a way of utilising multi-agency working using the CAF to	Improved support and facilitation for COPIPs in schools through use of multi-agency working.	Contact with the commissioning EPS PEP after approximately six months could provide an indication of possible new practices across services in the LA.

				identify COPIPs from the time of the parent's arrest.		
parent's arrest (Paper One)			Meeting with the PEP and the head of the virtual school to discuss next steps following the research.	Suggested actions and implications for practice can be discussed and next steps can be planned accordingly.	Improved support and facilitation for COPIPs in schools.	Contact with the commissioning EPS PEP after approximately six months could provide an indication of possible new practices across services in the LA.
	Organisational	Action	Publish Paper One in educational journal – *Pastoral Care in Education*	Local authority education managers and policy makers will have access to the article and can read it to increase their awareness and understanding of ways in which to support COPIPs in school. They can reflect on their practice and choose to develop a way of utilising multi-agency working using the CAF to identify COPIPs from the time of the arrest.	Improved support and facilitation for COPIPs in schools through use of multi-agency working.	Impact here is difficult to evaluate as it involves a diffuse method of dissemination. However, the dissemination method could be evaluated by viewing numbers of downloads and citations. Once the paper is available online, it can be promoted to local services through EPSs and dissemination can be evaluated through

						incidental feedback from EPs.
Research • Investigating children's rights relevant to COPIPs to inform practice, policy and legislation (Paper One) • Evaluation of implementation and impact of support for COPIPs (Paper One) • Evaluation of implementation and impact of ACE-informed practice (Paper Two)	Professional	Action	Publish Paper One in educational journal – *Pastoral Care in Education* Publish Paper Two in educational psychology journal – *Educational Psychology in Practice*	EPs and educational professionals/policy makers will have access to both papers and could choose to initiate research developing on the findings. Research could possibly be commissioned through the University of Manchester Educational and Child Psychology Doctorate programme.	Improved support and facilitation for COPIPs in schools (Paper One). Improved support and facilitation for children with ACEs at the EPS level (Paper Two).	Impact here is difficult to evaluate as it involves a diffuse method of dissemination. However, the dissemination method could be evaluated by viewing numbers of downloads and citations. If the research focusses on impact, then the results will provide an indication at the research site.
			Present findings of Paper One to two LA EPSs as part of another piece of empirical research (Appendix E5)	Two EPSs involved in a new empirical research project, looking into evidence-based practice related to supporting COPIPs, will be presented with the findings and implications of Paper One as a starting point for	Improved support and facilitation for children with ACEs at the EPS level	Outcomes can be evaluated by contacting the TEP carrying out the research, and by reading her findings. If the research focusses on impact, then the results will

				action research. The aim of the presentation will be to increase their awareness and understanding.		provide an indication at the research site.
	Organisational	Action	Meeting with The Wave Trust, an organisation supporting children with ACEs, to discuss possible future research	Discussion about possible future research into supporting children with ACEs. The Wave Trust will have access to both papers and could choose to initiate research building on the findings of Papers One and Two. Research could possibly be commissioned through the University of Manchester Educational and Child Psychology Doctorate programme.	Improved support and facilitation for COPIPs in schools (Paper One). Improved support and facilitation for children with ACEs at the EPS level (Paper Two).	Outcomes can be evaluated by following up on any research carried out. If the research focusses on impact, then the results will provide an indication at the research site.

Conclusion

As scientist-practitioners, educational psychologists have a key role in engaging in and sharing the findings of research. There is growing evidence to show that exposure to adverse childhood experiences (ACEs) can lead to detrimental outcomes for development and later mental health and wellbeing. ACE-informed approaches are receiving increasing focus from policy makers and from EPs, of which the research reported here is a part. Effective and targeted dissemination of the present research findings will raise awareness and knowledge to inform future practice for those working with children with ACEs, particularly children of imprisoned parents.

References

American Psychological Association. (2006). Evidence based practice in psychology.

   American Psychologist, *61*(4), 271–285. https://doi.org/10.1037/0003-066X.61.4.271

Barkham, M, & Margison, F. (2007). Practice-based evidence as a complement to evidence-

   based practice: From dichotomy to chiasmus. In C. Freeman & M. Power (Eds.),

   Handbook of evidence-based psychotherapies: A guide for research and practice (pp.

   443–476). Chichester: John Wiley & Sons.

Barkham, Michael, & Mellor-Clark, J. (2003). Bridging Evidence-Based Practice and

   Practice-Based Evidence: Developing a Rigorous and Relevant Knowledge for the

   Psychological Therapies. *Clinical Psychology and Psychotherapy*, *10*, 319–327.

Baxter, J., & Frederickson, N. (2005). Every child matters: Can educational psychology

   contribute to radical reform? *Educational Psychology in Practice*, *21*(2), 87–102.

   https://doi.org/10.1080/02667360500128697

Biesta, G. (2007). Why 'what works' won't work: evidence-based practice and the

   democratic deficit in educational research. *Educational Theory*, *57*(1), 1–22.

   https://doi.org/10.1111/j.1741-5446.2006.00241.x

Bower, P., & Gilbody, S. (2010). The current view of evidence-based practice. In Michael

   Barkham, G. Hardy, & J. Mellor-Clark (Eds.), *Developing and delivering practice-*

   based evidence: A guide for the psychological therapies (pp. 3–20). John Wiley & Sons.

Bramlett, R., Murphy, J., Johnson, J., Wallingsford, L., & Hall, J. (2002). Contemporary practices in school psychology: A national survey of roles and referral problems. *Psychology in the Schools*, *39*(327–335).

Brownson, R., Eyler, A., Harris, J., Moore, J., & Tabek, R. (2018). Getting the word out: New approaches for disseminating public health science. *Journal of Public Health Management and Practice*, *24*(2), 102–111. https://doi.org/10.1097/PHH.0000000000000673

Burnham, S. (2012). Realists or pragmatists? "Reliable evidence" and the role of the educational psychologist. *Educational Psychology in Practice*, *29*(1), 19–35. https://doi.org/10.1080/02667363.2012.734277

Buttliere, B. (2014). Using science and psychology to improve the dissemination and evaluation of scientific work. *Frontiers in Computational Neuroscience*, *8*(82). https://doi.org/10.3389/fncom.2014.00082

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th Edition). New York: Routledge.

Department for Education. (2010). *The United Nations Convention on the Rights of the Child: How legislation underpins implementation in England.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/296368/uncrc_how_legislation_underpins_implementation_in_england_march_2010.pdf

Department for Education. (2019). *ITT Core Content Framework*.

    https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment

    _data/file/919166/ITT_core_content_framework_.pdf

Department for Education. (2020). *Statutory policies for schools and academy trusts*.

    https://www.gov.uk/government/publications/statutory-policies-for-schools-and-

    academy-trusts/statutory-policies-for-schools-and-academy-trusts#list-of-policies

Drahota, A., Meza, R., Brikho, B., Naaf, M., Estabillo, J., Gomez, E., Vejnoska, S., Dufek,

    S., Stahmer, A., & Aarons, G. (2016). Community-Academic Partnerships: A

    Systematic Literature Review of he State of the Literature and Recommendations for

    Future Research. *Milbank Quarterly*, *94*(1), 163–214. https://doi.org/Drahota A, Meza

    RD, Brikho B, et al. Community-Academic Partnerships: A Systematic Review of the

    State of the Literature and Recommendations for Future Research. Milbank Q.

    2016;94(1):163-214. doi:10.1111/1468-0009.12184

Dyson, A., Gallannaugh, F., & Kerr, K. (2012). *Conceptualising school- community relations

    in disadvantaged areas*. Connected Communities.

    https://ahrc.ukri.org/documents/project-reports-and-reviews/connected-

    communities/conceptualising-school-community-relations-in-disadvantaged-areas/

Economic and Social Research Council. (n.d.). *Impact toolkit*. Retrieved on February, 12,

    2021 from https://esrc.ukri.org/research/impact-toolkit/

Evans, C., Connell, J., Barkham, M., Marshall, C., & Mellor-Clark, J. (2003). Practice-based

    evidence: bench- marking NHS primary care counselling services at national and local

levels. *Journal of Clinical Psychology and Psychotherapy*, *10*, 374–388.

Fallon, K., Woods, K., & Rooney, S. (2010). A Discussion of the Developing Role of
Educational Psychologists within Children's Services. *Educational Psychology in
Practice*, *21*(1), 1–23.

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A Review
of the Functions and Contribution of Educational Psychologists in England and Wales
in Light of "Every Child Matters: Change for Children."*

Forbes, C. (2018). *Mapping Assets in Hollyburgh: What assets does a disadvantaged
community have to support young people's education and wider life chances?*
[Unpublished doctoral dissertation]. Manchester, University of Manchester.

Fox, M. (2011). Practice-based evidence–overcoming insecure attachments. *Educational
Psychology in Practice*, *24*(4), 325–335. https://doi.org/10.1080/02667363.2011.615299

Frederickson, N. (2002). Evidence-based practice and educational psychology. *Educational
and Child Psychology*, *19*(3), 96–111.

Harmsworth, S., Turpin, S., Rees, A., & Pell, G. (2001). *Creating an effective dissemination
strategy: An expanded interactive workbook for educational development projects*.
http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=5C00B77253A5CD60BDDA
DA6626CAC557?doi=10.1.1.198.33&rep=rep1&type=pdf

Health Care Professions Council. (2015). *Practitioner Psychologists*. https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-practitioner-psychologists/

Kennedy, E., & Monsen, J. (2016). Evidence-based practice in educational and child psychology: Opportunities for practitioner-researchers using problem- based methodology. *Educational and Child Psychology*, *33*(3), 11–25.

Lane, D., & Corrie, S. (2007). *The modern scientist practitioner: a guide to practice in psychology*. Hove: Routledge.

Lilienfield, S., Ammirati, R., & David, M. (2012). Distinguishing science from pseudoscience in school psychology: Science and scientific thinking as safeguards against human error. *Journal of School Psychology*, *50*, 7–36. https://doi.org/10.1016/j.jsp.2011.09.006

O'Hare, D. (2015). *Evidence-based practice: a mixed methods approach to understanding educational psychologists' use of evidence in practice.*

Oliver, K., & Cairney, P. (2019). The dos and don'ts of influencing policy: a systemic review of advice to academics. *Palgrame Communications*, *5*(1), 1–11. https://doi.org/0.1057/s41599-019-0232-y

Robson, C., & McCartan, K. (2016). *Real world research*. John Wiley & Sons.

Rubinger, L., Gazendam, A., Ekhttiari, S., Nucci, N., Payne, A., Johal, H., Khanduja, V., &

Bhandari, M. (2020). Maximizing virtual meetings and conferences: a review of best practices. *Internal Orthopaedics*, *44*(8), 1461–1466. https://doi.org/Rubinger L, Gazendam A, Ekhtiari S, et al. Maximizing virtual meetings and conferences: a review of best practices. Int Orthop. 2020;44(8):1461-1466. doi:10.1007/s00264-020-04615-9

Sackett, D., Ronsenberg, W., Gray, J., Haynes, R., & Richardson, W. (1996). Evidence Based Medicine: What It Is And What It Isn't: It's About Integrating Individual Clinical Expertise And The Best External Evidence. *British Medical Journal*, *312*(7023), 71–72.

Schmidt-Crawford, D., Lindstrom, D., & Thompson, A. (2021). Moving Online in 2020: Lessons Learned from Successful Virtual Conferences. *Journal of Digital Learning in Teacher Education*, *37*(1), 4–5. https://doi.org/10.1080/21532974.2020.1855949

Sherrod, L. (1999). Giving Child Development Knowledge Away:" Using University-Community Partnerships to Disseminate Research on Children, Youth, and Families. *Applied Developmental Science*, *3*(4), 228–234.

Sugimoto, C., Work, S., Larivière, V., & Haustein, S. (2017). Scholarly Use of Social Media and Altmetrics: A Review of the Literature. *Journal of the Association for Information Science and Technology*, *68*(9), 2037–2062. https://doi.org/10.1002/asi.23833

Turney, K. (2018). Adverse childhood experiences among children of incarcerated parents. *Children and Youth Services Review*, *89*, 218–225.

Wagner, P. (2008). Consultation as a Framework for Practice. In B. Kelly, L. Woolfson, & J.

Boyle (Eds.), *Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners*. Jessica Kingsley Publishers.

World Health Organisation. (2004). *World report on knowledge for better health: Strengthening systems*. https://apps.who.int/iris/bitstream/handle/10665/43058/9241562811.pdf?sequence=1&isAllowed=y

Appendix A – Ethical approval documentation

Appendix A1 – Ethical approval email

Please ensure you read the contents of this message. This email has been sent via the Ethical Review Manager (ERM) system on behalf of the University of Manchester.

Dear Miss Bethany Shaw   , Prof Kevin Woods

Thank you for submitting your low risk ethics application for your project entitled: How and why do Educational Psychology services implement an ACE-informed approach? ; Ref: 2019-7687-11605 which has now been approved by your supervisor and logged by the Ethics Administrator.

For those undertaking research requiring a DBS Certificate: As you have now completed your ethical application if required a colleague at the University of Manchester will be in touch for you to undertake a DBS check. Please note that you do not have DBS approval until you have received a DBS Certificate completed by the University of Manchester, or you are an MA Teach First student who holds a DBS certificate for your current teaching role.

If anything untoward happens during your research or any changes take place then please inform your supervisor immediately.

This approval is confirmation only for the low risk Ethical Approval application.

Please let us know if you have any additional queries by emailing:Taught.ethics.seed@manchester.ac.uk .

Best wishes,

Miss Georgia Irving

Environment, Education and Development School Panel UGT/PGT

Appendix A2 – Principal educational psychologist participant information sheet

<u>How and why do Educational Psychology services implement an ACE-informed approach?</u>

Participant Information Sheet (PIS)

You are being invited to take part in a research study that aims to explore how and why Educational Psychologists (EPs) choose to engage with an Adverse Childhood Experience-informed (ACE-informed) approach to practice. Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

About the research

> **Who will conduct the research?**

Beth Shaw – Trainee Educational Psychologist
Manchester Institute of Education

> **What is the purpose of the research?**

The aim of the present research is to investigate how and why EPs choose to engage in an ACE-informed approach. It aims to identify potential facilitators and barriers that EPs come across when implementing this approach and how EPs work with schools to implement the approach. The purpose is to generate themes and ideas to inform possible future EP ACE-informed practice elsewhere.

You have been chosen as you are the Principle Educational Psychologist of a local authority (LA) where an informed choice has been made to engage in an ACE-informed approach to practice.

> **Will the outcomes of the research be published?**

Outcomes of the research will be reported in the researcher's thesis and may be published as a journal article.

> **Who has reviewed the research project?**

The project has been reviewed by the thesis supervisor, Kevin Woods, and the University of Manchester School Ethics Committee.

What would my involvement be?

> **What would I be asked to do if I took part?**

You would be asked to attend an interview where you would be asked about the ACE-informed work you do within the LA. I would be interested in finding out why the LA chose to implement an ACE-informed approach, and what this work looks like in practice. I would also be interested to find out about any facilitators and barriers you have come across when working within an ACE-informed approach.

The interview would last no longer than half an hour. Possible follow-up interviews may be requested to clarify any points raised within the subsequent EP/school staff focus groups.

You will also be given the opportunity to feed back to the researcher to identify whether or not you feel the generated themes represent an accurate picture of the information discussed. This could be done face-to-face (depending on availability) or via email.

➤ **Will I be compensated for taking part?**

Your participation in this research is voluntary and if you should choose to participate you will not be paid for your participation.

➤ **What happens if I do not want to take part or if I change my mind?**

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and will be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised as we will not be able to identify your specific data. This does not affect your data protection rights. If you decide not to take part you do not need to do anything further.

The audio recording of the interview is essential in order to complete a transcript for analysis. If you should consent to the research but at any time feel uncomfortable, e.g. when the interview is being recorded, you are free to stop the recording.

Data Protection and Confidentiality

➤ **What information will you collect about me?**

In order to participate in this research project we will need to collect information that could identify you, called "personal identifiable information". Specifically, we will need to collect:

- Your name
- Your employer
- Your work email address

The recording of the interview will include an audio recording only and will be anonymised.

➤ **Under what legal basis are you collecting this information?**

We are collecting and storing this personal identifiable information in accordance with data protection law which protect your rights. These state that we must have a legal basis (specific reason) for collecting your data. For this study, the specific reason is that it is "a public interest task" and "a process necessary for research purposes".

116

➢ **What are my rights in relation to the information you will collect about me?**

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings.

If you would like to know more about your different rights or the way we use your personal information to ensure we follow the law, please consult our Privacy Notice for Research (http://documents.manchester.ac.uk/display.aspx?DocID=37095)

➢ **Will my participation in the study be confidential and my personal identifiable information be protected?**

In accordance with data protection law, The University of Manchester is the Data Controller for this project. This means that we are responsible for making sure your personal information is kept secure, confidential and used only in the way you have been told it will be used. All researchers are trained with this in mind, and your data will be looked after in the following way:

A dictaphone will be used to record the interview and it will be transferred to the secure university drive on my next visit to the university. The recording will be deleted from the Dictaphone at this time. I will have access to the interview audio recording, which may contain personal, identifiable information if names are used (although participants will be advised to keep discussions anonymous). This information may be sent to a transcription service which uses a secure upload system which has been approved by the University of Manchester. (Only the transcription service and I will have access to the recording).

Any identifiable information discussed in the interview will not be included in the transcript and the audio recording will be deleted when the anonymised transcript is completed. Your consent form and contact details will be retained for five years. They will be password protected and saved on the secure university drive.

Please also note that individuals from The University of Manchester or regulatory authorities may need to look at the data collected for this study to make sure the project is being carried out as planned. This may involve looking at identifiable data. All individuals involved in auditing and monitoring the study will have a strict duty of confidentiality to you as a research participant.

What if I have a complaint?

➢ **Contact details for complaints**

If you have a complaint that you wish to direct to members of the research team, please contact:

The contact details of the researcher, Beth Shaw, and her thesis supervisor, Kevin Woods, are listed below. If you have a minor complaint, please contact the researcher, Beth Shaw in the first instance.

BETH SHAW: bethany.shaw@postgrad.manchester.ac.uk

KEVIN WOODS: kevin.a.woods@manchester.ac.uk

DEPARTMENT TELEPHONE: 0161 275 3511

If you wish to make a formal complaint to someone independent of the research team or if you are not satisfied with the response you have gained from the researchers in the first instance, then please contact

The Research Governance and Integrity Officer, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

If you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, The University of Manchester, Oxford Road, M13 9PL at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner's Office (https://ico.org.uk/make-a-complaint/) about complaints relating to your personal identifiable information Tel 0303 123 1113

Contact Details

If you have any queries about the study or if you are interested in taking part then please contact the researcher(s) **bethany.shaw@postgrad.manchester.ac.uk**

Appendix A3 – Focus group participant information sheet

MANCHESTER
1824
The University of Manchester

<u>How and why do Educational Psychology services implement an ACE-informed approach?</u>

Participant Information Sheet (PIS)

You are being invited to take part in a research study that aims to explore how and why Educational Psychologists (EPs) choose to engage with an Adverse Childhood Experience-informed (ACE-informed) approach to practice. Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

About the research

➢ **Who will conduct the research?**

Beth Shaw – Trainee Educational Psychologist
Manchester Institute of Education

➢ **What is the purpose of the research?**

The aim of the present research is to investigate how and why EPs choose to engage in an ACE-informed approach. It aims to identify potential facilitators and barriers that EPs come across when implementing this approach and how EPs work with schools to implement the approach. The purpose is to generate themes and ideas to inform possible future EP ACE-informed practice elsewhere.

You have been chosen as you work within a local authority (LA) where an informed choice has been made to engage in an ACE-informed approach to practice.

➢ **Will the outcomes of the research be published?**

Outcomes of the research will be reported in the researcher's thesis and may be published as a journal article.

➢ **Who has reviewed the research project?**

The project has been reviewed by the thesis supervisor, Kevin Woods, and the University of Manchester School Ethics Committee.

What would my involvement be?

➢ **What would I be asked to do if I took part?**

Version 1; Date 02/08/2019

You would be asked to attend a focus group where you and four of your colleagues would take part in a discussion about the ACE-informed work you do within the LA. I would be interested in finding out why the LA chose to implement an ACE-informed approach, and what this work looks like in practice. I would also be interested to find out about any facilitators and barriers you have come across when working within an ACE-informed approach.

The focus group would last no more than one hour and will be held within your LA. Possible follow-up interviews may take place to clarify any points raised within the focus group.

Participants will also be given the opportunity to feed back to the researcher to identify whether or not they feel the generated themes represent an accurate picture of the information discussed at the focus group. This could be done face-to-face (depending on availability) or via email.

> **Will I be compensated for taking part?**

Your participation in this research is voluntary and if you should choose to participate you will not be paid for your participation.

> **What happens if I do not want to take part or if I change my mind?**

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and will be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised as we will not be able to identify your specific data. This does not affect your data protection rights. If you decide not to take part you do not need to do anything further.

The audio recording of the focus group is essential in order to complete a transcript for analysis. If you should consent to the research but at any time feel uncomfortable, e.g. when the focus group is being recorded, you are free to stop the recording.

Data Protection and Confidentiality

> **What information will you collect about me?**

In order to participate in this research project we will need to collect information that could identify you, called "personal identifiable information". Specifically, we will need to collect:

- Your name
- Your employer
- Your work email address

The recording of the focus group will include an audio recording only and will be anonymised.

> **Under what legal basis are you collecting this information?**

We are collecting and storing this personal identifiable information in accordance with data protection law which protect your rights. These state that we must have a legal basis (specific

reason) for collecting your data. For this study, the specific reason is that it is "a public interest task" and "a process necessary for research purposes".

➢ **What are my rights in relation to the information you will collect about me?**

You have a number of rights under data protection law regarding your personal information. For example, you can request a copy of the information we hold about you, including audio recordings.

If you would like to know more about your different rights or the way we use your personal information to ensure we follow the law, please consult our [Privacy Notice for Research](http://documents.manchester.ac.uk/display.aspx?DocID=37095) (http://documents.manchester.ac.uk/display.aspx?DocID=37095)

➢ **Will my participation in the study be confidential and my personal identifiable information be protected?**

In accordance with data protection law, The University of Manchester is the Data Controller for this project. This means that we are responsible for making sure your personal information is kept secure, confidential and used only in the way you have been told it will be used. All researchers are trained with this in mind, and your data will be looked after in the following way:

A dictaphone will be used to record the focus group and it will be transferred to the secure university drive on my next visit to the university. The recording will be deleted from the Dictaphone at this time. I will have access to the focus group audio recording, which may contain personal, identifiable information if names are used (although participants will be advised to keep discussions anonymous). This information may be sent to a transcription service which uses a secure upload system which has been approved by the University of Manchester. (Only the transcription service and I will have access to the recording).

Any identifiable information discussed in the focus group will not be included in the transcript and the audio recording will be deleted when the anonymised transcript is completed. Your consent form and contact details will be retained for five years. They will be password protected and saved on the secure university drive.

Please also note that individuals from The University of Manchester or regulatory authorities may need to look at the data collected for this study to make sure the project is being carried out as planned. This may involve looking at identifiable data. All individuals involved in auditing and monitoring the study will have a strict duty of confidentiality to you as a research participant.

What if I have a complaint?

➢ **Contact details for complaints**

If you have a complaint that you wish to direct to members of the research team, please contact:

The contact details of the researcher, Beth Shaw, and her thesis supervisor, Kevin Woods, are listed below. If you have a minor complaint, please contact the researcher, Beth Shaw in the first instance.

BETH SHAW: bethany.shaw@postgrad.manchester.ac.uk

KEVIN WOODS: kevin.a.woods@manchester.ac.uk

DEPARTMENT TELEPHONE: 0161 275 3511

If you wish to make a formal complaint to someone independent of the research team or if you are not satisfied with the response you have gained from the researchers in the first instance, then please contact

The Research Governance and Integrity Officer, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

If you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, The University of Manchester, Oxford Road, M13 9PL at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner's Office (https://ico.org.uk/make-a-complaint/) about complaints relating to your personal identifiable information Tel 0303 123 1113

Contact Details

If you have any queries about the study or if you are interested in taking part then please contact the researcher(s) **bethany.shaw@postgrad.manchester.ac.uk**

Appendix A4 – Educational psychologist interview participant information sheet

How and why do Educational Psychology services implement an ACE-informed approach?

Participant Information Sheet (PIS)

You are being invited to take part in a research study that aims to explore how and why Educational Psychologists (EPs) choose to engage with an Adverse Childhood Experience-informed (ACE-informed) approach to practice. Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

About the research

➤ **Who will conduct the research?**

Beth Shaw – Trainee Educational Psychologist
Manchester Institute of Education

➤ **What is the purpose of the research?**

The aim of the present research is to investigate how and why EPs choose to engage in an ACE-informed approach. It aims to identify potential facilitators and barriers that EPs come across when implementing this approach and how EPs work with schools to implement the approach. The purpose is to generate themes and ideas to inform possible future EP ACE-informed practice elsewhere.

You have been chosen as you work within a local authority (LA) where an informed choice has been made to engage in an ACE-informed approach to practice.

➤ **Will the outcomes of the research be published?**

Outcomes of the research will be reported in the researcher's thesis and may be published as a journal article.

➤ **Who has reviewed the research project?**

The project has been reviewed by the thesis supervisor, Kevin Woods, and the University of Manchester School Ethics Committee.

What would my involvement be?

➤ **What would I be asked to do if I took part?**

You would be asked to attend an interview where you would take part in a discussion about the ACE-informed work you do within the LA. I would be interested in finding out why the LA chose to implement an ACE-informed approach, and what this work looks like in practice. I would also be interested to find out about any facilitators and barriers you have come across when working within an ACE-informed approach.

The interview would last no longer than 40 minutes and will be held within your LA. Possible follow-up interviews may take place to clarify any points raised.

Participants will also be given the opportunity to feed back to the researcher to identify whether or not they feel the generated themes represent an accurate picture of the information discussed in the interview. This could be done face-to-face (depending on availability) or via email.

➢ **Will I be compensated for taking part?**

Your participation in this research is voluntary and if you should choose to participate you will not be paid for your participation.

➢ **What happens if I do not want to take part or if I change my mind?**

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and will be asked to sign a consent form. If you decide to take part, you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised as we will not be able to identify your specific data. This does not affect your data protection rights. If you decide not to take part, you do not need to do anything further.

The audio recording of the interview is essential in order to complete a transcript for analysis. If you should consent to the research but at any time feel uncomfortable, e.g. when the interview is being recorded, you are free to stop the recording.

Data Protection and Confidentiality

➢ **What information will you collect about me?**

In order to participate in this research project we will need to collect information that could identify you, called "personal identifiable information". Specifically, we will need to collect:

- Your name
- Your employer
- Your work email address

The recording of the interview will include an audio recording only and will be anonymised.

➢ **Under what legal basis are you collecting this information?**

We are collecting and storing this personal identifiable information in accordance with data protection law which protect your rights. These state that we must have a legal basis (specific

reason) for collecting your data. For this study, the specific reason is that it is "a public interest task" and "a process necessary for research purposes".

➤ **What are my rights in relation to the information you will collect about me?**

You have a number of rights under data protection law regarding your personal information. For example, you can request a copy of the information we hold about you, including audio recordings.

If you would like to know more about your different rights or the way we use your personal information to ensure we follow the law, please consult our [Privacy Notice for Research](http://documents.manchester.ac.uk/display.aspx?DocID=37095) (http://documents.manchester.ac.uk/display.aspx?DocID=37095)

➤ **Will my participation in the study be confidential and my personal identifiable information be protected?**

In accordance with data protection law, The University of Manchester is the Data Controller for this project. This means that we are responsible for making sure your personal information is kept secure, confidential and used only in the way you have been told it will be used. All researchers are trained with this in mind, and your data will be looked after in the following way:

A dictaphone will be used to record the interview and it will be transferred to the secure university drive on my next visit to the university. The recording will be deleted from the Dictaphone at this time. I will have access to the audio recording, which may contain personal, identifiable information if names are used (although participants will be advised to keep discussions anonymous). This information may be sent to a transcription service which uses a secure upload system which has been approved by the University of Manchester. (Only the transcription service and I will have access to the recording).

Any identifiable information discussed in the interview will not be included in the transcript and the audio recording will be deleted when the anonymised transcript is completed. Your consent form and contact details will be retained for five years. They will be password protected and saved on the secure university drive.

Please also note that individuals from The University of Manchester or regulatory authorities may need to look at the data collected for this study to make sure the project is being carried out as planned. This may involve looking at identifiable data. All individuals involved in auditing and monitoring the study will have a strict duty of confidentiality to you as a research participant.

What if I have a complaint?

➤ **Contact details for complaints**

If you have a complaint that you wish to direct to members of the research team, please contact:

The contact details of the researcher, Beth Shaw, and her thesis supervisor, Kevin Woods, are listed below. If you have a minor complaint, please contact the researcher, Beth Shaw in the first instance.

BETH SHAW: bethany.shaw@postgrad.manchester.ac.uk

KEVIN WOODS: kevin.a.woods@manchester.ac.uk

DEPARTMENT TELEPHONE: 0161 275 3511

If you wish to make a formal complaint to someone independent of the research team or if you are not satisfied with the response you have gained from the researchers in the first instance, then please contact

The Research Governance and Integrity Officer, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

If you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, The University of Manchester, Oxford Road, M13 9PL at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner's Office (https://ico.org.uk/make-a-complaint/) about complaints relating to your personal identifiable information Tel 0303 123 1113

Contact Details

If you have any queries about the study or if you are interested in taking part then please contact the researcher(s) **bethany.shaw@postgrad.manchester.ac.uk**

Appendix A5 – Principal educational psychologist consent form

MANCHESTER
1824
The University of Manchester

How and why do Educational Psychology services implement an ACE-informed approach?

Consent Form

If you are happy to participate, please complete and sign the consent form below

	Activities	Initials
1	I confirm that I have read the attached information sheet (Version 1; Date 02/08/2019) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis.	
3	I agree to the interview being audio recorded.	
4	I agree for the researcher to view relevant ACE-resources and attend relevant ACE-training sessions to support data gathering.	
5	I agree to the use of anonymous quotes being used in the research write up.	
6	I agree that any data collected may be published in anonymous form in an academic journal.	
7	I agree that the researchers may retain my contact details in order to provide me with a summary of the findings for this study.	
8	I agree to take part in this study	

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the **Privacy Notice for Research Participants**.

_____   _____   _____

Name of Participant   Signature   Date

_____   _____   _____

Name of the person taking consent   Signature   Date

Two copies of this consent form will be completed: one for the participant and one for the researcher.

Appendix A6 – Focus group consent form

The University of Manchester

How and why do Educational Psychology services implement an ACE-informed approach?

Consent Form

If you are happy to participate, please complete and sign the consent form below

	Activities	Initials
1	I confirm that I have read the attached information sheet (Version 1; Date 02/08/2019) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set.	
3	I agree to the focus group being audio recorded.	
4	I agree to the use of anonymous quotes being used in the research write up.	
5	I agree that any data collected may be published in anonymous form in an academic journal.	
6	I agree that the researchers may retain my contact details in order to provide me with a summary of the findings for this study.	
7	I agree to take part in this study	

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the **Privacy Notice for Research Participants**.

_____   _____   _____

Name of Participant   Signature   Date

_____   _____   _____

Name of the person taking consent Signature   Date

Two copies of this consent form will be completed: one for the participant and one for the researcher.

Appendix A7 – Educational psychologist interview consent form

The University of Manchester

How and why do Educational Psychology services implement an ACE-informed approach?

Consent Form

If you are happy to participate, please complete and sign the consent form below

	Activities	Initials
1	I confirm that I have read the attached information sheet (Version 1; Date 02/08/2019) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis.	
3	I agree to the interview being audio recorded.	
4	I agree to the use of anonymous quotes being used in the research write up.	
5	I agree that any data collected may be published in anonymous form in an academic journal.	
6	I agree that the researchers may retain my contact details in order to provide me with a summary of the findings for this study.	
7	I agree to take part in this study	

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the **Privacy Notice for Research Participants**.

_____   _____   _____

Name of Participant   Signature   Date

_____   _____   _____

Name of the person taking consent Signature   Date

Two copies of this consent form will be completed: one for the participant and one for the researcher.

Appendix B – Data analysis Paper One

Appendix B1 – Emails to relevant professionals

Email to admin manager of clinical psychologist

Hi [admin manager]

I am a Trainee Educational Psychologist and am emailing to try to get in contact with [clinical psychologist]. As part of my doctoral training, I am carrying out a systematic literature review focussing broadly on the experiences of children who have parents are in prison and how Educational Psychologists can support schools with this. My supervisor, Professor Kevin Woods, recommended [clinical psychologist] as a useful contact as he may be able to advise me of organisations which produce grey literature related to this topic.

So far, we have considered the following sources:

- Barnardo's

- Partners of Prisoners (POPs)

- National Offender Management Service/Her Majesty's Prison and Probation Service

- Youth Offending Team

- The Prison Advice and Care Trust

Would it be possible for you to please share [clinical psychologist]'s email address with me or forward this email to him?

Best wishes

Beth

Email to two educational psychologists and a researcher

Hi [EPs/researcher]

I am a Trainee Educational Psychologist and am emailing because Sue Morris, Educational Psychology Programme Director at Birmingham University, recommended you as a useful contact for me to ask for some advice. As part of my doctoral training, I am carrying out a systematic literatures review focussing broadly on the experiences of children who have parents are in prison and how Educational Psychologists can support schools with this. I was wondering whether you are able to advise me of organisations which produce grey literature related to this topic?

So far, we have considered the following sources:

- Barnardo's

- Partners of Prisoners (POPs)

- National Offender Management Service/Her Majesty's Prison and Probation Service

- Youth Offending Team

- The Prison Advice and Care Trust

Thank you

Best wishes

Beth

Email to two EPs who had expressed ambivalence about an ACE-informed approach

Hi [EPs]

I am a Trainee Educational Psychologist and as part of my doctoral training I am carrying out some research with local authority EP services to find out how and why EP services engage with an adverse childhood experience (ACE)-informed approach. Before I carry out any interviews/focus groups with EPs, I am keen to sensitise my research by speaking to EPs who have given some consideration to an ACE-informed approach but decided to not go ahead with it. You were recommended as a potential useful contact by Sarah Purcell (Lancashire LA EP) as she suggested that you may have considered but chosen not to employ an ACE-informed approach at this point.

I was wondering whether it would be possible to have a phone conversation with you about your reasons for not choosing to use an ACE-informed approach. (Alternatively, you could list your concerns in an email, if this would be easier.) Our conversation would not form part of my analysed results but would be really useful to sensitise my data collection. Please let me know whether you would be happy for me to call you and if so, we can organise a time.

Thank you

Best wishes

Beth

Appendix B2 – PRISMA flowchart

```
┌─────────────────────────────┐   ┌─────────────────────────────────┐
│         Databases           │   │ Additional records identified   │
│       ERIC: n = 39          │   │      through other sources      │
│       Ethos: n = 6          │   │ Children of Prisoners Europe:   │
│     PsychInfo: n = 111      │   │            n = 21               │
│   Google Scholar: n = 200   │   │   Families Outside: n = 11      │
│        (n = 356)            │   │        NICCO: n = 187           │
│                             │   │         (n = 219)               │
└─────────────────────────────┘   └─────────────────────────────────┘
```

```
┌─────────────────────────────┐   ┌─────────────────────────────────┐
│ Records within date range   │   │ Records within date range = 171 │
│          = 278              │   │                                 │
└─────────────────────────────┘   └─────────────────────────────────┘
```

```
                  ┌─────────────────────┐
                  │    Total = 449      │
                  └─────────────────────┘
```

```
┌──────────────────────────────────────────┐
│ Records after duplications removed: n = 411│
└──────────────────────────────────────────┘
```

```
┌──────────────────────────────────────────┐
│ Records after title screened: n = 141    │
└──────────────────────────────────────────┘
```

```
┌──────────────────────────────────────────┐   ┌──────────────────────────────────────┐
│ Records after screening based on          │   │ Abstracts/text screened on the       │
│ inclusion/exclusion criteria (122 rejected│   │ following inclusion/exclusion        │
│ from abstracts/introductions/summaries, 8 │   │ criteria:                            │
│ rejected from whole texts): n = 11        │   │   1. Written in English              │
└──────────────────────────────────────────┘   │   2. Refers to the needs of          │
                                                │      children of incarcerated        │
                                                │      parents                         │
                                                │   3. Refers to children of           │
                                                │      incarcerated parents living     │
                                                │      in the UK                       │
                                                │   4. Refers to ways children of      │
                                                │      incarcerated parents can be     │
                                                │      supported by schools or         │
                                                │      Educational Psychologists       │
                                                └──────────────────────────────────────┘
```

```
┌──────────────────────────────────────────┐
│ Articles assessed using Gough (2007)      │
│ framework: n = 11                         │
└──────────────────────────────────────────┘
```

```
┌──────────────────────────────────────────┐
│ Articles included in qualitative          │
│ analysis: n = 11                          │
└──────────────────────────────────────────┘
```

Appendix B3 – Weight of evidence rating frameworks

MANCHESTER 1824

The University of Manchester

D.Ed.Ch.Psychol. 2017
Review framework for qualitative evaluation/ investigation research

Author(s):

Title:

Journal Reference:

Criterion	Score	R1	R2	Agree %	R1	R2	Agree %	Comment
Appropriateness of the research design *e.g. rationale vis-à-vis aims, links to previous approaches, limitations*	1 0							
Clear sampling rationale *e.g. description, justification; attrition evaluated*	1 0							
Well executed data collection *e.g. clear details of who, what, how; effect of methods on data quality*	1 0							
Analysis close to the data, *e.g. researcher can evaluate fit between categories/ themes and data.*	2 1 0							
Evidence of explicit reflexivity *e.g. impact of researcher, limitations, data validation (e.g. inter-coder validation), researcher philosophy/ stance evaluated.*	2 1 0							
Comprehensiveness of documentation *e.g. schedules, transcripts, thematic maps, paper trail for external audit*	1 0							
Negative case analysis, *e.g. e.g. contrasts/ contradictions/ outliers within data; categories/ themes as dimensional; diversity of perspectives.*	1 0							
Clarity and coherence of the reporting	1 0							

e.g. clear structure, clear account linked to aims, key points highlighted								
Evidence of researcher-participant negotiation of meanings, *e.g. member checking, empower participants.*	**1 0**							
Emergent theory related to the problem, *e.g. abstraction from categories/ themes to model/ explanation.*	**1 0**							
Valid and transferable conclusions *e.g. contextualised findings; limitations of scope identified.*	**1 0**							
Evidence of attention to ethical issues *e.g. presentation, sensitivity, minimising harm, feedback*	**1 0**							
Total	*Max 14*			Mean % agree			Mean % agree	

References

Spencer, L., Ritchie, J., Lewis, J. & Dillon, L. (2003). *Quality in Qualitative Evaluation: a framework for assessing research evidence.* London: Strategy Unit (Cabinet Office).

Henwood, K.L., and Pidgeon, N.F. (1992). Qualitative research and psychological theorising. *British Journal of Psychology, 83*(1), 97-111.

Woods, K., Bond, C., Humphrey, N., Symes, W., & Green, L. (2011). *Systematic Review of Solution Focused Brief Therapy (SFBT) with children and families.* (DfE Research Report RR179). Retrieved on 18.9.14 from https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE

D.Ed.Ch.Psychol. 2017
Review framework for quantitative investigation research

Author(s):

Title:

Journal Reference:

Criterion	Score	R1	R2	Agree %	R1	R2	Agree %	Comment
Data gathering								
Clear research question or hypothesis *e.g. well-defined, measureable constituent elements*	1 0							
Appropriate participant sampling *e.g. fit to research question, representativeness.*	1 0							
Appropriate measurement instrumentation. *e.g. sensitivity; specificity*	1 0							
Comprehensive data gathering *e.g. multiple measures used; context of measurement recorded (e.g. when at school vs at home)*	1 0							
Appropriate data gathering method used *e.g. soundness of administration*	1 0							
Reduction of bias within participant recruitment/ instrumentation/ administration *e.g. harder-to-reach facilitation; accessibility of instrumentation*	1 0							
Response rate/ completion maximised *e.g. response rate specified; piloting; access options*	1 0							
Population subgroup data collected *e.g. participant gender; age; location*	1 0							

Data analysis									
Missing data analysis *e.g. Level and treatment specified*	1	0							
Time trends identified *e.g. year on year changes*	1	0							
Geographic considerations *e.g. regional or subgroup analyses*	1	0							
Appropriate statistical analyses (descriptive or inferential) *e.g. coherent approach specified; sample size justification.*	1	0							
Multi-level or inter-group analyses present *e.g. comparison between participant groups by relevant location or characteristics*	1	0							
Data interpretation									
Clear criteria for rating of findings *e.g. benchmarked/ justified evaluation of found quantitative facts*	1	0							
Limitations of the research considered in relation to initial aims *e.g. critique of method; generalizability estimate*	1	0							
Implications of findings linked to rationale of research question *e.g. implications for theory, practice or future research*	1	0							
Total	*Max 16*				Mean % agree			Mean % agree	

References

Choi, B.C.K. (1998). Perspectives on epidemiological surveillance in the 21st century. *Chronic Diseases in Canada, 19*(4), 145-151.

Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education (6th edition).* London: Routledge.

Geneady, A.M., Lemasters, G.K., Lockey, J., Succop, P., Deddens, J., Sobeih, T., & Dunning, K. (2007). An epidemiological appraisal instrument – a tool for evaluation of epidemiological studies. *Ergonomics, 50*(6), 920-960.

Wallace, M. & Wray, A. (2011). *Critical Reading and Writing for Postgraduates (2nd edition).* London: Sage Publications.

Appendix B4 – Summary of weight of evidence ratings

Article	WOE A score	WOE A Percent	WOE A Rating	WOE C rating	Interrater agreement pre (%)	Interrater agreement post (%)
She just cries and cries: Case study of Devon families with a father in prison (Gill, 2009)	7	50	medium	medium	-	-
Giving children of imprisoned parents a voice (Weidberg, 2017)	8.5	61	medium	high	-	-
How can schools support children with a parent in prison? (Morgan et al., 2013)	8.5	61	medium	high	-	-
Every family matters: offenders' children and families in Bolton (POPS, 2010)	2.75/**4**	25	low	high	-	-
Strategic planning for support services for children with a parent or close relative in prison (Leeson & Morgan, 2014)	6.25	44	medium	medium	-	-
'A hidden group of children': Support for children who experience parental imprisonment (Morgan et al., 2014)	7	50	medium	high	71	100
Children on the edge – Children affected by maternal imprisonment (Women's Breakout, 2016)	1.5/**2.5**	15	low	high	75	100
Fathers in prison, children in school: the challenge of participation (O'Keefe, 2014)	9.5	68	high	high	65	100
Every night you cry: Case studies of 15 Bristol families with a father in prison (Gill, 2009)	7.5	54	medium	high	73	100
Families do matter (NOMS, 20009)	3/**4**	25	low	high	-	-
Children of prisoners: Interventions and mitigations to strengthen mental health (Jones et al., 2013)	12/**11**	86	high	high	-	-

Key, quantitative = bold

WOE A
<33%   = low
34-66%   = medium
67+%   = high

WOE C
Direct reference to school/EP support = high
Indirect reference to school/EP support = medium

Appendix B5 – Summary example

Title	Fathers in prison, children in school: the challenge of participation
Author	O'Keefe (2015)
Aims	Aims to examine the facilities and systems in place to support fathers in being aware of and engaging in the academic progress of their primary school aged children.
Research questions	1. To what extent is there potential for imprisoned fathers to be substantially engaged in the education of their primary school aged children and if so to what extent should this be encouraged. 2. Is there a potential interface between the education system and criminal justice system in relation to this proposal? 3. What kinds of ideas, norms and beliefs operate in the school education system in relation to parental involvement? 4. What are the implications for educational and penal policy of the findings of this study?
Method	Semi-structured interviews with three groups of stakeholders: • Headteachers of primary schools (5) • Mothers of children. of male prisoners (10) • Male prisoner fathers (10) Analysed data into themes (use of analytical memos from Saldaña (2009))
Findings	Overall re. education: The schools had some developed policies aiming to meet the needs of children with a wide range of needs yet children whose fathers are in prison were often neglected. Highlighted that overall fathers did not feel involved in their children's education and mothers hadn't previously considered the father's involvement. Some mothers discussed children's progress with fathers (e.g. on phone or at visits). Headteachers reported no knowledge of the father's engagement with education and were not working with families to support this. Some heads argued the fathers were not involved before the imprisonment. Others reflected and thought the fathers should be encouraged to be as involved as any other parent. – Clear that there is not a coherent approach. Barriers to engagement: • Schools said often unaware of father's imprisonment due to mothers concerns re. stigma.

- Lack of school's staff training. Generally, families felt like they didn't exist.
- Maternal gatekeeping – spoke about children's education only if the opportunity arose, priorities related to finance, employment and future plans.
- Structure and organisation of visiting opportunities
- Prisoner's personal education (not frequently mentioned)

Vision of the future involvement in education. Some common requests:
- 'At a distance' involvement:
  - Access to school report
  - Opportunity to engage with the teacher
  - To see work carried out by the child
  - To see class/school newsletters

Most common requests related to communication – mothers and fathers would like the teacher to update father on the child's progress. Also, would like children to bring schoolwork/books/achievements to visits. (Use of prison email?).

Headteachers highlighted that they should have more knowledge of these children's needs and said they needed staff training related to this. They also indicated that there should be an increased involvement of the imprisoned fathers – one said there were potential similarities in approach to how the school worked with separated parents (lone voice). Concerns of headteachers included:
- Financial implications
- Response of school staff
- Timescales
- Overall commitment required

Staff training was at the heart of their concerns.

Headteachers suggested that they viewed the imprisoned fathers as external to the education process.

Suggests a need for a connection between the criminal justice system and the education system to support imprisoned fathered be involved in their children's education.

Implications/ Conclusion	Implications for stakeholders
	Schools:
	Results: showed some schools delivering good practice (in line with Barnardo's, 2013) but even these schools hadn't involved the fathers with the day-to-day education.
	Policy: All stakeholders suggested there is a need for coherent policy for working with children of prisoners which should be driven by the DfE. Say that a policy should include the following: • Support for how to identify this group of children – linking to broader discussion around how schools should be informed. • Guidance on recording, tracking on monitoring this group (e.g. attendance, attainment, wellbeing) • Identification of a named person in each school to have the lead in monitoring these children • Signposting to outside training (e.g. Hidden Sentence) • A clear message that schools should be monitoring this group in line with other groups and that they should become a group reviewed by Ofsted • Practical suggestions and guidance about how to involve imprisoned fathers in their children's education (where this is appropriate and safe) and the central role that school can play in this
	Also suggests that initial teacher education (ITE) should ensure that new teachers are equipped to work with this group of children – i.e. taught about their needs and the policies which relate to them. Must be embedded into the ITE, like SEN is.
	Practice: Requires strong leadership and coordination. Headteachers suggested there might be some resistance by teachers therefore would need full training and support. Schools require a strategic plan: • Identification of a key named person • A school policy for working with the children and families of prisoners • One off staff training for all staff on working with the children and families of prisoners and how to create an ethos/school environment where families feel welcome and able to approach the school when needed. • Specific training for the key named person • Developing strong links with at least one charity which supports the children and families of prisoners (e.g. Barnardo's, Action for Prisoners Families, Ormiston, PACT).

	• Development of a check list/action plan for facilitating involvement of the imprisoned father. (This would need to be generic list, which could then be customised for each child depending on their particular circumstances. It would need to include arrangements for visit days (e.g. sending of work, reading book, work to complete on journey and at the prison), ongoing communication between the school and the prisoner (e.g. via post or email – reports, scanned copies of work, updates), the opportunities for some telephone conversations) Also discusses implications for prisoners, mothers and HM prison service. Requires commitment, resources and training.

Appendix C – Interview and focus group schedules

Appendix C1 – Principal educational psychologist interview schedule

PEP interview

Introductions.

A reminder of consent being given to take part in an audio recorded interview and that the participant has the right to withdraw at any time. A reminder regarding confidentiality and that the participant should try to refrain from using names but any names that are used will be removed in the anonymous transcript.

Recap of aims of the research and the research questions, and an outline why the research is taking place.

Inform the participant that I may make some notes during the interview.

'I am here today because I am interested in finding out how and why EPs who use an ACE-informed approach chose to engage in that approach. I would like to discuss potential facilitators and barriers that you have come across/expect to come across when implementing this approach and how you have worked with schools to implement the approach.'

Research questions	Relevant prompts *Prompts to be used to progress the discussion if required.*
1. How do EPs evaluate information and initiatives about ACE informed approaches in order to decide service engagement?	• What prompted the initial investigation into use of an ACE-informed approach? • Why was an ACE-informed approach chosen to be implemented? • What has an ACE-informed approach offered that other approaches couldn't (what has it added to your practice)?

2. What could be/are the facilitators and barriers for Educational Psychologists in using an ACE-informed approach?	• Has anything supported the implementation of an ACE-informed approach?
	  o Particular school's ethos?
	  o Relationship/behaviour policies?
	  o LA plan?
	  o EFS?
	  o Specialist post?
	• Has anything made it difficult to implement an ACE-informed approach?
	  o Particular school's ethos?
	  o Relationship/behaviour policies?
	  o Curriculum?
	  o Other commitments?
	  o LA plan?

3. How do Educational Psychologists support	• How are EPs involved with implementing an ACE-informed approach in schools?

schools in implementing an ACE-informed approach?	• How has your practice changed since using an ACE-informed approach? • How/why/when does EP support with implementing an ACE-informed approach stop?
Conclusion and thanks	Would you like to add anything else that we haven't covered? (*an opportunity to pick up on anything that needs following up*). Everything you said has been really interesting and valuable to me and my research, but has anything particularly stood out for you or made you think more about an ACE-informed approach? Thank you for giving your valuable time and contributions.

Appendix C2 – Focus group schedule

EP Focus group

Introductions.

A reminder of consent being given to take part in an audio recorded focus group and that the participants have the right to withdraw at any time. A reminder regarding confidentiality and that the participants should try to refrain from using names but any names that are used will be removed in the anonymous transcript.

Recap of aims of the research and the research questions, and an outline why the research is taking place.

Inform the participants that I may make some notes during the focus group.

'I am here today because I am interested in finding out how and why EPs who use an ACE-informed approach chose to engage in that approach. I would like to discuss potential facilitators and barriers that you have come across/expect to come across when implementing this approach and how you have worked with schools to implement the approach.'

Research questions	Relevant prompts *Prompts to be used to progress the discussion if required.*

1. How do EPs evaluate information and initiatives about ACE informed approaches in order to decide service engagement?	• What prompted the initial investigation into use of an ACE-informed approach?
	• Why was an ACE-informed approach chosen to be implemented?
	• What has an ACE-informed approach offered that other approaches couldn't (what has it added to your practice)?
	    o To what extent is the approach guided by theory vs practice? (ACE-framework)
	    o Are there certain ACEs that are more relevant?

2. What could be/are the facilitators and barriers for Educational Psychologists in using an ACE-informed approach?	• Has anything supported the implementation of an ACE-informed approach?
	    o Particular school's ethos?
	    o Relationship/behaviour policies?
	    o LA plan?
	• Has anything made it difficult to implement an ACE-informed approach?
	    o Particular school's ethos?
	    o Relationship/behaviour policies?
	    o Curriculum?
	    o Other commitments?
	    o LA plan?

3. How do Educational Psychologists support schools in implementing an ACE-informed approach?	• How are EPs involved with implementing an ACE-informed approach in schools? • How has your practice changed since using an ACE-informed approach? • How/why/when does EP support with implementing an ACE-informed approach stop?
Conclusion and thanks	Would anybody like to add anything else that we haven't covered? (*an opportunity to pick up on anything that needs following up*). Everything you said has been really interesting and valuable to me and my research, but has anything particularly stood out for you or made you think more about an ACE-informed approach? Thank you for giving your valuable time and contributions.

Appendix C3 – Educational psychologist interview schedule

EP interview

Introductions.

A reminder of consent being given to take part in an audio recorded interview and that the participant has the right to withdraw at any time. A reminder regarding confidentiality and that the participant should try to refrain from using names but any names that are used will be removed in the anonymous transcript.

Recap of aims of the research and the research questions, and an outline why the research is taking place.

Inform the participant that I may make some notes during the interview.

'I am here today because I am interested in finding out how and why EPs who use an ACE-informed approach chose to engage in that approach. I would like to discuss potential facilitators and barriers that you have come across/expect to come across when implementing this approach and how you have worked with schools to implement the approach.'

Research questions	**Relevant prompts** *Prompts to be used to progress the discussion if required.*

1. How do EPs evaluate information and initiatives about ACE informed approaches in order to decide service engagement?	• How and why was the specialist post created?
	   ○ What happened within the LA for the post to be created? (⬛⬛⬛⬛⬛⬛? Gap within ⬛⬛⬛ service so far? Gap within EPS?)
	   ○ Decisions relating to the day-to-day working?
	 • How do you see the role working with the strategic context? (Including balancing ⬛⬛⬛ and EPS)
	 • How do you see the role evolving (influence of theory vs practice)
	 • Specific link to ACEs:
	   ○ Do you know about the ACEs research?
	   ○ Does ACEs research seem relevant?
	   ○ Do you use ACEs research explicitly?

2. What could be/are the facilitators and barriers for Educational Psychologists in using an ACE-informed approach?	• Facilitators:
	   ○ Role within ⬛⬛⬛ was discussed as a facilitator – do you agree? Why?
	   ○ Any specific facilitators within theory or day-to-day practice?
	 • Barriers:
	   ○ If we consider ACEs (theory/experience) – any barriers?
	   ○ Any barriers within the role more generally?

3. How do Educational Psychologists support schools in implementing an ACE-informed approach?	• What does day-to-day working look like? (In both ▓▓▓▓and EPS roles)
	 • Do you work directly with schools as part of the ▓▓▓▓role?
	 • Is there an overlap between ▓▓▓▓and EPS roles?
	  o Practically (e.g. same children/families, same professionals)
	  o Theory
	  o Skills and knowledge

Conclusion and thanks	Would you like to add anything else that we haven't covered? (*an opportunity to pick up on anything that needs following up*). Everything you said has been really interesting and valuable to me and my research, but has anything particularly stood out for you or made you think more about an ACE-informed approach? Thank you for giving your valuable time and contributions.

Appendix D – Data analysis Paper Two

Appendix D1 – Example of thematic analysis using NVIVO – identifying codes

Understanding behaviour	Developmental perspective	Understanding the child	Social model of disability	Hearts and minds dichotomy	ACE problem solving session	Non child centred / behaviourist	Meeting needs	Psychological theories
Making sense of behaviour	Impact of experiences	Changing schools view of a child	Impact of experiences	Hearts and minds	Ace-problem solving	Child-centred	Child-centred	Attachment

Schools know flipping the lid metaphor	Needs driven perspective	Language as a barrier	ACE not explicit	Filtered down	how	Significant social care involvement	Children's difficult experiences	School seen as a mediator	School as a place of safety
	Meeting needs	Use of language; terminology; terminology overlap; terminology overlap; consistent terminology; terminology; Issues around terminology; Using similar language	ACE not explicit; Implicit vs explicit		different approaches fit together; ACE as a mixture of psychological models		Thinking about children's background and its impact on development		School as a place of safety
Secret ACE	Language	Explicit vs implicit	Comes up in conversations	Combining approaches; Trauma-informed	Relevant to population	Difficult experiences; Impact of experiences	Changing schools; School become very involved	✓

Present in conversations with schools Mentioned in discussions with teachers and support staff	Control narrative used in difficult situations		
Comes up in conversations		ACEs is out there	Always used

18 = same
5 = different
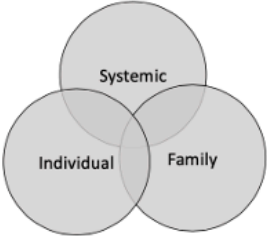
78% agreement

Appendix D4 – Themes

EPS level

- ACE-informed approach provides something new
- Taking a broad, combined approach
- Influence of individual EPs
- Criticisms of ACE-informed approach

Individual CYP level

- Encouraging a child-centred approach
- Hypothesis driven

School level

- School pressures and priorities
- Collaborative working
- Working systemically
- School staff engaging with an ACE-informed approach

LA level

- Relevant to population
- Challenges of working with parents

Wider/National awareness

175 codes

14 miscellaneous
Discussion with KW:
9 uncoded
5 incorporated into existing themes

= **166 codes collated into themes.**

154

Appendix E: Dissemination

Appendix E1 – Slides for headteachers in commissioning site (Paper One)

How can children of imprisoned parents in the UK be supported in school?

Beth Shaw – Trainee Educational Psychologist

The research

- Commissioned by ▮▮▮▮▮▮▮▮ Educational Psychology service
- The research took two strands
  - Systematic literature review:
    How can children of imprisoned parents in the UK be supported in school?
  - Primary research:
    How and why do Educational Psychology services implement an ACE-informed approach?

Why children of parents in prison?

- Children of parents in prison (COPIPs) can face potential adverse outcomes (e.g. difficulties with academic progress and mental health) (Department for Education, 2019; Glover, 2009; Kincaid, Roberts & Kane, 2019; Murray & Farrington, 2008)
- A number of COPIPs go unrecognised and therefore don't receive the support they need. (Kincaid et al., 2019; Roberts, 2012)
- Schools have been recognised as having a critical role in supporting these children for a number of reasons, e.g.
  - all children are likely to be in full-time education
  - children of prisoners are more likely to struggle academically
  (Haines, 2017; Lynne, 2017; Morgan et al., 2014; Murray & Farrington, 2008; Roberts, 2012; Tuite, 2016)

Aim

To provide an overview of the ways in which COPIPs can be supported in school.

Method

- Systematic review of databases* and relevant websites**
- Inclusion criteria – papers included had to refer to:
  - the needs of children of incarcerated parents
  - children of incarcerated parents living in the UK
  - ways children of incarcerated parents can be supported by schools or educational psychologists

*ERIC, Ethos, PsychInfo and Google Scholar
**National Information Centre on children of offenders (NICCO) 'directory of research', 'Children of Prisoners Europe' 'network publications' and 'Families Outside' 'research reports'

Results: 3 domains

- Systemic
- Family
- Individual

Systemic, Individual, Family (Venn diagram)

Results and Implications for schools

(Venn diagram: Systemic, Individual, Family — with overlapping areas including Strategic planning, Training/raising awareness, Use of the curriculum, Curriculum, Children's perspective, Psychological perspective, Emotional and practical support, Support for the imprisoned parent, Support for parent/carer at home, Support maintaining contact/visits)

Thank you

Any questions?

Table 1:

Author, Year, country	Focus/aim	Participants	Summary/Methods	Findings	Relevant implications/recommendations	WOE A	WOE C
Gill (2009a) England	Raise awareness of the emotional and practical impact of parental imprisonment on children and families and to explore appropriate support.	Families of offenders	Case studies - interviews.	Stresses on the mother, e.g. financial, emotional, stigma; Range of family support; half received none; Support wanted: Practical (housing, visiting, children); Emotional (group and confidential one-to-one); Dreams of the children, e.g. what would improve their lives, included fathers' release	Strategy for confidential identification of prisoners' families; Support should be offered to the parent at home; Schools need: A policy to identify COPIPs; Consistent procedures for addressing COPIPs needs (e.g. supporting wellbeing, absence for prison visits)	Medium	High
Gill (2009b) England	Identify the needs of COPIPs to inform local and national services/agencies.	Families of offenders	Case studies - interviews.	Impact included: Mothers: emotional and financial pressure; Children: confusion, challenging behaviour, anxieties; Challenges with visiting including cost and anxiety; Very limited support provided. Families wanted practical support most, but also emotional support and advice	Need for: Services to recognise the number of families impacted; Increased understanding of the impact for very young children; Assessments of COPIPs' support networks; Direct therapeutic input in some cases; Information about prisons for COPIPs to reduce anxieties	Medium	Medium
Jones et al. (2013) England, Germany, Romania and Sweden	1. Enhance understanding of COPIPs mental health needs. 2. Explore childhood resilience and coping strategies to plan interventions. 3. Investigate mental health problems affecting children across Europe. 4. Identify interventions to support COPIPs mental health. 5. Raise policy makers' awareness COPIPs needs.	COPIPs, their caregivers, imprisoned parents and stakeholders	Quantitative: survey and mapping of intervention; Qualitative: in-depth interviews and consultations	COPIPs have significantly increased likelihood of mental health difficulties; Identified factors re children's resilience: Caregiving parental support; Sustaining relationship with imprisoned parent; Pre-imprisonment quality of parental relationship; Extended family support; Communication: opportunities to discuss their experiences; Stigma was experienced but varied between countries; Although some good practice was identified, services overall are uncoordinated and not equitable for all COPIPs	Need to promote: Continuous contact with the imprisoned parent; Building resilience by advising and supporting parents, caregivers and COPIPs; Parenting role of the imprisoned parent (e.g. with schooling); Schools should: Consider COPIPs as a vulnerable group in strategic planning; Training to raise staff's awareness of COPIPs' emotional and educational needs; Tackle stigma by awareness-raising and promoting positive, non-discriminatory environments; Refer COPIPs to counsellors when necessary; Have an open non-judgemental approach to encourage communication with caregivers; Increased public awareness and media coverage; Children's perspectives and children's rights should be considered when developing policies	High	High
Leeson and Morgan (2014) England	Explore the provision of a local authority for COPIPs by applying Axford's typology.	Children, families and stakeholders (e.g. headteachers, parents)	Questionnaires and semi-structured interviews. Application of Axford's typology	Identified insufficient: Awareness of COPIPs; strategy driven, e.g. from central government; Funding; Information sharing/ coordinated approach; Identified a 'meeting need' model of service delivery but argued that too much focus is on tackling poverty and social exclusion; Support is 'top-down', focussing on 'expert' voice, rather than family-or child voice; Minimal support focused on 'quality of life' and 'upholding rights'.	More synergy between the models (e.g. more equal focus on 'quality of life' and 'meeting need'); Provision should be based on children's rights and the wishes of them and their families.	Medium	Medium
Morgan, Leeson and Carter-Dillon (2013) England	Build on work by Morgan et al. (2014) and highlight ways school can support COPIPs.	Children, families and stakeholders (e.g. headteachers, parents)	Questionnaires and semi-structured interviews.	Four main suggestions for schools to more effectively support these children: Raise awareness of COPIPs; Focus on COPIPs and their needs on an individual basis; Consider what support is needed and when (e.g. at arrest or release time); Support with prison visits and staying in contact	Individual work in schools to address the difficulties; Local Authorities to develop support strategies	Medium	High
Morgan, Leeson, Carter-Dillon, Wingrave and Needham (2014) England	School support for COPIPs.	Children, families, headteachers, parents.	Questionnaires, semi-structured interviews	COPIPs are hidden population and experience negative effects (e.g. linked to emotions and behaviour); Needs to be trust before information shared with school; Sharing information and identifying the children; Schools struggled to identify specific services for COPIPs and highlighted ways in which in-school support could be improved (e.g. designated lead, more training)	Increase education professionals' awareness of challenges for COPIPs; Clear school COPIPs policy and key person; Training for education professionals; Consult COPIPs re support needed.	Med	High
National Offender Management Service (NOMS) (2009) England (W. Midlands)	1. Provide evidence of the benefit of supporting relationships between offenders and their children/families. 2. Design collaborative projects to support relationship between offenders and their families.	Prison and visit centre staff, prisoners and their families	Exact methods not specified; Data capture re: visits – report sheet; Developed and delivered 'Hidden Sentence' training; Case studies	Prison visit numbers are falling; Prisoners who did not receive visits reported travel difficulties (distance and cost); Insufficient awareness of the needs of the prisoners' families partially successful; Some 'joined-up' working between NOMS and national government's Department of Schools and Families.	Improve visitor facilities and information for families; Accredited training programmes for professionals; Develop partnerships between local authorities(schools), probation officers and prisoners; Use the Common Assessment Framework (CAF) to coordinate services.	Low	High
O'Keefe (2015) England	Systems to improve school engagement of imprisoned fathers.	Stakeholders including headteachers and parents	Semi-structured interviews	Children of imprisoned fathers often neglected by schools; Barriers to supporting children; more training is needed; Fathers wished for more communication with schools.	Department for Education to drive a coherent policy; New teachers to be taught about COPIPs needs; Strong school leadership and coordination with staff, including staff training.	High	High

156

Partners of Prisoners and Families Support Group (POPS) (2010) England	Explore the issues facing offenders' families and develop support recommendations.	Professionals and families of offenders	Questionnaires, interviews and consultation events	Identified the needs of COPIPs and families, Sure Start centres and primary schools. Conclusion: a lack of: • Awareness and understanding; fear to reach out to families • A strategic, multi-agency approach • Automatic needs assessment of child at the time of arrest • Support for families preparing for and dealing with release	• Relevant agencies must develop a protocol for sharing information, e.g. multi-disciplinary group. • Rapid referral and assessment of the family and child, e.g. CAF, at the time of arrest • Training for professionals to increase understanding. • Develop offenders' children and families champions. • Share knowledge and skills with children and families	Low	High
Weidberg (2017) UK	Impact of having a parent in prison on five children's lives.	COPIPs	Interpretative phenomenological analysis of semi-structured interviews	Three overarching themes: • Coping mechanisms (factors which support resilience). COPIPs valued support from families, schools, friends, community. • Anxieties (factors which impede resilience). Contact with imprisoned parent was valued but caused anxieties. • Trust. Difficulties related to parents keeping secrets. COPIPs felt unable to confide in friends due to stigma.	• Remove stigma and increase awareness. • Children need to be listened to. • Implications for EPs (preventative work at individual, school system and policy levels) e.g.: • Providing information and signposting 'Hidden Sentence' training • Psychological understanding to support school staff (e.g. attachment theory)	Medium	High
Women's Breakout (2016) England and Wales	Understand children's views, feelings and experiences following maternal imprisonment.	Children and families affected by maternal imprisonment	Analysis of Re-Units data and consultations.	Positive outcomes for those supported by Re-Units. Key points relevant to schools from consultation data: • Minimise disruption • Trusted adult • Cooperation with children • Trusted friend • Preparing for prison visits	• Identification of all COPIPs. • Training for all practitioners working with COPIPs. • Support to contact imprisoned parent (where appropriate). • Opportunities for children in similar situations to meet for support and to reduce shame/stigma.	Low	High

References

Department for Education. (2019). *Keeping children safe in education.* https://assets.publishing.service.gov.uk/government/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Glover, J. (2009a). *Every night you cry: Case studies of 13 Bristol families with a father in prison.* Ilford, Barnardo's South West.

Glover, J. (2009b). *She just cries and cries: Case studies of Devon families with a father in prison.* Ilford, Barnardo's South West.

Glover, J. (2009). *Every night you cry: the realities of having a parent in prison.* Ilford, Barnardo's

Haines, T. (2017). The importance of schools being aware and sensitive without discriminating further. *European Journal of Parental Imprisonment, 6,* 8–11.

Jones, A., Gallagher, B., Manby, M., Robertson, O., Schützwohl, M., Berman, A., Hirschfield, A., Ayre, L., Urban, M., Sharratt, K., & Christmann, K. (2013). *Children of prisoners: Interventions and mitigations to strengthen mental health.* Huddersfield: University of Huddersfield

Kincaid, S., Roberts, M., & Kane, E. (2019). *Children of Prisoners: Fixing a broken system.* https://static.wixstatic.com/ugd/694d4c_e805d6d9f6646e6afb346e368bb9e6e.pdf

Leeson, C., & Morgan, J. (2014). Strategic Planning for Support Services for Children with a Parent or Close Relative in Prison. *Social Policy and Administration, 48(7),* 848–865. https://doi.org/10.1111/spol.12050

Lynne, H. (2017). Applying Human Rights Education principles when discussing parental imprisonment in the classroom. *European Journal of Parental Imprisonment, 6,* 4–6.

Morgan, J., Leeson, C., & Carter Dillon, R. (2013). How can schools support children with a parent in prison? *Pastoral Care in Education, 31(3),* 199–210. https://doi.org/10.1080/02643944.2013.788063

Morgan, J., Leeson, C., Carter Dillon, R., Wirgman, A. J., & Needham, M. (2014). 'A Hidden Group of Children': Support in Schools for Children who Experience Parental Imprisonment. *Children & Society, 28,* 269–279. 10.1111/chso.12012

Murray, J., & Farrington, D. P. (2008). The Effects of Parental Imprisonment on Children. *Crime and Justice: A Review of Research, 37,* 133–206. 10.1086/520070

National Offender Management Service. (2009). *Families Do Matter: West Midlands Children and Families of Offenders Pathfinder.* https://search5.openobjects.com/mediamanager/southampton/directory/files/fdm_project_report_08.pdf

O'Keefe, H. (2014). *Fathers in Prison, Children in School: The Challenge of Participation.* [Unpublished doctoral dissertation] University of Central London, London.

Partners of Prisoners and Families Support Group. (2010). *Every Family Matters: Offenders' Children and Families in Bolton.* http://partnersofprisoners.co.uk/wp-content/uploads/2012/07/Bolton-Children-of-Offenders-Mapping-Exercise-2010.pdf

Roberts, S. (2012). *The Role of Schools in Supporting Families Affected by Imprisonment.* Winston Churchill Memorial Trust: Families Outside. https://www.familiesoutside.org.uk/content/uploads/2019/03/The-Role-of-Schools-in-Supporting-Families-Affected-by-Imprisonment-FINAL.pdf

Tubie, M. (2016). *Children with a parent in conflict with the law: What are their best interests? How can they be met?* Children of Prisoners Europe (COPE). https://childrenofprisoners.eu/wp/system/tdf/library/attachments/cope_zagreb-conference-outcome-report_20.05.2016.pdf?file=1&type=node&id=2268

Weidberg, F. (2017). Giving children of imprisoned parents a voice. *Educational Psychology in Practice, 33(4),* 371–386. https://doi.org/10.1080/02667365.2017.1336703

Women's Breakout. (2016). *Children on the Edge: Children affected by maternal imprisonment.* https://www.clinks.org/sites/default/files/2020-02/Children on the Edge - Children affected by maternal imprisonment.pdf

Appendix E2 – Journal submission guidelines Paper One

Pastoral care in education

Instructions for Authors

Structure

Your paper should be compiled in the following order: title page; abstract; keywords; main text introduction, materials and methods, results, discussion; acknowledgments; declaration of interest statement; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figures; figure captions (as a list).

Word Limits

Please include a word count for your paper.

A typical paper for this journal should be between 6000 and 8000 words , inclusive of references, footnotes, endnotes.

Style Guidelines

Please refer to these <u>quick style guidelines</u> when preparing your paper, rather than any published articles or a sample copy.

Any spelling style is acceptable so long as it is consistent within the manuscript.

Please use single quotation marks, except where 'a quotation is "within" a quotation'. Please note that long quotations should be indented without quotation marks.

Formatting and Templates

Papers may be submitted in Word or LaTeX formats. Figures should be saved separately from the text. To assist you in preparing your paper, we provide formatting template(s).

Word templates are available for this journal. Please save the template to your hard drive, ready for use.

A LaTeX template is available for this journal. Please save the LaTeX template to your hard drive and open it, ready for use, by clicking on the icon in Windows Explorer.

If you are not able to use the template via the links (or if you have any other template queries) please contact us here.

References

Please use this reference guide when preparing your paper.

An EndNote output style is also available to assist you.

Taylor & Francis Editing Services

To help you improve your manuscript and prepare it for submission, Taylor & Francis provides a range of editing services. Choose from options such as English Language Editing, which will ensure that your article is free of spelling and grammar errors, Translation, and Artwork Preparation. For more information, including pricing, visit this website.

Checklist: What to Include

1. **Author details.** All authors of a manuscript should include their full name and affiliation on the cover page of the manuscript. Where available, please also include ORCiDs and social media handles (Facebook, Twitter or LinkedIn). One author will need to be identified as the

corresponding author, with their email address normally displayed in the article PDF (depending on the journal) and the online article. Authors' affiliations are the affiliations where the research was conducted. If any of the named co-authors moves affiliation during the peer-review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after your paper is accepted. Read more on authorship.

2. Should contain an unstructured abstract of 250 words.

3. **Graphical abstract** (optional). This is an image to give readers a clear idea of the content of your article. It should be a maximum width of 525 pixels. If your image is narrower than 525 pixels, please place it on a white background 525 pixels wide to ensure the dimensions are maintained. Save the graphical abstract as a .jpg, .png, or .tiff. Please do not embed it in the manuscript file but save it as a separate file, labelled GraphicalAbstract1.

4. You can opt to include a **video abstract** with your article. Find out how these can help your work reach a wider audience, and what to think about when filming.

5. Between 3 and 5 **keywords**. Read making your article more discoverable, including information on choosing a title and search engine optimization.

6. **Funding details.** Please supply all details required by your funding and grant-awarding bodies as follows:

For single agency grants

This work was supported by the [Funding Agency] under Grant [number xxxx].

For multiple agency grants

This work was supported by the [Funding Agency #1] under Grant [number xxxx]; [Funding Agency #2] under Grant [number xxxx]; and [Funding Agency #3] under Grant [number xxxx].

7. **Disclosure statement.** This is to acknowledge any financial interest or benefit that has arisen from the direct applications of your research. <u>Further guidance on what is a conflict of interest and how to disclose it</u>.

8. **Geolocation information.** Submitting a geolocation information section, as a separate paragraph before your acknowledgements, means we can index your paper's study area accurately in JournalMap's geographic literature database and make your article more discoverable to others. <u>More information</u>.

9. **Supplemental online material.** Supplemental material can be a video, dataset, fileset, sound file or anything which supports (and is pertinent to) your paper. We publish supplemental material online via Figshare. Find out more about <u>supplemental material and how to submit it with your article</u>.

10. **Figures.** Figures should be high quality (1200 dpi for line art, 600 dpi for grayscale and 300 dpi for colour, at the correct size). Figures should be supplied in one of our preferred file formats: EPS, PS, JPEG, TIFF, or Microsoft Word (DOC or DOCX) files are acceptable for figures that have been drawn in Word. For information relating to other file types, please consult our <u>Submission of electronic artwork</u>document.

11. **Tables.** Tables should present new information rather than duplicating what is in the text. Readers should be able to interpret the table without reference to the text. Please supply editable files.

12. **Equations.** If you are submitting your manuscript as a Word document, please ensure that equations are editable. More information about <u>mathematical symbols and equations</u>.

13. **Units.** Please use <u>SI units</u> (non-italicized).

Using Third-Party Material in your Paper

You must obtain the necessary permission to reuse third-party material in your article. The use of short extracts of text and some other types of material is usually permitted, on a limited basis, for the purposes of criticism and review without securing formal permission. If you wish to include any material in your paper for which you do not hold copyright, and which is not covered by this informal agreement, you will need to obtain written permission from the copyright owner prior to submission. More information on requesting permission to reproduce work(s) under copyright.

Submitting Your Paper

This journal uses ScholarOne Manuscripts to manage the peer-review process. If you haven't submitted a paper to this journal before, you will need to create an account in ScholarOne. Please read the guidelines above and then submit your paper in the relevant Author Centre, where you will find user guides and a helpdesk.

If you are submitting in LaTeX, please convert the files to PDF beforehand (you will also need to upload your LaTeX source files with the PDF).

Please note that *Pastoral Care in Education* uses Crossref™ to screen papers for unoriginal material. By submitting your paper to *Pastoral Care in Education* you are agreeing to originality checks during the peer-review and production processes.

On acceptance, we recommend that you keep a copy of your Accepted Manuscript. Find out more about sharing your work.

Publication Charges

There are no submission fees, publication fees or page charges for this journal.

Colour figures will be reproduced in colour in your online article free of charge. If it is necessary for the figures to be reproduced in colour in the print version, a charge will apply.

Charges for colour figures in print are £300 per figure ($400 US Dollars; $500 Australian Dollars; €350). For more than 4 colour figures, figures 5 and above will be charged at £50 per figure ($75 US Dollars; $100 Australian Dollars; €65). Depending on your location, these charges may be subject to local taxes.

Copyright Options

Copyright allows you to protect your original material, and stop others from using your work without your permission. Taylor & Francis offers a number of different license and reuse options, including Creative Commons licenses when publishing open access. Read more on publishing agreements.

Complying with Funding Agencies

We will deposit all National Institutes of Health or Wellcome Trust-funded papers into PubMedCentral on behalf of authors, meeting the requirements of their respective open access policies. If this applies to you, please tell our production team when you receive your article proofs, so we can do this for you. Check funders' open access policy mandates here. Find out more about sharing your work.

Open Access

This journal gives authors the option to publish open access via our Open Select publishing program, making it free to access online immediately on publication. Many funders mandate

publishing your research open access; you can check open access funder policies and mandates here.

Taylor & Francis Open Select gives you, your institution or funder the option of paying an article publishing charge (APC) to make an article open access. Please contact openaccess@tandf.co.uk if you would like to find out more, or go to our Author Services website.

For more information on license options, embargo periods and APCs for this journal please go here.

My Authored Works

On publication, you will be able to view, download and check your article's metrics (downloads, citations and Altmetric data) via My Authored Works on Taylor & Francis Online. This is where you can access every article you have published with us, as well as your free eprints link, so you can quickly and easily share your work with friends and colleagues.

We are committed to promoting and increasing the visibility of your article. Here are some tips and ideas on how you can work with us to promote your research.

Article Reprints

You will be sent a link to order article reprints via your account in our production system. For enquiries about reprints, please contact the Taylor & Francis Author Services team at reprints@tandf.co.uk. You can also order print copies of the journal issue in which your article appears.

Appendix E3 – Slides for ACEs working group, professionals from commissioning site and to commissioning EPS (Papers One and Two)

INVESTIGATION INTO AN
ACE-INFORMED APPROACH

Ela Sparling and Beth Shaw
Trainee Educational Psychologists

MANCHESTER
The University of Manchester

THE RESEARCH

- Commissioned by ████████ Educational Psychology Service
- Two trainees
  - Systematic literature review
  - Empirical piece of research

RESEARCH COMMISSIONING AND RATIONALE

- Evaluation of the impact of ACE-informed approach in schools
- Small number of schools who completed the initial training
- Uneven engagement with the implementation activities
- Research focus on the project process rather than child level outcomes

WHOLE-SCHOOL PROGRAMME
IMPLEMENTATION; THE SCHOOL
STAFF PERSPECTIVE

Clearly identified desired outcomes | Clear structure for implementation | Quality of resources and external support | Collaborative approach

EVALUATION OF AN ACE-INFORMED WHOLE-SCHOOL DEVELOPMENT PROJECT IN ONE LOCAL AUTHORITY

- Process management as important as sharing knowledge about ACEs
- Identify desired outcomes (at child or teacher level), clarify and agree on what needs to happen and by when
- Ongoing support and supervision to schools to ensure programme fidelity
- Focus on smaller number of schools to establish implementation model before wider roll-out

HOW CAN CHILDREN OF
IMPRISONED PARENTS IN THE UK BE
SUPPORTED IN SCHOOL?

- Systemic level
- Family level
- Individual level

HOW AND WHY DO EDUCATIONAL PSYCHOLOGY SERVICES ENGAGE WITH AN ACE-INFORMED APPROACH?

Identified reasons why EPs use an ACE-informed approach:

- Growing national awareness of ACEs
- Relevant to population
- New way of understanding existing work

Implications:

- Asset-mapping approach
- Coherence of approach
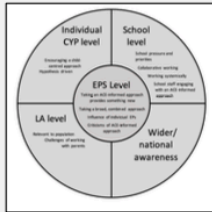
ANY QUESTIONS?

Appendix E4 – Journal submission guidelines Paper Two

Educational Psychology in Practice

Instructions for authors

Open Access

You have the option to publish open access in this journal via our Open Select publishing program. Publishing open access means that your article will be free to access online immediately on publication, increasing the visibility, readership and impact of your research. Articles published Open Select with Taylor & Francis typically receive 32% more citations* and over 6 times as many downloads** compared to those that are not published Open Select.

Your research funder or your institution may require you to publish your article open access. Visit our Author Services website to find out more about open access policies and how you can comply with these.

You will be asked to pay an article publishing charge (APC) to make your article open access and this cost can often be covered by your institution or funder. Use our APC finder to view the APC for this journal.

Please visit our Author Services website or contact openaccess@tandf.co.uk if you would like more information about our Open Select Program.

*Citations received up to Jan 31st 2020 for articles published in 2015-2019 in journals listed in Web of Science®.
**Usage in 2017-2019 for articles published in 2015-2019.

Peer Review and Ethics

Taylor & Francis is committed to peer-review integrity and upholding the highest standards of review. Once your paper has been assessed for suitability by the editor, it will then be double blind peer reviewed by independent, anonymous expert referees. Find out more about what to expect during peer review and read our guidance on publishing ethics.

Preparing Your Paper

All Articles:

- Should be written with the following elements in the following order:

- Should be no more than 6000 words.

- Should contain an unstructured abstract of 150 words.

- Should contain between 5 and 6 **keywords**. Read making your article more discoverable, including information on choosing a title and search engine optimization.

Style Guidelines

Please refer to these quick style guidelines when preparing your paper, rather than any published articles or a sample copy.

Please use British (-ise) spelling style consistently throughout your manuscript.

Please use double quotation marks, except where "a quotation is 'within' a quotation". Please note that long quotations should be indented without quotation marks.

Formatting and Templates

Papers may be submitted in Word or LaTeX formats. Figures should be saved separately from the text. To assist you in preparing your paper, we provide formatting template(s).

Word templates are available for this journal. Please save the template to your hard drive, ready for use.

A LaTeX template is available for this journal. Please save the LaTeX template to your hard drive and open it, ready for use, by clicking on the icon in Windows Explorer.

If you are not able to use the template via the links (or if you have any other template queries) please contact us here.

References

Please use this reference guide when preparing your paper.

An EndNote output style is also available to assist you.

Taylor & Francis Editing Services

To help you improve your manuscript and prepare it for submission, Taylor & Francis provides a range of editing services. Choose from options such as English Language Editing, which will ensure that your article is free of spelling and grammar errors, Translation, and Artwork Preparation. For more information, including pricing, visit this website.

Checklist: What to Include

1. **Author details.** All authors of a manuscript should include their full name and affiliation on the cover page of the manuscript. Where available, please also include ORCiDs and social media handles (Facebook, Twitter or LinkedIn). One author will need to be identified as the corresponding author, with their email address normally displayed in the article PDF (depending on the journal) and the online article. Authors' affiliations are the affiliations where the research was conducted. If any of the named co-authors moves affiliation during the peer-review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after your paper is accepted. Read more on authorship.

2. You can opt to include a **video abstract** with your article. Find out how these can help your work reach a wider audience, and what to think about when filming.

3. **Funding details.** Please supply all details required by your funding and grant-awarding bodies as follows:
   For single agency grants
   This work was supported by the [Funding Agency] under Grant [number xxxx].
   For multiple agency grants
   This work was supported by the [Funding Agency #1] under Grant [number xxxx]; [Funding Agency #2] under Grant [number xxxx]; and [Funding Agency #3] under Grant [number xxxx].

4. **Disclosure statement.** This is to acknowledge any financial interest or benefit that has arisen from the direct applications of your research. Further guidance on what is a conflict of interest and how to disclose it.

5. **Data availability statement.** If there is a data set associated with the paper, please provide information about where the data supporting the results or analyses presented in the paper can be found. Where applicable, this should include the hyperlink, DOI or other persistent identifier associated with the data set(s). Templates are also available to support authors.

6. **Data deposition.** If you choose to share or make the data underlying the study open, please deposit your data in a recognized data repository prior to or at the time of submission. You will be asked to provide the DOI, pre-reserved DOI, or other persistent identifier for the data set.

7. **Geolocation information.** Submitting a geolocation information section, as a separate paragraph before your acknowledgements, means we can index your paper's study area accurately in JournalMap's geographic literature database and make your article more discoverable to others. More information.

8. **Supplemental online material.** Supplemental material can be a video, dataset, fileset, sound file or anything which supports (and is pertinent to) your paper. We publish supplemental material online via Figshare. Find out more about supplemental material and how to submit it with your article.

9. **Figures.** Figures should be high quality (1200 dpi for line art, 600 dpi for grayscale and 300 dpi for colour, at the correct size). Figures should be supplied in one of our preferred file formats: EPS, PS, JPEG, TIFF, or Microsoft Word (DOC or DOCX) files are acceptable for figures that have been drawn in Word. For information relating to other file types, please consult our Submission of electronic artwork document.

10. **Tables.** Tables should present new information rather than duplicating what is in the text. Readers should be able to interpret the table without reference to the text. Please supply editable files.

11. **Equations.** If you are submitting your manuscript as a Word document, please ensure that equations are editable. More information about <u>mathematical symbols and equations</u>.

12. **Units.** Please use <u>SI units</u> (non-italicized).

Using Third-Party Material in your Paper

You must obtain the necessary permission to reuse third-party material in your article. The use of short extracts of text and some other types of material is usually permitted, on a limited basis, for the purposes of criticism and review without securing formal permission. If you wish to include any material in your paper for which you do not hold copyright, and which is not covered by this informal agreement, you will need to obtain written permission from the copyright owner prior to submission. More information on <u>requesting permission to reproduce work(s) under copyright</u>.

Submitting Your Paper

This journal uses ScholarOne Manuscripts to manage the peer-review process. If you haven't submitted a paper to this journal before, you will need to create an account in ScholarOne. Please read the guidelines above and then submit your paper in <u>the relevant Author Centre,</u> where you will find user guides and a helpdesk.

If you are submitting in LaTeX, please convert the files to PDF beforehand (you will also need to upload your LaTeX source files with the PDF).

Please note that *Educational Psychology in Practice* uses Crossref™ to screen papers for unoriginal material. By submitting your paper to *Educational Psychology in Practice* you are agreeing to originality checks during the peer-review and production processes.

On acceptance, we recommend that you keep a copy of your Accepted Manuscript. Find out more about sharing your work.

Data Sharing Policy

This journal applies the Taylor & Francis Basic Data Sharing Policy. Authors are encouraged to share or make open the data supporting the results or analyses presented in their paper where this does not violate the protection of human subjects or other valid privacy or security concerns.

Authors are encouraged to deposit the dataset(s) in a recognized data repository that can mint a persistent digital identifier, preferably a digital object identifier (DOI) and recognizes a long-term preservation plan. If you are uncertain about where to deposit your data, please see this information regarding repositories.

Authors are further encouraged to cite any data sets referenced in the article and provide a Data Availability Statement.

At the point of submission, you will be asked if there is a data set associated with the paper. If you reply yes, you will be asked to provide the DOI, pre-registered DOI, hyperlink, or other persistent identifier associated with the data set(s). If you have selected to provide a pre-registered DOI, please be prepared to share the reviewer URL associated with your data deposit, upon request by reviewers.

Where one or multiple data sets are associated with a manuscript, these are not formally peer reviewed as a part of the journal submission process. It is the author's responsibility to ensure the soundness of data. Any errors in the data rest solely with the producers of the data set(s).

Publication Charges

There are no submission fees, publication fees or page charges for this journal.

Colour figures will be reproduced in colour in your online article free of charge. If it is necessary for the figures to be reproduced in colour in the print version, a charge will apply.

Charges for colour figures in print are £300 per figure ($400 US Dollars; $500 Australian Dollars; €350). For more than 4 colour figures, figures 5 and above will be charged at £50 per figure ($75 US Dollars; $100 Australian Dollars; €65). Depending on your location, these charges may be subject to local taxes.

Copyright Options

Copyright allows you to protect your original material, and stop others from using your work without your permission. Taylor & Francis offers a number of different license and reuse options, including Creative Commons licenses when publishing open access. Read more on publishing agreements.

Complying with Funding Agencies

We will deposit all National Institutes of Health or Wellcome Trust-funded papers into PubMedCentral on behalf of authors, meeting the requirements of their respective open access policies. If this applies to you, please tell our production team when you receive your

article proofs, so we can do this for you. Check funders' open access policy mandates here.

Find out more about sharing your work.

My Authored Works

On publication, you will be able to view, download and check your article's metrics (downloads, citations and Altmetric data) via My Authored Works on Taylor & Francis Online. This is where you can access every article you have published with us, as well as your free eprints link, so you can quickly and easily share your work with friends and colleagues.

We are committed to promoting and increasing the visibility of your article. Here are some tips and ideas on how you can work with us to promote your research.

Article Reprints

You will be sent a link to order article reprints via your account in our production system. For enquiries about reprints, please contact the Taylor & Francis Author Services team at reprints@tandf.co.uk. You can also order print copies of the journal issue in which your article appears.

Children of parents in prison:
what does the evidence suggest for EPs' work with schools?

Lucy Cowper and Beth Shaw
Trainee Educational Psychologists
9th February 2021

Outline of today's session

2.45pm - Background to the current project
2.55pm - Breakout room discussions and feedback
3.00pm - Beth's research
3.25pm - Time frame and outline of the current project
3.30pm - Breakout room discussions regarding outcomes
3.35pm - Next steps

Background

▶ Commissioned thesis regarding EPs understanding and use of **evidence-based practice**
▶ Preliminary study at a local authority in the North West – EPs wanted to relate EBP to a focus
▶ "Evidence-based practice is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences" (APA, 2006, p.273)

▶ Explore how an educational psychology service develops evidence-based guidance towards supporting children with a parent in prison (CoPiPs)

▶ What is your experience of this?

How can children of imprisoned parents in the UK be supported in school?

The research

▶ Commissioned by ███████████ Educational Psychology service
▶ The research took two strands
  ▶ Systematic literature review:
    How can children of imprisoned parents in the UK be supported in school?
  ▶ Primary research:
    How and why do Educational Psychology services implement an ACE-informed approach?

Why children of parents in prison?

- Children of parents in prison (COPIPs) can face potential adverse outcomes (e.g. difficulties with academic progress and mental health) (Department for Education, 2019; Glover, 2009; Kincaid, Roberts & Kane, 2019; Murray & Farrington, 2008)
- A number of COPIPs go unrecognised and therefore don't receive the support they need. (Kincaid et al., 2019; Roberts, 2012)
- Schools have been recognised as having a critical role in supporting these children for a number of reasons, e.g.
  - all children are likely to be in full-time education
  - children of prisoners are more likely to struggle academically

  (Haines, 2017; Lynne, 2017; Morgan et al., 2014; Murray & Farrington, 2008; Roberts, 2012; Tuite, 2016)

Aim

To provide an overview of the ways in which COPIPs can be supported in school.

Method

- Systematic review of databases* and relevant websites**

- Inclusion criteria – papers included had to refer to:
  - the needs of children of imprisoned parents
  - children of imprisoned parents living in the UK
  - ways children of incarcerated parents can be supported by schools or educational psychologists

*ERIC, Ethos, PsychInfo and Google Scholar.
**National Information Centre on children of offenders (NICCO) 'directory of research', 'Children of Prisoners Europe' 'network publications' and 'Famiko Outside' 'research reports'

Results: 3 domains

- Systemic
- Family
- Individual
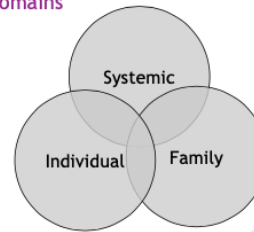
Results and Implications

Systemic

Family

Individual

Additional EP Implications
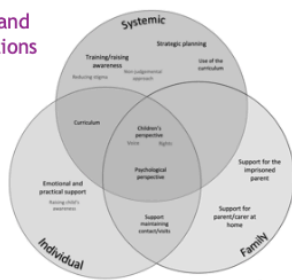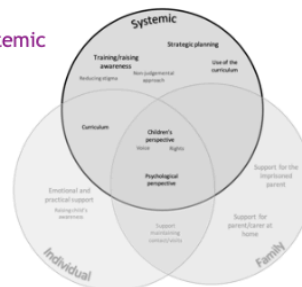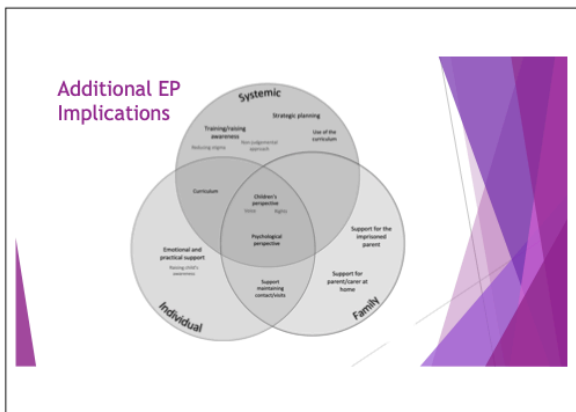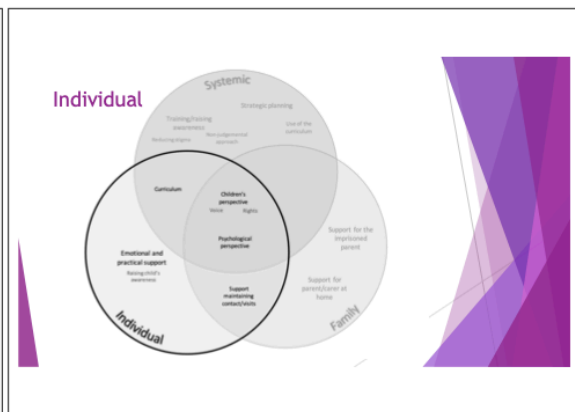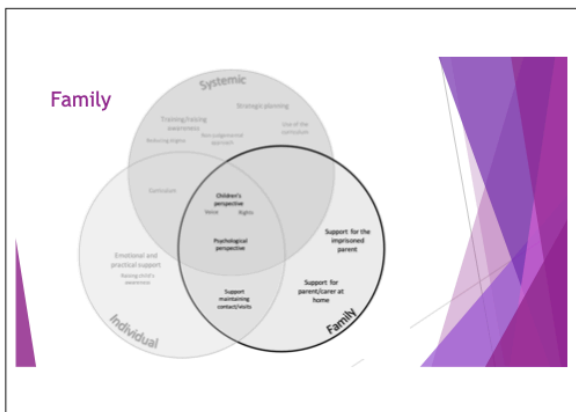
Any questions?

Outline of the project

Stage/ activity	Purpose	Anticipated EPS time commitment
Initial meeting with the principal educational psychologist	Liaison with service: audit current provision including other areas of development	30 minutes - 45 minutes
Meeting with the whole EPS	Identify project outcomes, possible project plan, and capacities within and outside EP team	45 – 90 minutes TODAY!
Task-and-finish group meetings	Develop products relating to identified outcomes, e.g. training materials, best practice guideline.	4 x 1 hour (April – September 2021)
Meeting with the EPS	Present the developed service guidance, explaining link to the evidence-base	1 hour 30 minutes

Possible outcomes

▶ What might this mean in practice?

▶ Consultation scripts?
▶ Training package?
▶ How do EPs engage with children with a parent in prison?

Next steps…

- 12th Feb – Warrington EPS nominate two volunteer EPs to join CoPiPs task-and-finish (T&F) group
- March – EBP/ CoPiPs presentation with Salford/ Tameside/ Bury EPSs
- End March – first meeting of CoPiPs T&F group
- April – September 2021 – 3 one hour meetings of T&F group to develop resources
- Autumn term 2021 – T&F group feedback to the service

References

Department for Education. (2019). Keeping children safe in education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Gill, O. (2009a). Every night you cry: Case studies of 15 Bristol families with a father in prison. Ilford, Barnardo's South West.

Gill, O. (2009b). She just cries and cries: Case studies of Devon families with a father in prison. Ilford, Barnardo's South West.

Glover, J. (2009). Every night you cry: the realities of having a parent in prison. Ilford, Barnardo's

Haines, T. (2017). The importance of schools being aware and sensitive without discriminating further. European Journal of Parental Imprisonment, 6, 8-11.

Jones, A., Gallagher, B., Manby, M., Robertson, O., Schützwohl, M., Berman, A., Hirschfield, A., Ayre, L., Urban, M., Sharratt, K., & Christmann, K. (2013). Children of prisoners: interventions and mitigations to strengthen mental health. Huddersfield: University of Huddersfield

Kincaid, S., Roberts, M., & Kane, E. (2019). Children of Prisoners: Fixing a broken system. https://static.wixstatic.com/ugd/09b43c_ef0fbd6c44b44aa5efcb34ba3d8b8fa0a.pdf

Lawson, C., & Morgan, J. (2014). Strategic Planning for Support Services for Children with a Parent or Close Relative in Prison. Social Policy and Administration, 48(7), 848-863. https://doi.org/10.1111/spol.12050

Lynne, H. (2017). Applying Human Rights Education principles when discussing parental imprisonment in the classroom. European Journal of Parental Imprisonment, 6, 4-6. https://doi.org/10.5080/GbbH3944.2013.789063

Morgan, J., Leeson, C., & Carter Dillon, R. (2013). How can schools support children with a parent in prison? Pastoral Care in Education, 31(3), 199-210. https://doi.org/10.1080/02643944.2013.788062

Murray, J., & Farrington, D. P. (2008). The Effects of Parental Imprisonment on Children. Crime and Justice: A Review of Research, 37, 133-206. 10.1086/520070

National Offender Management Service. (2009). Families Do Matter: West Midlands Children and Families of Offenders Pathfinder. https://search3.openobjects.com/mediamanager/southampton/directory/files/fdm_project_report_09.pdf

O'Keefe, H. (2014). Fathers in Prison. Children in School: The Challenge of Participation. [Unpublished doctoral dissertation] University of Central London, London.

Partners of Prisoners and Families Support Group. (2010). Every Family Matters: Offenders' Children and Families in Bolton. http://partnersofprisoners.co.uk/wp-content/uploads/2013/07/Bolton-Children-of-Offenders-Mapping-Exercise-2010.pdf

Roberts, S. (2012). The Role of Schools in Supporting Families Affected by Imprisonment. Winston Churchill Memorial Trust: Families Outside. https://www.familiesoutside.org.uk/content/uploads/2014/10/The-Role-of-Schools-in-Supporting-Families-Affected-by-Imprisonment-FINAL.pdf

Tuck, H. (2016). Children with a parent in conflict with the law: What are their best interests? How can they be met? Children of Prisoners Europe (COPE). https://childhub.org/en/system/tdf/library/attachments/cope_zagreb-conference-outcome-report_23.05.2016.pdf?file=1&type=node&id=32868

Weisberg, F. (2017). Giving children of imprisoned parents a voice. Educational Psychology in Practice, 33(4), 371-386. https://doi.org/10.1080/02667363.2017.1328783

Women's Breakout. (2014). Children on the Edge: Children affected by maternal imprisonment. https://www.clinks.org/sites/default/files/2020-02/Children-on-the-Edge-Children-affected-by-maternal-imprisonment.pdf