

**Accessing the views of children and young people who have experienced
physical restraint in school.**

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Abbreviations

AEP	Association of Educational Psychologist
AGM	Annual General Meeting
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
D.Ch.Ed.Psych	Doctorate in Educational and Child Psychology
DfE	Department for Education
DGP	Data Gathering Protocol
EBP	Evidence Based Practice
EHRC	Equality and Human Rights Commission
EP	Educational Psychologist
EPS	Educational Psychology Service
NEC	National Executive Committee
NHS	National Health Service
PBE	Practice Based Evidence
PRU	Pupil Referral Unit
RCT	Randomized Controlled Trial
RPRG	Restrictive Practices Research Group
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
TEP	Trainee Educational Psychologist

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.

Abstract

The use of restraint in education settings has led to questions being raised around the impact on the young people, staff and families involved. Following a motion at the Association of Educational Psychologists (AEP) AGM in 2018, research was commissioned by the AEP to explore children and young people's views of their experiences of restraint. By finding out the views of children and young people, ways of improving the experience of, and minimising the use of, physical restraint can be developed.

A systematic literature review was conducted to find and synthesise previous research on the views of children and young people who have experienced physical restraint in school. Following electronic database searches, seven studies met the inclusion criteria, although methodological quality was variable and few studies focussed directly on the views of children and young people about the use of physical restraint.

From a preliminary study with professionals with experience of the use of restraint, a data gathering protocol was developed to support research into accessing children and young people's views about restraint. An empirical study was designed to access the views of children and young people using the data gathering protocol. The effectiveness of the data gathering protocol in gathering the views of one young person who had experienced physical restraint in school was analysed and the protocol was adapted accordingly. The views of the young person about the use of restraint in school, and how these compare to findings from previous research are presented.

There is a need for further research into the experiences of children and young people who have been restrained in school. Additional research may also be focussed on the impact on young people who have witnessed restraint. The difficulties inherent in researching the use of restraint in schools, and whether the views of children can be meaningfully considered in isolation from other contextual information are discussed.

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Information about the author

The author has a BSc in Psychology from the University of York and a PhD in Health and Social Care from the Open University. The author worked as a research associate at Newcastle University and The University of Manchester for 5 years prior to starting the D.Ch.Ed.Psych programme in 2019.

Introduction

Research aims

The overall aim of this thesis is to contribute to the growing body of research around the use of restrictive practices, specifically physical restraint, in education settings. The researcher's interest in this area began as a consequence of her work in a range of schools prior to starting the Doctorate of Educational and Child Psychology (D.Ch.Ed.Psych) course. The researcher witnessed frequent incidents of restraint in primary and secondary mainstream schools, participating in several incidents which involved preventing students from physically attacking their peers. The researcher was struck by the necessity of physical intervention but reflected on the impact of the physical restraints on the children/young people involved in the restraint, children/young people who witnessed the incidents and herself. The differences in approaches to follow-up restorative practices and school recording requirements was noted.

Whilst working as an assistant educational psychologist, the researcher took part in regular group supervision sessions. During these, the researcher was introduced to the differences in use of restraint in different types of setting, for example, when comparing specialist provisions such as pupil referral units (PRU) and social, emotional and mental health (SEMH) settings. The discussions in the supervision sessions focussed on the role of the educational psychologist (EP), the impact of the frequent use of restraint on the children/young people and how to discuss the use of restraint with school staff. This led to a professional interest in the area of restrictive practices in school and so, when the AEP commissioned research through a University of Manchester thesis project, the researcher felt it was a natural extension of this previous experience and interest in the area to develop a thesis focused on the use of physical restraint in schools. As a trainee educational psychologist (TEP), the researcher was able to call on the support of several educational

psychology services (EPSs) including the EPSs where she had been, and was currently on, placement and an EPS where she had been an assistant educational psychologist, to facilitate recruitment of research schools, through a difficult period for research during the Covid19 pandemic lockdowns.

The thesis consists of three papers that are linked by their focus on accessing the views of children and young people who have been restrained in school. Paper 1 is a systematic literature review titled: ‘Children and young people’s views and experiences of physical interventions in non-residential education settings: A systematic literature review’. The intention of paper 1 was to provide a clear view of what previous research exists, what this existing research tells us about the views of children/young people about the use of restraint in schools and where more research is needed. The research question addressed in this paper is:

- What are the views and experiences of children and young people who have been physically restrained in school?

The findings from paper 1, including the small number of studies, the low quality of some of these and a lack of consensus on how best to access the views of children and young people who have experienced restraint led to the development of Paper 2: an empirical study titled: ‘Accessing the views and experiences of children and young people who have been physically restrained in school’. Paper 2 details the development of a data gathering protocol (DGP) for accessing the views of children and young people who have been restrained. The DGP was designed with the aim of developing a comprehensive, collaborative and ethical way of collecting data in an area which is potentially sensitive for school staff and a potentially difficult subject for children and young people to talk about. Paper 2 aimed to address the following research questions:

- What are the most appropriate methods for accessing the views and experiences of children and young people who have experienced restraint in school?
- What are the views and experiences of children and young people who have been physically restrained in school?

The intention of paper 3 is to discuss the role of evidence-based practice (EBP) and practice-based evidence (PBE) within the EP role, and to explore how paper 1 and paper 2 can contribute to the existing research evidence around the use of physical restraint in education settings. This includes a discussion of how the research findings will be disseminated.

Research strategy

Paper 1

A systematic literature review was conducted to find previous research about the views of children/young people who had experienced physical restraint in school. During preliminary literature scoping, the researcher was aware of high-profile research looking at the views of children/young people about restraint who were in social care (Morgan 2004, 2012; Shenton & Smith, 2021); however, research investigating restraint in schools appeared to focus on parental views (Challenging Behaviour Foundation, 2019) or more general data about where and with who restraint is happening (Custer, 2019; Trader et al., 2017). Due to the apparent scarcity of research, the inclusion criteria were broad: children/young people under the age of 25 years old, views or opinions from the children/young people, in a school context, physical restraint or intervention, any language (which could be found using an English language abstract or title), any year. By establishing the current research base, paper 1 informed the

development of the research design for paper 2, including the need to develop effective strategies for recruitment and data collection.

Paper 2

Leading on from paper 1, and the significant gaps identified in this area of research, the researcher felt that paper 2 should focus on how to access the views of children and young people. As a potentially sensitive area of research for the children and young people who would be asked to participate, and the schools who would facilitate the research, an equally sensitive, thoughtful and appropriate research approach is required. Paper 2 started with the involvement of school staff in the development of a data gathering protocol through semi-structured interviews. This enabled the researcher to develop a research approach that was acceptable to schools.

It was intended to use this research approach to survey the views of a range of children and young people from different age ranges, needs and type of setting. However, this research took place at the height of the Covid 19 pandemic and these circumstances, combined with a research area that requires sensitive handling with schools, parents and children/young people, meant that research plans inevitably evolved. It was challenging to recruit schools when the demands placed on them were significantly increased and the need to respond to changing guidance and legislation meant, both from a research ethics point of view and a school capacity perspective, recruitment was challenging and reliant on email and phone contact. As a result, the research plans for paper 2 evolved to focus on the development of the Data Gathering Protocol (DGP). This involved operationalizing the DGP by using it to guide research into the views of a child who has experienced physical restraint in school. The DGP was then adapted to include the development points learnt through this

implementation. Paper 2, therefore contains the account of the development of the DGP and the findings of the survey into children/young people's views.

Ontological, epistemological and axiology stance

When developing a piece of research, it is important to consider the ontological and epistemological stance of the researcher. Ontology encompasses the fundamental theories and beliefs about the nature of existence and what is reality (Cohen et al., 2018). This is important for research as it informs the type of research conducted and the beliefs about the data collected and the data analysis used. Ontology can be seen as on a spectrum, from 'realists', who believe that there is one reality that is independent from the people who live in it, to 'relativists', who suggest that there is no 'absolute truth' and reality is fundamentally linked to what people say it is (Moore, 2005).

Epistemology refers to how people make sense of the reality they live in (Moore, 2005). This can range from reductivism, which takes a positivist stance and champions the need for quantitative data to measure a fundamentally measurable reality (Cohen et al., 2018), to constructivism at the other end of the spectrum, which privileges an individual's interpretation of reality and the influence of personal experience, and interactions between people and how this impacts the reality experienced by those individuals (Moore, 2005). This can include the impact of history, language and culture, and so is best measured by qualitative research methods.

The researcher finds herself positioned as a 'critical realist' (Cohen et al., 2018). The data gathering protocol that has been developed in this research is an objective, tangible object. The incidents of restraint were described and recorded by schools, and therefore represent a measurable factor. However, the development, use and interpretation of the data

gathering protocol has been reliant on the interaction, personal experience and language of those individuals involved in the research (Burnett, 2007). The importance of terminology and relationships during the development of the data gathering protocol are significant. In addition, the data gathering protocol has been designed to collect views and experiences – a social construction. Inevitably these will be developed from individual's experiences, beliefs, the culture around them and the reality they live in.

Beyond ontology and epistemology lies axiology. This term refers to the intrinsic values of the researcher and reflect the beliefs and experiences of the researcher and how these may impact on the research process. The researcher regards herself to be a middle aged, white, middle-class woman. She has two children aged 9 and 13 years old. Her life experiences, education and employment history have allowed her to support her children and respond to their individual needs, reducing the risk of them being put in a position of needing restraint in school. As an assertive, knowledgeable parent, who regularly engages in conversations with school staff about her children's needs, the researcher feels fortunate to be in this position. The researcher believes that all children should feel safe, supported and looked after in school. Although the researcher understands that sometimes restraint is necessary to ensure the safety of children, young people and adults in school, she firmly believes that everything possible should be done to reduce the need for restraint and that the first step in this process is understanding the child as an individual with important views and experiences to share. As a TEP, the researcher is required to act as an advocate for service users, including children and young people (HCPC, 2015).

The axiological stance of the other stakeholders in the research also needs consideration. This research developed from an AEP motion (2018) that advocated the reduction of restraint in schools. This assertion led from the values and beliefs held by EP members of the AEP who proposed and voted for the motion. As with the researcher, EPs are

bound by standards of practice and are expected to act as advocates for the children and young people they work with (HCPC, 2015). This means that the research developed from this motion, and guidance for this research provided within the Restrictive Practice Research Group (RPRG) at the University of Manchester, from the AEP stakeholders will be motivated and informed by their beliefs about the need to reduce the use of restraint in schools. The University tutors, who are also members of the RPRG, bring their role as EPs, and their additional knowledge and experience of the use of restraint. These beliefs, values and previous experiences will have informed the discussions of the RPRG and so potentially the direction and methodology of the research.

Methodology

Paper 1

The decision to use a narrative synthesis of the research studies for the systematic literature review was led by the wide range of research methods, research questions and methodologies employed by the different studies. As qualitative research studies were appropriate for this research question, meta-analysis was not an option. The lack of research in this area and the variable quality of the research found meant specific conclusions were unable to be made, with a narrative account of the findings enabling a more discursive summary.

Paper 2

Initially, the researcher considered research designs that involved accessing the views of a larger number of children/young people; however, on reflection the researcher felt that given the lack of research in this area, the first question to address would be if, and how, the views and experiences of children/young people who have been restrained can be collected successfully.

As an analysis of the development process of the data gathering protocol for accessing the views of children and young people around this potentially sensitive topic, the collection of a wide range of research process data, such as research diary notes, observations and records of meetings with potential research schools, allowed the researcher to take an overall look at the different variables and relationships that impacted on the development of the research project (Robson, 1993). The choice of thematic analysis was used as the purpose of the analysis and the type of data collected meant a deeper more interpretative analysis was not needed (Cohen et al. 2018).

Alternative recruitment strategies were considered, including approaching adults who had historically experienced restraint in school, or recruiting children through parental groups. The researcher felt it was important to speak to children rather than adults in order to access views of children rather than retrospective and reflective accounts. It was decided to approach participants through schools to ensure that participants had a supportive network of school staff to ensure they were safeguarded and supported throughout the research process.

The data gathering protocol informed the decisions around which research methods to use during the data collection with the young person. Discussions with the research school led to the choice of interviews, and discussion with the young person led to the choice of data collection methods: talking to the researcher while completing an activity and painting. Following the data gathering protocol in a different research school with different children/young people, the data collection methods may have been different. The data was analysed using thematic analysis. This was chosen as this analysis technique allowed an inductive approach that was informed by the young person's views: 'let the voices of our participants speak and carry the story through dialogue' (Creswell, 2007, p. 43).

During the systematic literature review quality analysis in paper 1 and the thematic analysis coding in paper 2, an external, doctoral trained, experienced EP and researcher reviewed selected papers, and coded elements of the data. This external reviewer has a personal relationship to the researcher. This involvement was approved by the researcher's supervisor and the external reviewer was bound by the standards of conduct, performance and ethics followed by educational psychologists and University researchers. It is important to bear in mind that any choice of involvement of additional reviewers/coders is affected by existing relationships, whether familial, professional or by perceived perspective/stance; however, in all cases, the nature and potential influence of the relationship should be acknowledged and evaluated.

Ethical considerations

This research was approved by The University of Manchester Research Ethics Committee in November 2020 (see Appendix 6). Data was managed following an approved data management plan (see Appendix 7). Written data, such as research diaries or meetings with potential research schools, were anonymised as they were written by the researcher. Audio-recordings were recorded using an encrypted digital recorder, anonymously transcribed, and deleted once data analysis was completed. As the audio recording contained potentially sensitive topics and discussions, the university registered transcriber was informed prior to transcription. Electronic data was stored securely on a University of Manchester drive.

Participants were informed in a written format, and verbally, about their data and how it would be collected, used and stored. The young person who participated was informed of his right to confidentiality, with the necessity of informing school staff if this was required for safeguarding purposes. Informed written consent was obtained from the parent of the participant and verbal assent was obtained from the young person.

The safety and well-being of the young person who took part in the research was paramount. He was supported by a member of staff throughout the research process. The researcher checked on his well-being following each data collection sessions. Professional judgment was used during the data collection sessions, with the young person supported in the sessions with his emotions and careful use of diffusion strategies. School staff were supported following the data collection sessions by the provision of written debriefing information and a conversation with the researcher.

Contribution of research

Paper 1 established the small amount of existing research looking at the views and experiences of children and young people who have been restrained in school. Future directions for further research to address these gaps were discussed. Paper 2 contributes a comprehensive and collaboratively developed data gathering protocol that has the potential to be used more widely with children and young people who have experienced restraint. It can also be adapted and used for the adults involved in physical restraint, such as teaching staff, for other linked areas of research, such as the use of seclusion in school, and potentially other ethically sensitive areas of research that require an extensively considered approach. In addition, the views and experiences collected from the young person involved in the research provide a valuable insight into the impact of restraint on children and young people in school. These findings support the existing research and extend these findings. Finally, the exploratory use of child-chosen data collection techniques, such as the use of painting, adds to the existing body of knowledge around accessing the views of potentially vulnerable children and young people about sensitive topic areas, in a collaborative, supportive and safe way.

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Paper 1: Children and young people's views and experiences of physical interventions in non-residential education settings: A systematic literature review

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To be submitted to Educational Psychology in Practice (see Appendix 1)

Abstract

Physical restraint is used in many schools to ensure the safety of children/young people and staff. There is a physical and emotional impact on the children/young people who experience physical restraint. Previous research has investigated the views of children/young people who have been physically restrained in social care placements.

This systematic review aimed to collect and synthesise the existing research on children/young people's views of restraint in school; seven studies met inclusion criteria though research quality was variable.

The studies' focus varied: four asked directly about physical restraint and three provided relevant data incidentally. Participants were all boys, aged 9 to 15 years old; most participants attended SEMH provisions.

Findings suggest that children/young people experience physical and emotional harm from being physically restrained. Some children reported positive feelings about restraint. Children/young people reported that restraint should be used to protect themselves or others from harm, not as a punishment or classroom management strategy. The benefits of communication between children/young people and staff and 'seeing children as individuals', are highlighted.

Further research is recommended to include a wider range of children/young people. Determining the most appropriate ways of accessing these views, given the sensitive nature of this area.

Keywords: physical restraint; restrictive practice; children's experiences; student voice; education; schools.

Introduction

Physical restraint is part of a range of restrictive practices that are currently used in education settings. Restrictive practices can be defined as

planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so) (HMG, 2019, p.9).

UK Department for Education guidance (DfE, 2013) states that physical restraint in the form of reasonable force 'can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.'. This includes removing children/young people from a classroom if they refuse to follow a verbal instruction to do so, interrupting fights between children and if a child/young person is behaving a way that disrupts a school event or school trip. The DfE (2013) states that all school staff are able to use physical restraint if needed, that force can be used to control or restrain pupils, that each use of force should be based on 'professional judgment' and will depend on individual circumstances.

The current prevalence of the use of physical restraint in schools is unknown in the UK. There is no legal requirement for these incidents to be reported; however, a recent report by the Equality and Human Rights Commission (2021) recommended national minimum standards of recording restraint, accessible local authority policies, analysis of trends at a local authority and national level and national training standards for restraint.

Physical restraint of children/young people has historically been used more widely in residential social-care and NHS settings. However, physical restraint is now used widely in specialist provisions such as special schools, SEMH settings, PRUs, and in mainstream classrooms. EHRC (2021) stated that it is currently unclear what the level of restraint is in UK schools and who is being restrained. Research by Trader et al. (2017) from the US

suggests that it is often the most vulnerable children who are restrained. Gage et al. (2020) found that it tends to be younger children who may struggle with their emotional management who are being restrained. The implications of this are important when considering the reasons for restraint and how to support education staff to reduce this need. It may be that those adults supporting younger children with emotional regulation needs are more confident using restraint because the children are smaller and easier to physically handle. As children with emotional regulation needs grow older, have these needs been supported with the children learning to manage their emotions or are there fewer instances of restraint because adults are less confident restraining older, larger young people? Prevalence data from the UK and research with a range of school staff who physically restrain children is needed to help clarify this area.

Physical restraint in schools should only be used when the safety of the child/young person or staff is at risk (DfE, 2013). However, there is the suggestion that restraint can occur for different reasons and involving ‘non-dangerous’ behaviours (Custer, 2019). The processes around restraint should be designed to reduce the need for restraint at the time (de-escalations strategies) and in the future (de-brief and restorative practices) (HMG, 2019). However, there is no clear guidance provided to schools about how to establish this and what processes to follow. Many schools make use of commercial training schemes, such as ‘Team Teach’ (HMG, 2019; RRN, 2019) that focus on physical restraint holds and pre/post restraint processes.

The impact of physical restraint on children/young people includes physical and emotional effects. For example, a survey of 204 parents of children with additional needs (CBF, 2019) found that 58% of parents reported their children had sustained a physical injury during restraint and 91% of parents reported that they found a significant emotional impact on their child from restraint. Restraint can be part of a negative loop for children/young

people who have experience trauma previously, are then more likely to exhibit challenging behaviour, which is managed through restraint, which can then retraumatise the child/young person (Wilton, 2020). In addition, there may be an impact of restraint on the relationship between children/young people and the adults who support them in school (AEP, 2018; Wilton, 2020). These effects of physical restraint could be seen to break the UN Rights of the Child (UN, 1989) which states that children have a right to participation and to ‘be heard’, and the right to live in a non-violent environment supporting optimal development and the child’s best interests (UN, 1989).

In 2018, a motion was passed by the Association of Educational Psychologist (AEP) to reduce the use of physical restraint in schools (AEP, 2018). Consequently, research was commissioned at The University of Manchester to explore the views of children and young people who have experienced restraint. As children and young people are central to the process of restraint and impacted by it, collecting their views and experiences is an important first step in developing a clear understanding of the impact of restraint and to support the discussion about what good practice needs to look like - what parts of the process work, what needs to change in order to reduce the use of restraint and what is most important for the children and young people who are restrained.

Previous research into the views of children/young people about their experiences of restraint has been more focussed on children/young people in social and residential care (Morgan 2004, 2012, Shenton & Smith, 2021; Steckley & Kendrick, 2008). This research reported that children/young people felt that restraint should only be used as a last resort to keep children safe and that staff should try and calm a situation down first. Restraint should not be used as a punishment or to keep control of a situation. Restraint should never involve pain and can cause secondary trauma to vulnerable children/young people. Staff need training in how to restrain children/young people safely. However, there remains the question of how

comparable the populations and contexts are to children/young people's experiences of physical restraint in non-residential schools. The contexts are different, many of the children/young people are likely to have different home circumstances, there will be different relationships between the children/young people and adults supporting them, and a variety of different additional needs. It is probable that there will be similarities in the views of these children/young people; however, as it is unknown what impact these differences may have on the views of children/young people in non-residential education settings, a comprehensive review of previous research is a useful contribution to establish where there are gaps in current knowledge of the area.

Research question:

- What are the views and experiences of children and young people who have been physically restrained in non-residential school?

Methods

The inclusion criteria for research within the scope of this study were:

1. Contains views or opinions from children and/or young people (under 25)
2. Has a focus upon the use of physical restraint/intervention within a non-residential education setting
3. All publishing dates included
4. Non-English language research was included, if possible to find and retrieve from an English title and/or abstract

An electronic database search was conducted in August 2021 and was updated in February 2022. The databases searched were: PsychINFO, ASSIA (Applied Social Sciences Indexes and Abstracts, Index of Theses), ERIC (Education Resources Information Center).

Google Scholar was also searched, with records included for first 20 pages. Search terms were based around four different areas: child/children, an education setting, use of physical restraint/intervention and the inclusion of views or opinions. For a full list of the search terms see Table 1 below.

Table 1. Search terms

Electronic database search terms for: PsychINFO, ASSIA (including Index of Theses), ERIC – Education database

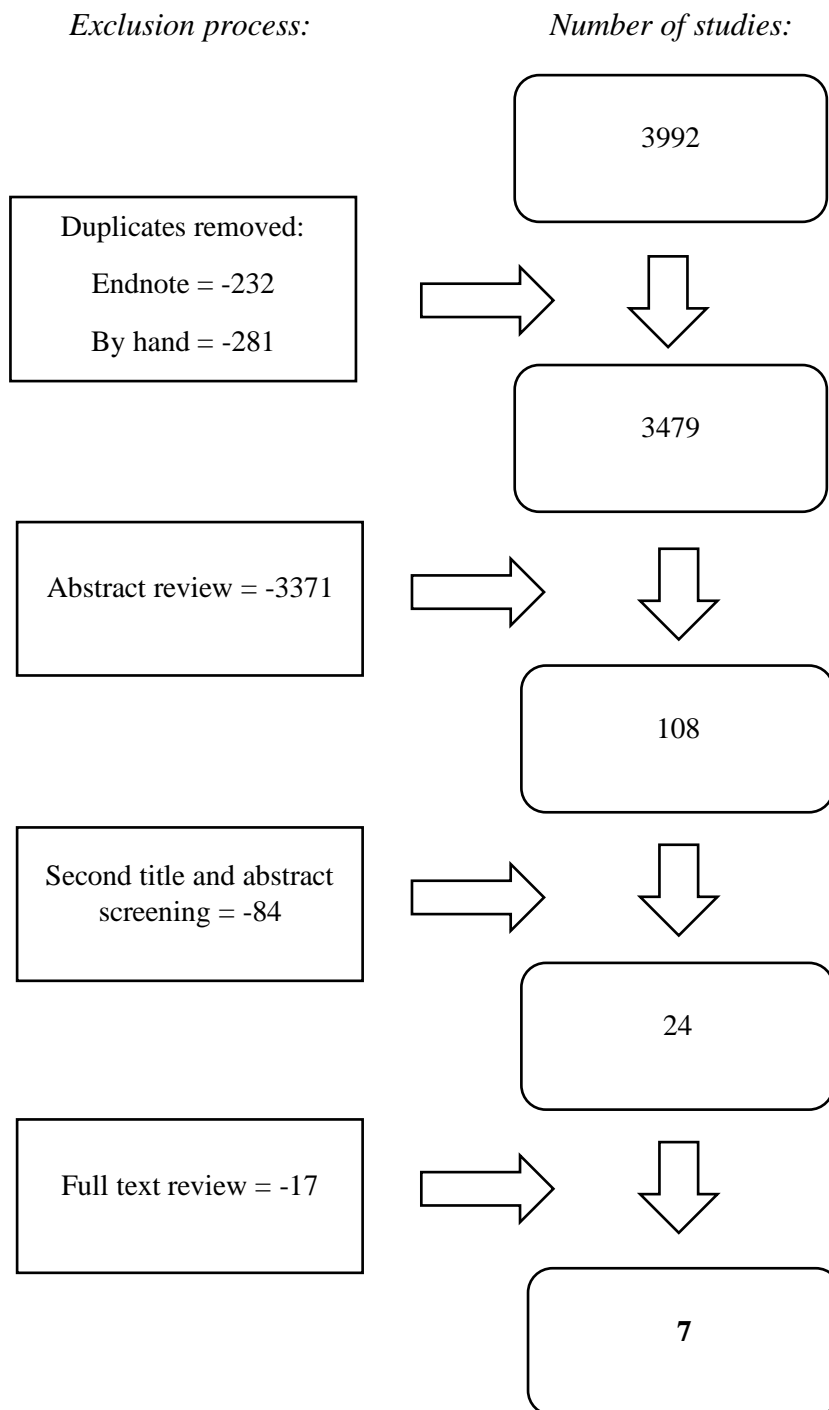
Population:	Child*, student*, pupils, young people, young person
Context:	School, education, college
	Restraint, physical handling, holding, restrictive
	Views, experiences, opinions, voice
Restrict to:	abstract, keyword, NOT sex, NOT residential
<i>Google Scholar search terms:</i>	
	Physical handling, physical restraint, education, school, children, children’s experience, children’s views

Subject related websites such as ‘Team Teach’ and ‘Challenging Behaviour Foundation’ were searched for potential research. Review articles were identified, and reference lists searched for potential studies. Relevant experts within the researcher’s network (for example, members of the Restrictive Practices Research Group, AEP commissioners) were asked for suggestions about possible relevant research. An initial scope of the literature suggested that it was likely there would be a small number of studies found. As a result, it was decided to use a broad inclusion criteria. This allowed for the inclusion of research that did not focus directly on the use of restraint and more generally focussed research, such as Children’s and Young People’s Commissioner Scotland (2018). It may be possible that by including a wider

range of search terms, such as those focussed on behaviour management and discipline, more studies may have been found. However, due to the limited time available this was beyond the scope of this literature review. Research looking at social-care settings or residential schools was not included as discussed in the introduction, due to the differences between the contexts involved.

All references were downloaded into Endnote. A total of 3992 references were found. An initial screening removed a number of references as duplicates by Endnote (n= 232) and by the researcher (n=281). The researcher reviewed the titles and abstracts removing 3371 references as not fitting the inclusion criteria above. A second title and abstract screening of the remaining 108, resulted in 24 references for full text review. Following full text review, seven of the articles were found to fit the inclusion criteria (see Figure 1 and Table 2).

Figure 1. Exclusion process



The methodological quality of the included studies was assessed using the Qualitative Research Analysis Framework (QRAF) developed by Woods (2020) (see Appendices 1 and 2). The QRAF has been used previously in SLRs within educational psychology (Barrow & Thomas, 2022; Owens et al., 2021) and evaluates methodological aspects including sampling,

data collection and analysis, clarity of reporting, links to theory and ethical considerations.

Papers were evaluated for methodological quality by the main researcher; quality evaluations for two of the studies were compared with the quality evaluation of a doctoral-level qualified practitioner educational psychologist with a nationally recognised track record in practitioner educational psychology research. The studies were reviewed separately by the researcher and additional reviewer using the QRAF (Woods 2020) then outcomes were compared.

Reviewers had a 98% criterion agreement before the results were compared.

Relevant data from the seven included studies were synthesized using a narrative approach, based on the framework suggested by Popay et al. (2006). Data on children/young people's views were extracted from each study. These views were compared with the findings of other included studies. This was facilitated by dividing the findings into broad themes, which were then used to find commonalities and differences within and between the studies.

Results

Characteristics of the included studies

Table 2. Included research studies

<i>Authors, date and country research carried out in</i>	<i>Focus</i>	<i>Context/setting</i>	<i>Participants</i>	<i>Research methods</i>	<i>QRAF Total (n/20)</i>	<i>Quality assessment summary and focus of research</i>
Brede et al. (2017) UK	Autistic children and parent's experiences of exclusion and re-integration into school.	'Inclusion Learning Hub' for students with autism who had been excluded from mainstream school.	8 boys, 1 girl, 10-18 years old. White British	Questionnaires on cognitive and behavioral factors. 1 semi-structured interview.	13.5	Focus not restraint. One quote from child from text.
Children's and Young People's Commissioner Scotland (2018) UK	Restraint policy, guidance and practice in schools.	National report on use of restraint in schools in Scotland.	Unknown	Information provided by parents writing to commissioner about concerns. 3 workshops	1	Unknown participants, research methods or data analysis.
Degrugy (2011) USA	Student perceptions of regional safe school and public school services.	1 high school – 'regional safe school' – for young people who have been excluded or are at risk of exclusion	6 boys and 2 girls, 16-18 years old. Restraint comment: Boy, African American	3 semi-structured interviews.	14	Focus not restraint. One quote from child from text.

		from mainstream school.				
Roberts (2018) USA	Lived experiences of students, staff and parents involved with restraint.	3 public schools for students diagnosed with emotional and behavioral disorders.	2 boys, 2 girls, 11-17 years old. African American and European American	3 in-depth interviews.	16	Specifically restraint. Detailed interviews. Clear research methods and data analysis.
Sellman (2009) UK	Student voice around school's behavior policy.	1 high school for boys with social emotional and behavioral difficulties.	6 boys, 13-16 years old. Ethnicity unknown.	Focus groups. 1 group meeting 6 times.	17.5	Opt out parental consent. Clear research methods and data analysis.
Smith (2005) USA	Perceptions of physical restraint – child/young person and adult perspectives.	1 special educational co-operative school. (1 juvenile detention center).	1 boy aged 15, European American. (4 boys and 1 girl from juvenile detention center)	Interview within 48 hours of restraint.	14	Only one participant in non-residential school.
Willis et al. (2021) UK	Pupil's perceptions of how restrictive practice impacts relationship with teaching staff.	2 SEMH special schools.	10 boys, 9-11 years old. Ethnicity unknown	Focus groups using photographic stimuli and hypothetical stimuli. 3 groups meeting once.	9	Unclear research design, lack of reflexivity, focus on relationships with teachers not other areas of CYP views of restraint.

Seven research studies met the inclusion criteria (see Table 2). Three were published journal articles from the UK (Brede et al., 2017; Sellman, 2009; Willis et al., 2021), one was a report by the Children and Young People’s Commissioner Scotland (2018) and three were theses or dissertations for doctoral qualifications from the USA (Degruy, 2011; Roberts, 2018; Smith, 2005). Two studies had participants from an educational setting for students who had been excluded from school (Brede et al., 2017; Degruy, 2011), three studies recruited participants from schools for children/young people with emotional and behavioural difficulties (Roberts, 2018; Sellman, 2009; Willis et al., 2021), One study worked with children/young people at special schools (Smith, 2005) and one report did not specify how children and young people were recruited (CYPCS, 2018). Two studies were focussed on the experiences and views of children/young people about physical restraint (Roberts, 2018; Smith, 2005), with a further study (Willis et al., 2021) investigating the impact of physical restraint on teacher/child relationships. One study aimed to look more broadly about restraint in schools with the children and young people’s views providing contextual information (CYPCS, 2018). Three studies were focussed on more general aspects of school, such as experiences of exclusion and re-integration to mainstream school (Brede et al., 2017), perceptions of ‘safe school’ in the US (Degruy 2011) and student voice about a school’s behaviour policy (Sellman, 2009).

Quality of the included studies

Due to the small number of studies available, all research was included in the analysis; however, two studies were low quality (CYPCS, 2018; Willis et al. 2021) and four (Brede et al., 2017; CYPCS, 2018; Degruy, 2011; Sellman, 2009) made reference indirectly to children/young people’s views of physical restraint rather than as a direct focus of the research, therefore including minimal data (see Appendix 4). Overall, compromise to research quality, and/ or appropriateness of focus to this study’s research question, may be considered to potentially weaken the reliability, validity and generalizability of the results.

Data synthesis

There were three main themes emerging from the research: *Impact of restraint*; *Appropriate use of restraint*; and *What could be changed about restraint*. (see Table 3 for mapping of themes across studies).

Table 3. Themes from included studies

<i>Theme</i>	<i>Study</i>
<i>Impact</i>	
Emotional <ul style="list-style-type: none"> • Harm • Benefits 	<ul style="list-style-type: none"> • CYPCS (2018), Roberts (2018), Willis et al. (2021) • CYPCS (2018), Roberts (2018), Smith (2005)
Physical harm	CYPCS (2018), Roberts (2018), Willis et al. (2021)
Relationships with teachers <ul style="list-style-type: none"> • Negative • Positive 	<ul style="list-style-type: none"> • Brede et al. (2017), Roberts (2018), Willis et al. (2021) • Roberts (2018)
Classroom – disruptive/ removes disruption	Willis et al. (2021)
Consequences of actions	Roberts (2018), Willis et al. (2021)
<i>Appropriate use of restraint</i>	
For safety of: <ul style="list-style-type: none"> • Self • Others • Property • Help calm down 	<ul style="list-style-type: none"> • CYPCS (2018), Degruy et al. (2011), Roberts (2018), Sellman (2009), Smith (2005) • CYPCS (2018), Degruy et al. 2011, Roberts (2018), Sellman (2009), Smith (2005) • Sellman (2009) • Roberts (2018)
Not: <ul style="list-style-type: none"> • too quickly • for disruptive behaviour • if teacher does not like them • if teacher unable to manage situation. 	<ul style="list-style-type: none"> • Roberts (2018), Sellman (2009) • Roberts (2018), Sellman (2009) • Roberts (2018) • Roberts (2018), Sellman (2009)
<i>What could be changed about restraint</i>	
See CYP as people and individuals	Roberts (2018)
More communication – de-escalation/de-brief or restorative practice	Roberts (2018), Sellman (2009)
Language used	Sellman (2009)
Consistency in use of restraint	Roberts (2018), Sellman (2009)
In front of peers	Roberts (2018), Smith (2005), Willis et al. (2021)

Impact of restraint

Children/young people identified many ways that restraint had an impact. The most striking impact was the emotional and physical impact on the children/young people who participated. The emotions mentioned most frequently were fear, of adults in school and of being restrained again (CYPSC, 2018; Roberts, 2018; Willis et al., 2021), and anger, as a cause for why they were restrained, because of the restraint and towards the adults in school (CYPSC, 2018; Roberts, 2018; Willis et al., 2021). CYPSC (2018) detailed thirty-nine emotions, thirty-five of which could be classed as ‘negative’ including unhappy, confused, lonely, numb, misunderstood, disappointed and depressed. Four more ‘positive’ emotions were identified: reflective, safe, unique and calm. In Smith (2005) and Roberts (2018), young people described how being physically restrained sometimes provided them with a chance to calm down. Physical harm was also described by children/young people. This included finding restraints painful, not being able to breathe and being uncomfortable (CYPSC, 2018; Roberts, 2018; Willis et al., 2021). Children/young people talked about the impact of restraint on relationships with teachers. Some children/young people described how they felt restraint made relationships with teachers worse (Brede et al., 2017; Roberts, 2018, Willis et al., 2021), whereas others described an understanding of why their teachers restrained them and saw this as caring for them (Roberts, 2018; Willis et al., 2021). Another impact of restraint identified included the impact on the children/young people’s experiences of the classroom, with some children/young people describing restraint as causing disruptions in class and so affecting their learning (Willis et al., 2021). Finally, Roberts (2018) and Willis et al. (2021) described the views of children/young people who felt that restraint increased their understanding of consequences for behaviour and prepared them for life outside of school.

Appropriate use of restraint

Most children/young people felt that there were circumstances when it was appropriate to use physical restraint. These were for the safety of themselves (CYPCS,2018; Degruy 2011; Roberts, 2018; Sellman, 2009; Smith) and other people (CYPCS, 2018; Degruy, 2011; Roberts, 2018; Sellman, 2009; Smith, 2005). Some felt that the prevention of destruction of school property and buildings was also a justified reason for using restraint (Sellman, 2009). Several young people felt that restraint was appropriate when a student needed help to calm down (Roberts, 2018). Inappropriate use of restraint was identified as when restraint was used too quickly (Roberts, 2018; Sellman, 2009), in response to disruptive behaviour (Roberts, 2018; Sellman, 2009), because a teacher does not like them (Roberts, 2018), or because a teacher is unable to manage the situation in another way (Roberts, 2018; Sellman, 2009). The appropriate use of restraint is described by a young person in CYPCS (2018):

We need to balance out a potential threat that the child poses to others and the damage that would be caused to the child. (p. 42).

Children/young people identified the power differential inherent in these interactions with young people describing the size difference and the physical impact of this when being restrained. Other young people talked about the power imbalance in terms of relationships with teachers, reward systems and how they were used inconsistently. The idea of a power differential is inherent in all types of restraint, whether physical or not and is highlighted by CYPCS:

This power imbalance is exacerbated when adults are in positions of authority and trust, and when children are particularly vulnerable due to disability or other Additional Support Needs. (CYPCS, 2018 pg.9)

This can include coercion, where physical restraint is threatened (EHRC, 2019).

What could be changed about restraint

Children/young people in Roberts (2018) felt that restraint could be improved by adults in school seeing them as people and individuals. An increase in the communication around the use of restraint, including talking and de-escalation and the restorative de-briefing afterwards was identified as important (Roberts, 2018; Sellman, 2009). One study also revealed the importance of the type of language used during these verbal interactions as having an impact on the frequency of, and children/young people's reaction to, restraint (Sellman, 2009).

Children/young people described the importance of consistency in the use of restraint (Roberts, 2018; Sellman, 2009). For example, between teachers (Roberts, 2018; Sellman, 2009), for different students (Sellman, 2009), for the same reasons (Roberts, 2018; Sellman, 2009). The use of restraint in front of other children/young people was also discussed in three studies. Children who witnessed restraint in Willis et al. (2021) described how they enjoyed seeing their classmates restrained because they could tease them about it later. In Smith (2005), a young person described how being seen to be restrained allowed him to 'save face' in front of his peers. In Roberts (2018) a young person suggested that a preferable way of managing a situation was to take her away from her peers to discuss the issue rather than restrain her in front of the class.

Discussion

What the current research tells us

Children/young people in all the included studies reported that physical restraint caused physical and emotional harm. This aligns with other recent reports around the impact of restraint (BBC, 2017; CBF, 2019; TES, 2019). In three of the studies (CYPSC, 2018; Roberts, 2018; Smith 2005) there were positive outcomes reported from the use of physical

restraint in some of the included studies. It was clearly communicated that there were appropriate uses of physical restraint, to prevent harm to the child/young person or others, as stated in DfE (2013). Children/young people disagreed with physical restraint being used as a deterrent, punishment or classroom management strategy (DfE, 2013) but described it happening in their schools. Restraint had an impact on relationships between children/young people and teachers and between children/young people and their peers. Children/young people wanted more positive communication about the use of restraint including de-escalation techniques and restorative debrief processes after an incident of restraint (RRN, 2019). Children/young people suggested that if adults in school saw their students as people and individuals this could create a greater understanding and reduce the need for restraint (HMG, 2019 pg.18).

As mentioned previously, the experiences of, and awareness of, physical restraint described have the potential to cause trauma to those children/young people who have experienced it. This has the potential to retraumatise children who are already coping with previous trauma (Wilton, 2020). Trader et al. (2017), Gage et al. (2020) and French and Wojcicki (2018) suggest that children and young people who are the most vulnerable, with additional needs, and who are younger, are the children/young people who are most likely to be restrained. Gage et al. (2020) suggested this may be due to their ability to manage their emotions. Part of child development is learning to manage emotions. Co-regulation occurs before this and is led by a trusted adult or carer (Silkenbeumer et al., 2018). If, instead of supporting a child with co-regulation and developing their ability to manage their emotions, school staff are using physical restraint when a child is unable to manage their emotions, this means children are not learning and developing these skills and are instead potentially being negatively impacted by the physical restraint. In some children, this could create a cyclical process where the child/young person continues to struggle with managing emotions and,

instead of developing these skills, will continue to be restrained instead creating additional emotional responses to the restraint process that need to be managed. Children/young people who have particular difficulties with emotional management will include children who have attachment or relationship difficulties (Geddes, 2006) and children who have learning difficulties (Cavioni et al., 2017).

Implications for practice

This review highlights the importance of recognizing the impact of physical restraint on children and young people, both physically and emotionally. For those adults who work regularly with children and young people who are physically restrained, having this understanding and recognition of the potential additional needs caused by physical restraint is essential.

The research suggests that communication is a useful and essential part of the processes around physical restraint. This includes the need for effective de-escalation processes and restorative practice following an incident of physical restraint. Children and young people have demonstrated within this literature that they are able to clearly communicate their considered thoughts and feelings around the use of restraint. Children and young people would therefore be an effective part of building a school's physical restraint policy.

Within this research children and young people communicated their awareness of the power imbalance between adults who support in school and the students they look after. The use of physical restraint is a physical manifestation of this power imbalance. When used outside the recommended guidance (DfE, 2013; HMG, 2019) this power imbalance can add to the emotional and physical impact of physical restraint. This research shows that children and young people's views largely align with the recommended guidance (DfE, 2013; HMG,

2019) and are a reminder that physical restraint should only be used when there are no non-physical options left. For EPs, the implications of this research include the need to advocate for children/young people who are being physically restrained in school. If restraint is happening frequently then this should be explored with the adults who support them. Research evidence demonstrating the impact of physical restraint on children/young people can be a useful starting point for these discussions.

Implications for future research

The small number of previous research studies found reflects the findings in other areas where restraint is used with children/young people, for example mental health services (Nielson et al., 2021). The issues around quality in the studies included research design and lack of clarity around implementation. The lack of demonstration of rigour (for example, lack of data validation, considerations of limitations or impact of the researcher) in other studies could have resulted in biased analyses and invalid conclusions (Cohen et al., 2018, pg. 247). Although qualitative research does not require large sample sizes to show validity (Cohen et al., 2018, pg. 224), the small, convenience samples may have led to a lack of the rich, relevant data required for credibility of qualitative research. Therefore, further high quality research is required.

Most of the participants were male. This may reflect a gender difference in who is restrained, who attends the settings that participated in the research or which children/young people were willing to participate. Gaining the views of girls who have experienced physical restraint should be a priority. The settings who took part in the research were mostly SEMH provisions. Exploring the views of children/young people who have been restrained in other kinds of setting, such as special schools and mainstream, is important to allow for similarities and differences in experiences to be explored. Most of the children/young people who

participated were in their pre to early teens, so it would be helpful to expand this age range to younger children and older teens, particularly as research suggests younger children are more likely to be restrained (Custer, 2019). There may be differences in views, reasons for restraint, and frequencies of restraint between age ranges. It would be interesting to investigate why researchers have selected this age range, potentially because it is harder to elicit views from younger children or older teenagers less inclined to participate. The ethnicity of participants was unclear in some of the studies, in particular the studies from the UK (CYPCS, 2018; Sellman, 2009; Willis et al., 2021). It is unknown if ethnicity impacts on the frequency of physical restraint; however, there is research that suggests that children and young people who are African Caribbean are more likely to be permanently excluded from school in the UK (Demie, 2019) so it is possible that there is an impact of ethnicity on experiences of physical restraint. To capture the nuances and complexities of the use of physical restraint, future research should include different genders, ethnicities, ages, SEN and different school contexts.

The limited research available may reflect the numerous difficulties in conducting research in this area. The use of physical restraint in schools is a sensitive area for educational establishments to engage with, perhaps reflected in the role of some of the researchers, already working in their research setting (Willis et al., 2021). Roberts (2018) and Smith (2005) are explicit about their personal experiences as an adult involved in the restraint of a child that goes wrong and this as a motivation for their doctoral research. Any potential pre-conceptions they may have about the use of restraint may make remaining non-judgemental harder and so recruiting schools more challenging. Gaining parental consent may be more difficult depending on how the school communicates with parents about the use of restraint and their overall understanding of how restraint is used for their child in school. It is likely to be schools who are confident in their approach to physical restraint who will agree

to take part, potentially limiting the scope of children/young people reached. The lack of research also reflects the difficulty in reaching those hard-to-reach views, opinions and narratives from children and young people who are more likely to have additional needs, such as language needs, ADHD, ASD, emotional regulation difficulties, which can make talking about their experiences difficult.

Given the limitations of previous research, and the challenges inherent in this area of research, thought should be given to how to access the views of children and young people who have been restrained. Consideration should be given to the development of a non-judgemental relationship between the researcher and research schools. Time should be allowed to gain informed consent from parents and informed, ongoing assent from the children/young people involved.

Beyond the assertion that more research is needed in this area, is the reflection that the design of the research needs to reflect the inclusion of the child/young person. Physical restraint is something that is 'done to' another person and, therefore the need for a collaborative approach to this research is one that may be more appropriate (Euston, 2018). The use of research methods, that are responsive to the needs of children and young people who are being asked the questions is essential (Lloyd et al., 2006). The prevalence of the use of restraint in special schools, SEN provision, with children who have language needs or find interaction difficult, means that these are the children we should be asking, using existing successful strategies for gaining views, and developing a clear idea of what data gathering strategies would be most appropriate for this population (Harding & Atkinson, 2009; Mortimer, 2004). As EPs we are in prime position to extend our understanding of this area and use our experience working with and accessing the views of children and young people, research skills and relationships with schools to move this area of research forward (DfEE, 2000).

Limitations of this review

The small number of included studies and the variable quality of the research are all limitations of this review. There were observable differences between those studies in the US and the UK in terms of the type of physical restraint used. In Roberts (2018), there were frequent mentions of physical restraint involving full body weight on top of the young person who is prone on the ground. The young people reported this led to breathing difficulties and physical pain. UK guidance (HMG, 2019; RRN, 2019) details numerous, less restrictive holds. If there are significant differences between the guideline and therefore the use of different holds in different countries, UK specific research is particularly important. These limitations mean that it is impossible to generalise findings from the US to different populations or contexts in the UK; however, they do provide clear ideas for further research development.

Expanding the number and range of databases searched may have found more studies to be included. In addition, modifying the search terms to include behaviour management related terms may have led to other studies being found; however, that was beyond the scope of this review.

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Declaration of interest statement

The authors report there are no competing interests to declare.

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Paper 2: Accessing the views and experiences of children and young people who have been physically restrained in school

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Abstract

Physical restraint in schools has raised questions about the impact on the young people, staff and families involved. The Association of Educational Psychologists (AEP) commissioned research to explore children/young people's views of their experiences of restraint.

Understanding the views of children/young people may help develop ways of improving the experience of, and minimising the use of, physical restraint. A systematic literature review found limited previous research looking specifically at children's views of restraint in education settings.

From a preliminary study with professionals with experience of the use of restraint, a data gathering protocol (DGP) was designed to support research into children/young people's views about restraint. An empirical study aimed to access the views of children/young people using the DGP. The DGP was trialled with a child who had experienced physical restraint in school and was adapted accordingly.

Further research is needed into the experiences of children/young people who have been restrained in school. Additional research should be focussed on the impact on young people who have witnessed restraint. Difficulties in researching the use of restraint in schools, and whether the views of children can be meaningfully considered in isolation from contextual information, including the views of adults involved, are discussed.

Keywords: restraint; physical intervention; experiences; research process;

1 Introduction

Awareness of the use of restrictive practices in our schools and education settings is increasing with recent reports from the Children and Young People's Commissioner Scotland (2018) and the Department for Education in Northern Ireland's review of the use of restraint and seclusion in educational settings (2022), suggesting recommendations for change in order to safeguard children/young people who are physically restrained in school. Restrictive practices can be defined as

planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so) (HMG, 2019, p.9).

This definition includes physical restraint, the use of isolation, segregation and seclusion.

The DfE (2013) advise that any member of school staff is able to restrain a child/young person, depending on individual circumstances, for reasons such as removing them from the classroom if they have refused to follow verbal instructions to do so or to prevent a child from 'behaving in a way that disrupts' a school event or school trip, in addition to preventing harm to themselves or other people around them.

1.1 The impact of restraint

There have been recent media reports about the use of restraint and isolation, looking at the impact on young people and its use in schools. For example, the TES reported on parents considering legal action over injuries caused by restraint (TES, 2019) and the BBC reported on investigations into 'hundreds of restraint injuries in special schools' (BBC, 2017).

The impact of the use of physical restraint can be wide ranging including physical injuries and psychological distress for children and the adults who restrain them (CBF, 2019) and negative consequences for the relationships between children and their teaching staff (AEP, 2018). It has been suggested that previous trauma may be linked to challenging behaviour which then may lead to restrictive practices in school resulting in secondary trauma (Wilton, 2020).

There are also broader ethical issues to consider. The United Nations (UN) Convention on the Rights of the Child (CRC) (UN, 1989) states the legal duty to promote the rights of the child, including the right to participation and to 'be heard', and the right to live

in a non-violent environment supporting optimal development and the child's best interests (UN, 1989). The use of restraint in schools could be seen to breach these rights.

UK Department for Education guidance (DfE, 2013) explicitly states that 'Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.'; however, it has been suggested that the use of physical restraint in school may not be used solely as a strategy to ensure the safety of the child/young person and adults around them, but rather as a regular consequence, punishment or deterrent. Custer (2019) looked at physical restraint in a US alternative SEMH provision and found a third of incidents involved 'non-dangerous' behaviour.

In the US, the use of restraint is higher in education settings such as schools for children with learning disabilities and for children with SEMH needs than in mainstream settings (Trader et al., 2017). Gage et al. (2020) found that, in the US, students with disabilities were seven times more likely to be restrained and four times more likely to be put in seclusion than their peers without disabilities. The researchers stated that students who attended special schools were 'almost guaranteed' to be restrained. In another US study of five specialist schools, French and Wojcicki (2018) found that the majority of restraint incidents were with children between kindergarten and grade three, suggesting younger children were more likely to be restrained, possibly due to having less ability to regulate emotions. This suggests that the most vulnerable children and young people may be the most likely to be physically restrained.

There is currently no statutory requirement to collect statistics about the use of restraint in schools, so it is not possible to see if these statistics are mirrored in the UK. The Equality and Human Rights Commission (2021) found there was inconsistency in policies,

recording practices and understanding of what constitutes restraint amongst schools in the UK.

1.2 The Association of Educational Psychologists (AEP) motion

The role of educational psychologists (EPs) in relation to the use of physical restraint in schools was discussed at the 2018 Annual General Meeting of the Association of Educational Psychologists (AEP) when a motion was passed to promote the reduction of physical restraint in schools (AEP, 2018 see Appendix 2). Following this motion, the AEP commissioned research by a doctoral researcher trainee EP (TEP) at The University of Manchester. The focus of the commission was an exploration of the experiences of children and young people of physical restraint in education settings. This was the initial, exploratory step in a larger restrictive practices programme of research supported by doctoral research of TEPs. As additional TEP researchers joined the programme of research, a Restrictive Practices Research Group (RPRG) was established. Members included TEPs and their research supervisors, with a link EP from the AEP attending and representing the AEP commissioners. Meetings were initially once a term but as the group became more established this reduced to approximately every six months.

1.3 Children's views on restraint

There is a growing body of research into the views of children and young people who have experienced restraint in health care, social care, secure or residential school settings (Morgan, 2004, 2012; Shenton & Smith, 2021; Steckley & Kendrick, 2008). However, a recent systematic review (Stothard & Woods, n.d.) suggests that there are few studies that look specifically at children's views of the use of restraint in non-residential schools. In the US, Roberts (2018) explored the views of students, teachers and parents affected by restraint and Smith (2005) investigated the perceptions of young people and teaching staff of physical

restraint in a special education school and juvenile detention centre. In the UK, Willis et al. (2021) researched the views of children who had experienced and witnessed physical restraint in special schools using focus groups. Some studies were not specifically focussed on collecting children's views about restraint but captured some views and experiences about restraint that are relevant. (Brede et al., 2017; CYPCS, 2018; Degruy, 2013; Smith, 2005).

More research around these perspectives, and specifically from the UK, is essential to enable an understanding of the processes involved during the use of restraint, which will enable development of ways to reduce its use in education settings. Accessing children and young people's views of restraint and using these experiences to inform future research practice, potentially including collaborative, child-led action research, we start to empower children and young people to have agency and control over the research process.

Part of an EP's role is to access the views of children and young people. As a result EPs are expected to have a skillset around developing ways to talk with children and young people (DfEE, 2000). Mortimer (2004) discusses how to access the views of early years children. This included assessments that are 'involving, pleasurable and positive for the child', promoting play-based approaches. Mortimer suggested stories and picture books can be used as a way of encouraging talk about different situations. Harding and Atkinson (2009) explored the different ways in which EPs gathered children's views for written reports. This included direct questioning, task related activities such as sentence completion or self-report measures and personal construct psychology approaches, such as scaling.

Weidberg (2017) interviewed five young people about their experiences of having a parent in prison, using semi-structured interviews and personal construct psychology resources. Each young person was interviewed twice to 'give additional time to build rapport and gain trust'. Weidberg suggested 'creative techniques' enable young people to discuss

their social world whilst supporting engagement in an enjoyable way. Sellman (2009) used a group approach for his research with young people attending an SEMH setting. The group set the agenda and followed a ‘focus group or forum’ style. Roberts (2018) used unstructured interviews when she spoke to students about their experiences of restraint. She conducted three interviews for each participant at fortnightly intervals and followed Seidman’s (2013) interview schedule including questions about life history, more specific experiences with restraint and a third interview to reflect on the process and their answers.

This research aimed to develop a strategy for the collection of views and experiences of children and young people about the use of physical restraint in school. Following the development of a preliminary Data Gathering Protocol, this was used and evaluated within the context of a piece of real-world research. The research processes were analysed to develop and expand the initial DGP. This research provides a comprehensive and detailed research approach for accessing the views of children/young people who have experienced restraint in school. The use of the DGP can also be used beyond this participant group and adapted for use with adults and children/young people in other sensitive research areas. The views elicited through this exploratory study provide an indication of the substantial and detailed data it is possible to collect from a typically hard-to-reach group. The successful use of flexible data collection methods and the individual views of the young person who has experienced restraint add to the developing body of research on the views and experiences of children and young people who have experienced restraint in school.

1.4 Research questions

- What are the most appropriate methods for accessing the views and experiences of children and young people who have experienced restraint in school?

- What are the views and experiences of children and young people who have been physically restrained in school?

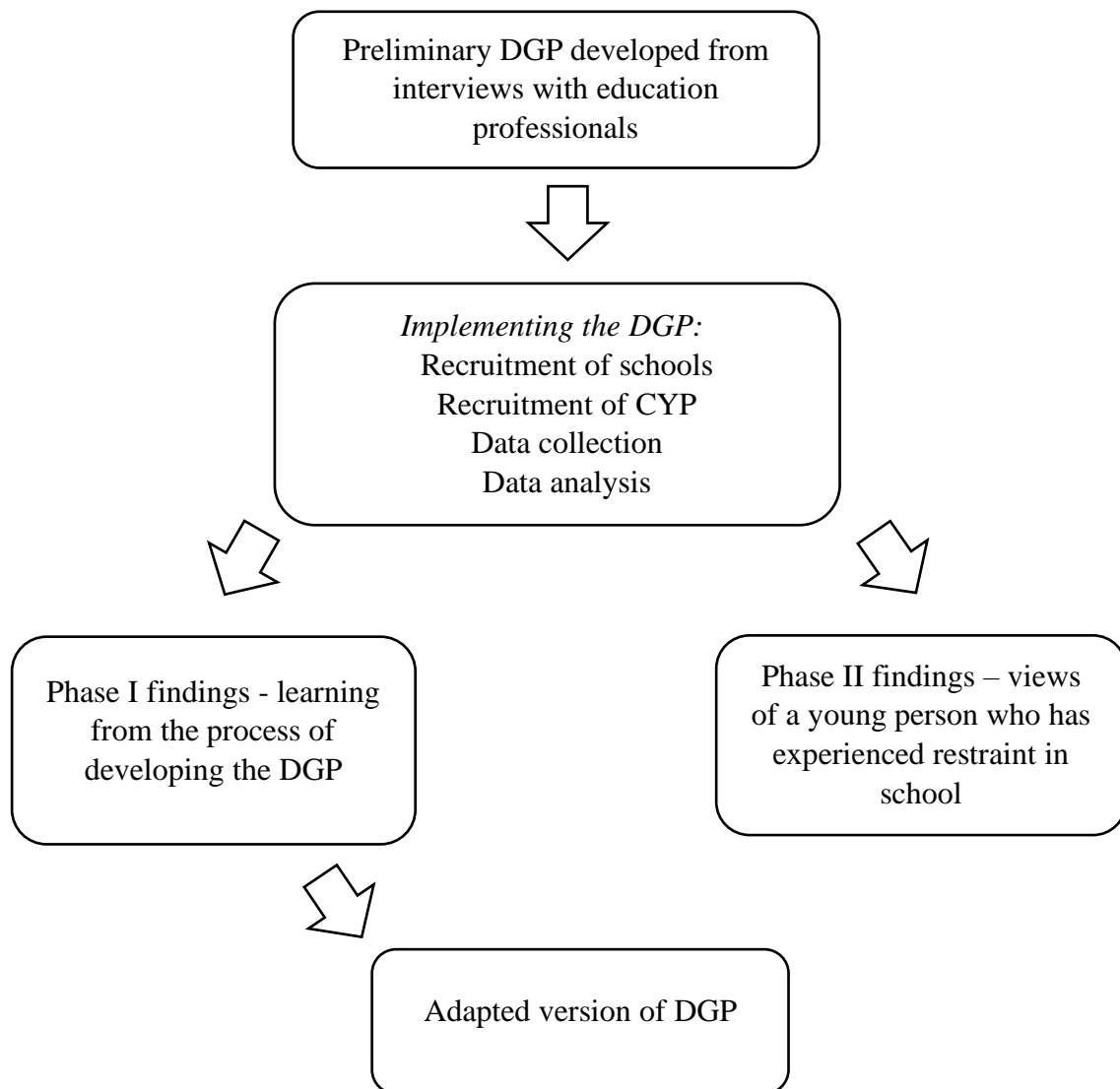
2 Phase I – Development of the data gathering protocol

2.1 Methods

2.1.1 Procedure

An overview of the process of developing the data gathering protocol is shown in Figure 2.

Figure 2. Overview of Data Gathering Protocol Development



As part of a preliminary research study, three members of staff from two SEMH provisions were interviewed. These individuals were currently in the role of learning mentor, assistant head teacher and SENCO; however, all three had previously worked in a range of settings, including mainstream, special school and PRU, and within a variety of roles, including teacher, teaching assistant, learning mentor and other senior leadership team positions. The aim was to collect views and information from school staff on how best to access the views of children and young people who had experienced restraint, in a school setting. The analysis of the interview data was used to develop a data gathering protocol (DGP) which was designed for use during an initial set up meeting with a prospective research setting (see Appendix 7). The DGP was to be used in the subsequent stages of research which aimed to access the views and experiences of children/young people. This included using the DGP during recruitment, data collection, data analysis and dissemination. It was originally intended to recruit two or more settings, with interviews or focus groups with up to six children/young people in each school. However, due to the unprecedented impact of Covid19 and the effect this had on the capacity of schools to engage with research, the changing guidance and legislation around in person interactions and the inevitable impact on recruitment, the research plan developed. The focus of the research moved from a survey of children/young people's views to an in-depth study of the operationalization and development of the DGP and a smaller scale survey.

A main part of the recruitment process was the approach to schools being mediated by a link EP. This allowed the research to be introduced by a trusted and familiar individual. Link EPs were approached and recruited through the educational psychology service (EPS) placements of the researcher and through the tutor team at the host university.

Potential schools were identified at EPS 1 (accessed via the researcher's professional practice placement), the RPRG and the tutor team at the university. The research was

introduced at several EPS 1 team meetings and potentially appropriate schools were identified by their link EPs. Initially, the researcher approached the schools independently via email and phone call; however, following limited success in recruitment of schools this approach was modified and the initial approach was facilitated by the link EP and university tutor. To expand the range of potential schools, the researcher contacted EPS 2 (accessed through the RPRG) and tutors at the university were approached for potentially appropriate schools.

The link EPs approached their respective schools during planning meetings and if the school was interested a key person in school was identified and the researcher contacted them to discuss the research further. The researcher and the key staff member had a meeting to discuss the research using the data gathering protocol. Potential participants and data processes, such as data collection methods, were confirmed. Physical copies of the information sheets and consent forms were distributed by the schools to the parents of the children/young people who were identified as potential participants (see appendices 10 to 12). Parents were provided with the option of providing consent via email.

Details of the number of schools, link EPS and parents of children/young people approached can be found in Table 4. Eleven schools were approached with 4 schools expressing an interest in taking part. Overall, 13 children/young people were identified and their parents approached for consent. Consent from parents and assent was received for one child/young person.

Table 4. Recruitment process

<i>School (A-K)</i>	<i>How contact made</i>	<i>Setting response</i>	<i>CYP/parents approached (Cases A-N)</i>	<i>CYP/parents' response</i>
A	Email and phone call from researcher	Declined	N/A	N/A
B	Email and phone call from researcher	Declined	N/A	N/A
C	Email and phone call from researcher	Declined	N/A	N/A
D	Email and phone call from researcher	Declined	N/A	N/A
E	Link EP for preliminary study	Declined	N/A	N/A
F	Link EP for preliminary study	Not currently using restraint in setting	N/A	N/A
G	Link EP via university tutor	Declined – not enough time available	N/A	N/A
H – SEMH provision. 7-14 years old.	Link EP via EPS 1	Agreed	A-G	Consent form not returned
			H - 12 year old boy. Experience of restraint in previous setting.	Consent and assent received
I – Special school. 11-16 years old.	Researcher as link EP	Agreed but unable to complete consent process within timescale	N/A	N/A
J – Secondary PRU	Link EP via EPS 1	Agreed	I-L Year 11 students approached	Declined – not able to see benefit for them. Lack of

K – Secondary PRU	Link EP via EPS 2	Agreed	M – 16 year old girl. Experience of restraint in previous setting.	interest and time. Declined - didn't want to talk to an unknown person in structured way rather than on her own terms.
			N – 14 year old boy. EAL. Restrained in current setting.	Consent form not returned.

2.1.2 Data collection

A variety of data collection methods were used during the development of the DGP including: research diary; meeting notes for the RPRG; observations in research schools; emails between RPRG members, researcher and schools/EPS; conference presentations; RPRG progress summaries provided to AEP (commissioner) national executive committee (NEC); and audio-recordings of data collection sessions with the young person. Data were collected and printed for analysis.

The use of multiple data sources allows for the development of a detailed and varied body of data to be analyzed. Consideration of the context and purpose of the documentary data is important, for example, emails or meeting notes taken within the context of University setting where participants will be aware of the receiver of the emails or the readers of the meeting notes (Robson, 1993). Use of multiple data sources allows for triangulation of the data, which can reduce the impact of the context, purpose and type of data collected and increase the reliability and validity of the analysis (Cohen et al., 2018; Robson, 1993). Multiple data sources are commonly used in ethnographic research (Hutchinson & Klausen, 2002). Although this research is not specifically ethnographic, the position of the researcher within the RPRG and situated within the development of a research gathering tool means

similar methods have been used, including the researcher’s diary, records of conversations and observations (Salzinger, 2002).

Table 5. Data collection during DGP development

<i>Stage of research</i>	<i>Data collected</i>	<i>Analysis category</i>
Throughout	Preliminary study data and process	Preliminary study data and process
Throughout	Research diary	Research notes/reflections
Throughout	RPRG meeting minutes	University and RPRG
Throughout	AEP written summaries	AEP commissioner related
Throughout	RPRG emails	University and RPRG
Throughout	Supervision notes	Supervision notes
Recruitment	Potential school meeting notes	Recruitment
Recruitment	Potential school observation notes	Research notes/reflections
Recruitment	EPS emails	Recruitment
Recruitment	Potential school emails	Recruitment
Data collection	Research school emails	Research process data
Data collection	Data collection audio-recordings and transcripts	Research process data
Data collection	Data collection photos and painting	Research process data
Post-data collection	AEP conference presentations	AEP commissioner related

2.1.3 Data analysis

A thematic analysis was conducted, using an inductive approach, with categories or themes developed from the available textual material (Cohen et al., 2018) (See Appendix 16 for example theme/sub-theme development from mixed data sources). The handwritten and printed electronic data was divided into nine categories: AEP commissioner related;

University and RPRG; research process data; recruitment; preliminary study data and process documents; research notes/reflections; supervision notes; and emails. At this point, data from different data sources was brought together and categorised. Each category was read and manually coded by the researcher. Throughout this process any observed narratives and relationships were recorded. Developing themes and similar codes were recognised and noted in subsequently read categories. Codes were organised into groups and the patterns and relationships between groups were recorded. Over-arching themes and sub-themes were developed. 5% of the data was coded by an additional coder (a doctoral-level qualified practitioner educational psychologist who had a nationally recognised track record in practitioner educational psychology research). There was an inter-rater discussion to establish the sensitivity of the analysis.

2.1.3 Ethical considerations

Ethical approval for the research was granted on 24th November 2020 by the Environment, Education and Development School Ethics Panel at the University of Manchester. The primary ethical considerations focussed on the young person taking part. Identifying potential participants who would be able to take part in the research, without the risk of secondary trauma, was essential and was a primary role of the link staff member in school. Ensuring the young person was kept safe during the research process, including: making sure he understood the process of the research and gave fully informed assent; that he had choices about what he took part in; that his emotional state was monitored and supported as required; and that regular ‘check-ins’ with staff about the wellbeing of the child/young person were built into the process, such as an email to his teacher the day after a research session. Also, it was felt important to ensure that his views on how to share the data collected were respected.

Gaining fully informed consent from the parent prior to the start of the data collection was important. During this stage of the research, for a young person who had English as an

additional language (EAL), the information sheet and consent form was translated and sent home. This process revealed unforeseen issues around translating terms describing physical restraint appropriately. In the initial set-up meeting, terminology was discussed in order to ensure the words that were used by school with children/young people and parents were reflected in the research documents. However, translating these words was not straightforward as the implications and hidden meaning of different words was vital to consider, and the process revealed ethical issues around how school communicated with a parent who did not speak English about restraint.

Other ethical considerations include ensuring school staff who supported the young person during the research were supported. The potential impact on staff (e.g. from listening to the child's experiences) was considered and supported through a debriefing meeting with the researcher following data collection sessions and written information about where to access further support. Ensuring all school staff felt comfortable with the research taking place was an important part of the initial set up meetings.

Further ethical issues included the impact of the data collection process on the researcher and how to support this. Finally, the needs of the transcriber were also considered. This included warning her that the material she was being asked to transcribe may potentially include information that could be distressing.

2.1.4 Impact of Covid19

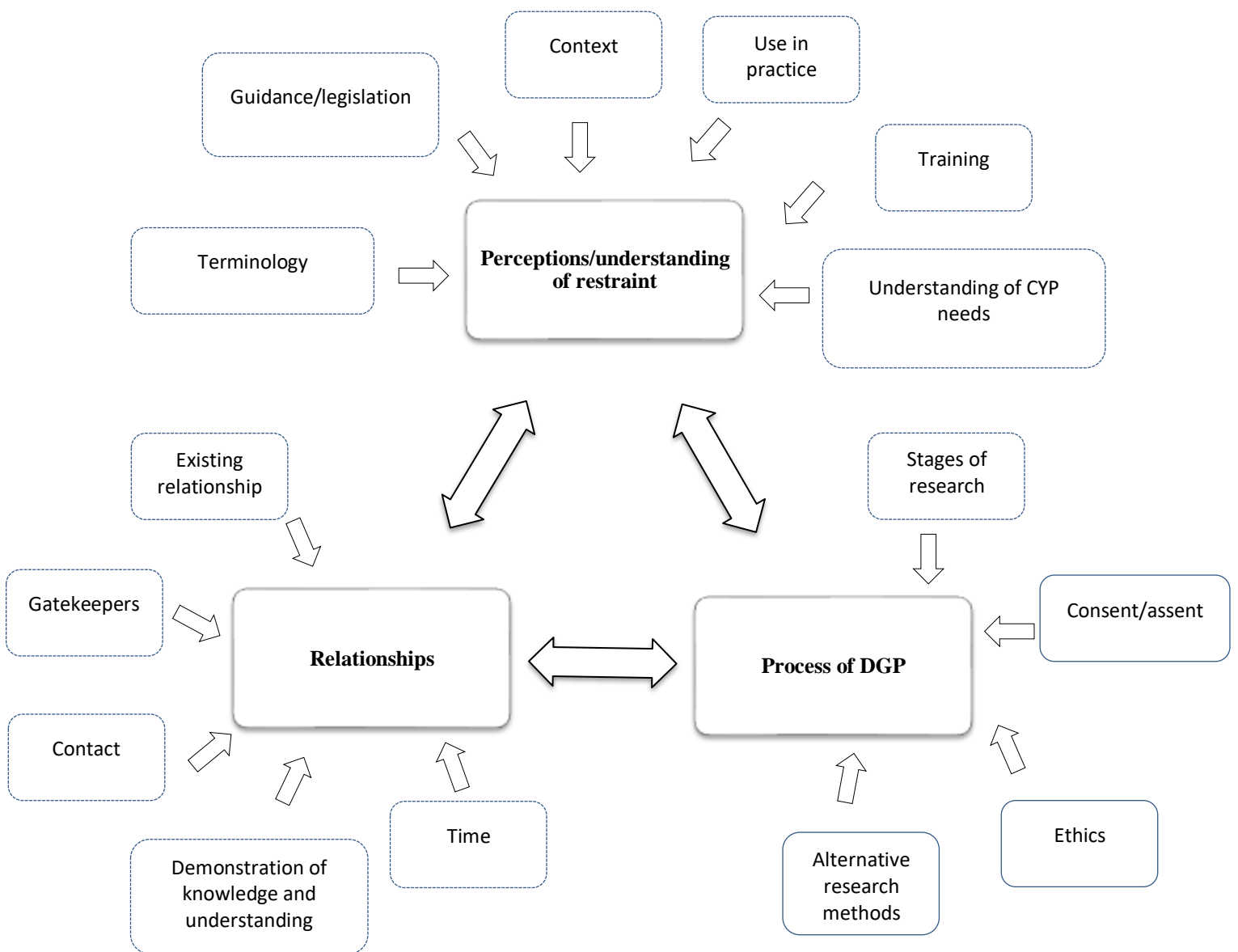
This research took place during the Covid19 pandemic which had a direct impact on many aspects of the research, including recruitment and the research methods used. Recruitment of schools and children/young people was impacted by the restrictions on in-person meetings. The interviews held for the preliminary research study were changed from in person interviews to phone interviews. For the main study, data collection methods were adapted and

discussed with schools in line with the current legislation around in-person research. This led to a period of time when online interviews were the only possible research method. This may have had an impact on schools' decisions around participation. As schools faced multiple, additional demands as a result of Covid-19 this may also have had an impact on their willingness to engage with external research. All successful recruitment took place once Covid-19 restrictions were lifted and in-person meetings were possible.

2.2 Findings – learning from the process of developing the Data Gathering Protocol

Three overarching, interlinking themes emerged from the data gathered during the process of the development of the DGP: *Perceptions/understanding of physical restraint; Relationships; and Process of Data Gathering Protocol (DGP)* (see Figure 3). These are discussed with reference to which areas of the DGP they relate to.

Figure 3. Research process data analysis themes and subthemes



2.2.1 Process of DGP

The *Process of DGP* emerged as an overarching theme from the data. There were six key stakeholders involved at different stages of the research: the AEP commissioners, the university, EPS/EPs, schools, parents and children/young people. As commissioners of the research and the operationalizing force, the AEP commissioners and the university were key drivers for the initial development of the research. Their perceptions of restraint, relationships

between the AEP commissioners and the university and knowledge of previous research processes played a significant role in the development of the research plan. The development of the DGP marked the beginning of the input by local EPS and schools. Once the research process had moved towards the recruitment phase, this involvement continued with an increasing role for local EPSs and link EPs and schools, whether they felt able to take part in the research or not (See DGP 1.1 and 1.2). The final stage of the protocol implementation, obtaining consent/assent, and data collection moved towards parents and children/young people becoming stakeholders and participating in the research process.

Throughout all stages of the research, the RPRG met regularly to discuss the progress of the research. Other researchers working on alternative strands of the research area contributed to the DGP, with the changes then used to inform subsequent data collection for this research project. For example, the addition of the child/young person being given choice about what data collection methods are used (DGP 3.8). AEP representatives joined most RPRG meetings which enabled a direct link with the commissioners of the research and allowed the development of a close working relationship between the university and the AEP commissioners. This emphasizes the link between the *process of DGP* and *relationship* theme.

The importance of fully informed *consent and assent* was a significant sub-theme within the *process of DGP* theme, and links to the *relationship* theme, with the development of trusting relationships based on the ability of parents and children/young people to be able to make fully informed choices about participation. This sub-theme included practical issues, such as how to get consent, whether paper or electronic methods would work, and who to ask within the school to obtain the consent, for example class teachers who see the children and parents on a daily basis or the link research person in school who has more motivation to complete the consent process (DGP 3.2). Other data related to ensuring parents understood

the terms used, where English was an additional language, and how this was dependent on the communication between school and parents about the use of restraint in school and parental *understanding and perception of restraint*. Within the subtheme *consent/assent* was the concept of choice. This applied to schools' involvement with the research, choices around recruitment made by the school link person (DGP 3.1) and particularly choice for the child/young person (DGP 3.2). The choice to participate and choices within the data collection process, such as how the data collection should take place (DGP 3.3).

University ethics processes were a substantial part of the preparation and research development process. Beyond this, within the RPRG, ethical discussions included aspects of recruitment preventing secondary trauma, handling sensitive, potentially upsetting data by transcribers, and how to ensure adequate support has been provided for all stakeholders in the research process (DGP 3.1, 3.5, 3.6).

Discussion around alternative research methods, recruitment options and data collection methods formed another sub-theme within the *process of DGP* theme. These reflections were frequently related to either the dialogue between the AEP commissioners and the RPRG or the impact of Covid-19 and the need for flexible research methods in response.

2.2.2 Perceptions/understanding of restraint

The importance of people's *perceptions and understanding of restraint* was raised during the development of the DGP (DGP 1.2, 2.3). It was evident that different stakeholders' understanding and experiences of restraint had led them to develop differing views and perceptions of restraint. School staff talked about how the use of restraint could differ depending on *context*, such as different types of setting including mainstream, SEMH provision or special school. During an initial research set up meeting, one member of staff talked about using restraint differently depending on the young person's gender: 'I don't

restrain girls....doesn't happen... they don't need it....other female staff deal with de-escalation.' (*Behaviour mentor, school K, research diary notes, see appendix 15*).

Staff talked about how the frequency of the use of restraint was dependent on other contextual factors such as the number of children/young people in school (following variation in attendance during Covid-19 lockdowns) and the different personalities and *needs of the children/young people* in school. These different characteristics included gender, how disruptive the child was in school, their home life and abilities at emotional regulation 'Depends on the type of kid...based on first impressions and the boundaries they have at home'. (*Behaviour mentor, school K, research diary notes, see appendix 15*).

A key part of the DGP was to develop an understanding of the school's context, including the *terminology* used for restraint, how restraint was used in school and the processes surrounding it (DGP 2.3). The school's terminology was necessary when communicating with parents and children/young people so they would be familiar with the subject being researched. For example, whether the school, parents and children/young people used the term 'physical restraint' or 'physical intervention'. The importance of terminology was highlighted during the translation of the information sheet and consent form for the parent of a young person who had English as an additional language. An in-depth discussion with the translator about what different terms for restraint meant, whether different terms implied a more 'serious' use of restraint and how they should be translated, led the researcher to reflect on the meanings of different ways of describing restraint and how these could be interpreted by school staff, parents and children/young people.

School staff were keen to talk about the *training* they had received around the use of restraint. 'Team Teach' was used in all the schools who took part in the research (DGP 1.2, 2.3). Although this seemed to provide staff with guidance and procedures to follow, some

staff shared how circumstances in school could lead to the use of restraint outside the guidance and structure provided by Team Teach processes: ‘My job is to maintain the peace...come down like a ton of bricks....shock them to begin with when they first come here....the bigger lads need to know who is the boss.’ (*Behaviour mentor, school K, research diary notes, see appendix 15*).

The *use of restraint in practice* was a sub-theme that emerged from discussion around what restraint actually looks like in schools. Perception of restraint appeared to be dependent on the role of the staff member. For example, the contrasting views of the behaviour mentor and head teacher (school K) around ‘real world’ practice of restraint in school (DGP 1.2, 2.3). In some schools all staff were trained to use restraint and were involved in the restrictive practice; whereas, in other schools there were specific members of staff who were responsible for behaviour and so were involved in most incidents of restraint in school.

The use of de-escalation strategies was discussed by some school staff with a focus on what measures were taken to reduce the need for restraint. De-escalation strategies and alternatives to restraint were frequent discussions within the RPRG as part of a different research project. There are processes around the use of restraint, including how restraint is talked about with children/young people and parents/carers in schools and processes following an incident of restraint, such as debriefing children/young people and restorative work (DGP 1.2, 2.3).

Guidance and legislation in relation to restraint emerged as an important sub-theme both within the RPRG and within schools (DGP 2.3). Some schools expressed their frustration at a lack of clarity and guidance around how to reduce the use of restraint. Team Teach was referred to as providing a framework for the use of restraint. Questions were asked

by schools about how their school compared to others and if their use of restraint was 'typical'.

The parental and children/young person's voice about their perceptions and understanding of restraint was not evident in the current data. As children/young people's views was part of the focus of the research this was to be expected; however, the lack of parental input and parental perceptions and understandings of restraint is significant.

2.2.3 Relationships

An emerging sub-theme was the presence of many gatekeepers throughout the research process. These included access to and agreement of link EPs within the EPS or university tutor team, several levels of gatekeeper within school including head teacher, link member of staff, class teacher, and finally parents. With each gatekeeper there was often the need for the development of a working relationship and always an understanding of their position regarding the use restraint (DGP 1.1, 1.2, 3.2, 4.1). Navigating and working with gatekeepers was an essential part of the research process and is clearly interlinked with the themes of *perceptions/understanding of restraint* and *process of DGP*.

Previous work by the researcher with the link EP or within a school allowed an existing relationship to support the research process and was a clear factor in speeding up the development of relationships and so the research process. Similarly, the research process made use of existing relationships through the employment of link EPs as an initial contact with schools and as a mode of introduction for the researcher.

The development of relationships through regular contact was vital to developing relationships. This included the development of the RPRG and the links with the AEP commissioners, and the development of research relationships with schools and children/young people. Regular RPRG meetings allowed productive, developmental

conversations about other researchers' experiences and informed additions to the DGP as a result. In person meetings were particularly important for building relationships with schools and children/young people (DGP 3.5).

The sub-theme of *time* links to this need for regular contact. The potential sensitivity of the research topic may have enhanced the need for more time to be spent building the research relationships. The need for frequent, regular and persistent contact over a long period of time, in order to build up a relationship between the researcher and participants was evident. In addition, the number of gatekeepers and steps to navigate in order to access participants required a significant investment of time (DGP 1.1, 1.2, 3.1, 3.2, 3.5).

The final sub-theme to emerge from the theme of *relationships* was the need for the development of trust through demonstration of knowledge and understanding by the researcher. During the initial school recruitment phase (DGP 1.1, 1.2), for each school that agreed to take part, an in-person meeting was held with the headteacher, at their request, where restraint was discussed by the head teacher and the researcher. During these meetings, the knowledge and views of the researcher were evaluated and the head teacher spontaneously expanded on their school's ethos and processes around restraint. The relationship between the head teacher and researcher seemed to develop to a point where the head teacher felt able to agree to the research taking place in school. This meeting was in addition to the meeting with a link member of staff, where the DGP was used in more detail. It was only following this evaluative meeting that schools agreed they would be interested in participating. This meeting exemplifies the interaction between the themes of *understanding of restraint, relationships* and *process of DGP*.

3 Phase II - A young person's view of physical restraint

3.1 Methods

3.1.1 Data collection

The data gathering protocol (DGP, see Appendix 8) was used in the initial set up meeting with the research school. This included identifying potential participants, consent/assent processes and research methods as detailed previously. The data collection process took place over five sessions. Initially three sessions were planned, but flexibility was maintained to adjust for the needs of the child. This led to additional sessions being included to allow for an extra relationship building and assent process meeting and a session for checking the analysis with the child and to enable closure to the research process. The five sessions included:

- (1) Meeting the child. Introductions, familiarisation activities including playing games and other 'getting to know you' activities. Introduction to researcher's role and collecting information. Confirmation of assent. Choice of activities for next session.
- (2) Enjoyable activities (chosen by child at previous meeting). Discussion of topic of research. Confirmation of assent. Choice of data gathering activities for next session.
- (3) Confirmation of assent for research and audio-recording. Card sort activity around emotions related to children before, during and after physical restraint. Painting activity to express thoughts and feelings about experiences of physical restraint. Audio-recorded conversations during activities. Flexible conversation allowing for child-led approach but with the researcher introducing specific topics (Appendix 8).
- (4) Confirmation of assent for research and audio-recording. Re-cap of previous session. Conclusion of painting activity. Discussion around young person's reflections on research process.

(5) Checking data analysis findings with young person (Appendix 17). Enjoyable activity.

Closure to research process.

Comprehensive research diary notes were made following each session. Sessions 3 and 4 were audio-recorded and transcribed (see Appendix 16).

The child was given choices regarding how they would like to explore their views and experiences of restraint in school. As suggested by Mortimer (2004), the activities offered were creative, including creating a piece of art, talking about scenarios shown in pictures, using sentence starters, a card sort activity and a semi-structured interview. As in Roberts' (2018) study, the five sessions used for data collection allowed the participant to become familiar with the researcher, to develop a research relationship and ensure informed assent, facilitating an in-depth exploration of their views. Five sessions also allowed time for checking the findings to ensure fidelity to the child's views and experiences and a session focussed on concluding the research relationship. This is an essential part of a therapeutic process (Bhatia, 2017) and, although the aim of the research was not to provide therapy for the child, talking about experiences and feelings in a safe and exploratory way may have a similar impact. By asking a young person to talk and express emotions about a challenging situation, allowing time for a conclusion to the process is required to safeguard the child.

3.1.2 Data analysis

The audio-recordings were transcribed, and hand-written research notes gathered. The researcher listened to the recordings several times to record the nuances and vocal expression during the conversations. The data was analyzed using an inductive, thematic approach which broadly followed Braun and Clarke's (2006) framework. However, due to the broad categories discussed during the interview, inevitably certain areas were developed into sub-themes, such as the research process. The transcripts and notes were read and manually coded

by the researcher. Relationships and patterns were observed whilst codes were arranged into sub-themes and themes. Although the child used his painting as a way of expressing his views, there was an audio commentary recorded about his choices and painting techniques that was coded, along with the visual representation itself (Cohen et al., 2018, pg. 668).

The data analysis was summarised and presented in a way requested by the child (see Appendix 17). This summary was then member checked with the child. He agreed that the findings reflected his experiences and views.

3.2 Results

3.2.1 Context

Tony is a 12 year old, from a black African background, who attends an SEMH provision. Prior to attending this setting he attended two mainstream schools until the age of 10. Tony had experienced multiple incidents of physical restraint in all the settings he had attended and had witnessed the restraint of his peers.

3.2.2 Themes

Three over-arching themes emerged from the sessions with Tony. These were: Relationships, Communication and Control (see Table 6).

Table 6. Themes

<i>Relationships</i>	<i>Communication</i>	<i>Control</i>
<ul style="list-style-type: none"> • Teachers should get to know students so they can understand how to support them or if they are having a bad day. • Restraint emotionally and physically hurts children/young people. • Kindness is important. • Different feelings towards adults who 	<ul style="list-style-type: none"> • Teachers not listening to children. • Teachers not communicating with students. • Teachers not knowing about or understanding impact of environmental factors on students and impact of these. 	<ul style="list-style-type: none"> • Teachers unable to manage classrooms • Teachers unable to manage situations. • Teachers as adults with the power. • Overwhelming, uncontrollable anger. • Masking anger with humour.

restrained him depending on his relationship with them.

- Fear of how friends will view restraint and worry that will lose friends.
 - Emotions depend on relationships with those around the child/young person.
 - Anger towards some teachers.
 - Researcher was kind.
 - Enjoyable activities together to build relationship and trust.
- Restraint emotionally and physically hurts children/young people.
 - Need for debrief following restraint to reassure child/young person and provide a restorative process not focussing on what child/young person has done 'wrong' but on supporting child/young person and how to reduce chances of restraint use.
 - Uncertainty/worry about future and impact of restraint.
 - Tone of voice and language used during de-escalation.
 - Fear of being restrained again and of uncertainty about what will happen next.
 - Research purpose and process clearly described and re-capped regularly.
 - Choice about how information collected and presented.
- Having choices about process, such as activities, pseudonym.
 - Choice to take part and leave.
 - Choice about how information collected and presented.

Picture 1. Feelings before restraint



Picture 2. Feelings during restraint



Picture 3. Feelings after restraint



Picture 4. Tony's painting representing his feelings about restraint



Relationships

Tony felt that children were more likely to be restrained in the classroom and may be restrained because the teacher does not know or understand the child. He felt it was important that teachers developed more understanding and a 'deeper connection' with their students. Tony felt that some teachers don't know what to do and can sometimes blame children/young people when it is their responsibility as the adults. He felt that part of a teacher's job was to support the children they teach and help guide the 'next generation'.

Tony had strong feelings of anger towards most of the staff at his previous school; however, he described one positive relationship with a teacher because they were kind.

He was just kind, like really kind like...mega kind.

Tony described how if he felt confident with a teacher then he felt safer when they restrained him.

Because if I'm confident with a teacher that's doing a restraint on me, like I actually feel like safe with them...I don't like complain or anything....

Tony described how children may feel left out, insecure and afraid if their friends have seen them be restrained (see Picture 2). This is because they worry about whether their friends will want to be friends anymore.

She'll be thinking ahead in into the future because she's had friends and now her friends are seeing her get restrained and will probably not want to hang out with her.

Tony felt that children may feel embarrassed:

She's embarrassed that the teachers had to be doing it in front of all the children at school...in the class.

During the research process, Tony described enjoying the introductory activities (chess, cards, Dobble) and the painting. He shared that he enjoyed spending time with the researcher who was 'kind'.

Communication

Tony described how he thought restraint was more likely to happen if the teacher has preconceptions of the child or the teacher isn't listening to the child.

People, they judge you by what you say and who you are and then when you say something to them, they won't listen properly.

Tony felt that before being restrained children may feel frustrated that adults aren't listening or understanding them (See Picture 1). Tony described children feeling sorry and guilty because of what had happened before or during the restraint (see Picture 3). He shared that children may feel insecure, sensitive and worried about what would happen in the future. This could be in relation to their friendships but also if it will affect what happens in school and if they will be restrained again.

Sensitive, so like you don't know what's going to happen next...so you're really like scared and sensitive like....is this going to happen next?

Tony shared that he thought teachers could support him with his anger by allowing him to leave the classroom to calm down and then come and have a conversation with him.

Tony felt conversations between teachers and children after restraint would be '100%' a good idea. He emphasised that it was important to discuss 'nothing about what happened in the past' as

they always used to bring it back up and I like got really fed up with it and I got mad about that too.

Tony felt strongly that teachers and other adults needed to understand the impact of physical restraint on children and young people. When asked what it was important for adults to understand about restraint Tony said:

That it hurts....It definitely hurts....it feels like you're in asylum and how it feels too, it feels like you're in asylum...some teachers, that's why I don't like them...because they only think about what they're doing and trying to keep themselves safe...instead of keeping the child safe.

Regarding the research process, Tony expressed pleasure and enjoyment whilst painting and felt that it was a purposeful and useful way of showing how he felt:

I'm going to make it look beautiful...so that art can talk for itself....instead of me talking for it.

Tony described enjoying the different methods of data collection. Tony shared his pride in his painting saying 'it needs to be in an art gallery'. Tony felt that the research result should be disseminated using pictures and his words: 'tell the teachers to read my lips!'.

Tony thought that researchers should continue to look at children's and parents' views of restraint.

because when the child comes home and they're traumatised... 'Oh, my teacher restrained me today!' and they're like, 'Why?' 'I don't know.' And then the mother comes to the school and then she's dead angry...

Tony reported wanting to know 'what goes through a teacher's head when [they restrain a child]'; however, when it was explained to him that the researcher's colleagues would be talking to teachers about restraint Tony expressed surprise that this would be important saying:

No teachers' opinion....Because it doesn't affect them in any way....They're just doing.

He was unable to identify any parts of the research process that he would change. Tony did not report any negative impact of taking part in the research process and he talked about how talking about feelings was helpful to him.

Control

Tony described a specific incident of restraint that was clearly still vivid for him even though it was four years ago. He was unable to remember the events beforehand but he shared that he had got into trouble and had run out of the classroom around the school. He felt that the teacher was not in control in the classroom. Tony described being angry, crying and asking the adult to let him go whilst the restraint took place. He described feeling like he had lost control of himself and the situation.

I was like "Get off me! Get off me! Get off me!". And I was like crying...they like dragged my arm to the side and put it behind me and then I had to bite the teacher...and then they let go of me.

Tony felt that before being restrained children may feel angry, scared, worried, sad, hurt and sick (see Picture 1). Tony described how the child may have thoughts 'running through your brain and actually, I mean running...'. Tony's tone and intensity of voice and body language demonstrated a strong emotional reaction to the question and the answers he gave.

Tony explained how his painting showed the lasting impact and emotions connected to his experience of restraint. Tony painted a red surround to represent his anger, with different shades of red and textures of oil paint showing the different 'textures' of anger 'running through' his head. Tony left a small white oval at the centre of the painting, surrounded by an oval of dark paint, to represent the emptiness he felt. When questioned further, Tony linked

this to the uncertainty and insecurity he felt ‘The thing that push through your brain...like what’s going to happen next?’ and also the absence of thought when he was angry. Tony allowed small patches of white to show through the paint which he identified as the bits of other emotions that were felt through the overwhelming anger.

I’m going to leave some white bits out to show that there’s like still another layer to the emotions that you’re expressing, like trying to hide...

During the second painting session, Tony added a layer of different brighter colours which he explained as being different emotions, such as humour, that he used to cover up his other more negative feelings about restraint.

So this is just like natural emotions right and...that, but you’re using other emotions to cover it.

Tony described how children could feel sick and tired because of the adrenaline surge during the restraint, combined with the emotional distress and loss of control (see Picture 3):

Because he’d been crying so much, tears running down your face, start to feel like...loads of energy, you start to feel tired too.

Tony was asked if these feelings would change over time: after five minutes, after a few days, after a few months and after a year or so. Tony felt strongly that the feelings would remain, in particular fear that they may be restrained again and anger.

Thinking about the cause, no. And yeah, ...he’ll be ...I think kind of scared that the same thing is going to happen again.

Tony felt that the child might have forgotten the exact details of what had happened to lead them to feel like this.

He would have probably forgot about the situation, but still feeling those emotions but....doesn't know where it's coming from.

Tony explained that he felt restraint was acceptable when the situation 'becomes way too physical'. For example, if the child is causing harm to others or themselves. Tony felt that restraint was not ok when 'it's just verbal'.

When asked about he research process, Tony expressed pleasure at being given the choice of his pseudonym for the research write up: 'Oh this is so cool, for some reason, I get to pick out my own name!'.

Development of Data Gathering Protocol following implementation

After piloting the data gathering protocol through the research process and using it directly with a setting and young person, changes were made. These are indicated in the data gathering protocol (Appendix 8) in italics. A section was included to cover the research processes prior to the initial meeting with school, such as approaches to settings, meetings with key gatekeepers, important factors to consider when discussing research and pre-research considerations. Changes were made to the research methods section to reflect the need for a collaborative approach with the children/young people, the need for them to have choices and control over their involvement in the research and considerations around allowing time for relationship building and closure to the research process.

4 Discussion

4.1 Data gathering protocol

The development of the data gathering protocol (DGP) allowed a comprehensive approach to researching the sensitive topic of the views of children/young people who have experienced physical restraint in school. The changes made following the implementation of the DGP

expanded the scope of the protocol. The conversations within the RPRG around the DGP, and input from colleagues who used the DGP in their research, allowed further refinements adapted versions for teachers and parents have been proposed. The development phase of the DGP and discussion within the RPRG suggested that, although the DGP is written as a linear, sequential process, during implementation the DGP was used in a non-linear way.

4.2 Methods for accessing the views of children/young people

The analysis of the implementation of the DGP has highlighted important considerations when researching sensitive areas, such as relationships, time, understanding of different perspectives of restraint and the needs of the child/young person. Consequently, changes were made to the DGP, including requesting additional contextual information, e.g. specific needs of the child/young person, and involvement of the child/young person in choosing research methods. Building and maintaining relationships was essential at all stages of the research, including the initial recruitment of link EPs, meetings with head teachers to demonstrate the researcher's understanding and the research relationship with the child. Covid19 restrictions limited in-person meetings and so had a significant effect on the researcher's ability to develop these relationships. It was only when in-person meetings were possible again that recruitment of schools was successful. Previous researchers (Willis et al. 2021) have worked within the settings participating in the research or have been part of a much bigger, organisational process (CYPCS, 2018; Morgan, 2004, 2012) indicating the difficulty of building these relationships without an existing base to start from.

The need for time to develop relationships and for data collection was vital. Previous research (Degruy, 2011; Roberts, 2018; Sellman, 2009; Weidberg, 2017) also used several research sessions. The DGP involves adding sessions, to provide time for the development of the research relationship and closure of the research process, as required. The extra sessions

felt important when working with Tony, leading from the researcher's EP experience, recognising Tony's needs and the requirement to safeguard and contain the emotions being discussed within the sessions. Tony's descriptions of his experiences of restraint, and the strength of feeling revealed, may be indicative of trauma (Wilton, 2020). He was unclear about the precise events but the emotions were vivid and strongly felt. Close monitoring of Tony's wellbeing during the sessions and regular contact with his teacher after each session ensured Tony was kept safe. The additional sessions and time to develop the research relationship added to the validity of the data collected, with the relational approach allowing for an openness and honesty within the data.

The card sort activities allowed Tony to talk about his own emotions indirectly. Tony was not reliant on his own imagination so was able to explore the emotions more fully. The activity kept his hands busy, which was important for Tony's additional needs. Painting was Tony's choice and provided a wonderful insight into his thoughts and emotions about restraint: 'Instead of using purely verbal means of expressing their emotions and worries, the different creative arts therapies aim to provide varied forms of facilitating communication and expression.' (Gersch & Goncalves 2006). The use of art regulated the intensity of his emotions when they became too intense, by talking about the painting process or using humour about the activity. The interview transcripts revealed times when the researcher held back from asking follow up questions or probing further. The research notes and audio recordings indicated these were times when Tony had become potentially more emotionally vulnerable and the researcher had responded to this by using professional judgement, acknowledging the emotion and moving on. Tony responded well to being given choices and control during the research process. This collaborative approach allowed Tony to have ownership over the process and made use of Tony's strengths and interests, making the process enjoyable for him.

4.3 Children and young people's views of restraint

There are many different factors that will affect children/young people's experiences of restraint, such as: where they were restrained; how they were restrained; why they were restrained; when they were restrained; how frequently they were restrained; what was happening around them e.g. debriefing, restorative practices, de-escalation strategies and language used; and the relationship they have with the adult(s) involved. This results in a complex picture and there will be different views depending on personal experiences; however, there are common themes. Tony's views align with views expressed in previous research. Emotions Tony experienced, predominantly fear and anger, reflected those found in previous studies (Roberts, 2018; Smith, 2005; Willis et al. 2021). The importance of school staff knowing and understanding the children/young people has been found in a range of studies (Roberts, 2018; Sellman, 2009) – 'First know the child' (CYPCS, 2018, p. 35). Tony expressed the importance of relationships, between school staff and children (Brede et al., 2017; Roberts, 2018; Willis et al., 2021) and for friendship groups within school.

The need for effective communication was clear, with Tony explaining the need for teachers to listen to children/young people (UN, 1989), the need for effective de-briefs following an incident of restraint using non-judgemental language and the need for careful use of language during de-escalation instead of or prior to restraint (Brede et al. 2017; Sellman, 2009). The need for teachers to build relationships, through communication, with children in their class and how this can ameliorate the impact of restraint was discussed by Tony. The development of strong, positive relationships with a key member of staff aligns with the approach taken to supporting children who have attachment or relationships needs in school (Geddes, 2006; Silkenbeumer et al., 2018) The development of these relationships may have a protective effect when physical restraint is needed and, perhaps prevent some

incidents of restraint through the close emotional support of children who may struggle in school to manage their emotions.

Tony talked about the need for support with controlling his emotions from adults instead of restraint, which is linked to French and Wojcicki's (2018) suggestion that younger children and those less able to manage their emotions are those who are restrained more frequently. Tony's struggles with managing his anger in his previous schools exemplify the need for children to learn how to manage their emotions and how this is a typical process of child development (Silkenbeumer et al., 2018). Some children need additional support to develop emotional regulation skills. By using physical restraint rather than using incidents of loss of emotional control as teaching opportunities, teaching staff may delay or hinder the child's development of emotional management. This suggests that training for school staff around child development and how to co-regulate and then teach the child to self-regulate emotions may be useful.

Tony's understanding of teachers' ability to manage classrooms and more frequent use of restraint confirms Sellman's (2009) findings that some of his participants thought that some of their teachers used restraint as a classroom management strategy. From this perspective, physical restraint is used as an example of adult power in the classroom. Teaching staff who have lost control of the classroom through other means rely on physical restraint to manage children's behaviour and use their position of power, both as a larger, stronger adult and as a person in authority, to impose their will on the child.

Many studies have found that children/young people recognise the need for restraint to take place in certain circumstances (Roberts, 2018; Sellman, 2009; Smith, 2005; Willis et al., 2021) and Tony also understood the need when a situation became 'physical'; however, the lasting impact of restraint on Tony and other children/young people (BBC, 2017; CBF,

2019; Roberts, 2018; TES, 2019; Wilton, 2020) supports the view that restraint should only be used as a last resort (CYPCS, 2018; DfE, 2013; Roberts, 2018).

The long-standing emotional consequences of restraint and Tony's positive response to the research process suggests that emotional support for children/young people who have experienced restraint in school should be considered. This could be built into support around managing the emotions that led to restraint, as a preventative measure. This may support children/young people with the potential trauma, and retraumatising, impact of physical restraint (Wilton, 2020).

4.4 Limitations

This research was conducted at specific research sites, EPSs and with a limited pool of potential participants, meaning that transferability of the findings should be approached cautiously, by users of the research making careful consideration of relevant similarities and differences between the sites and participants in this research and the intended applications. In addition, the research took place during the Covid19 pandemic and may not reflect the usual research context in schools. This may have had an impact on the DGP development and content. Tony's views and experiences of restraint are his own views and may not represent those from other individuals or groups of children/young people with different experiences and needs. The DGP is designed to be amended and adapted for different populations and uses so it will be important to recognise the potential impact of these limitations on the current DGP and make adaptations as needed.

4.5 Future directions

Practical research difficulties, around recruitment of schools and obtaining consent and assent, raises questions around the design of research in this area. Some schools stated lack of time, not having appropriate children/young people and some gave no reasons for

declining to participate. Anecdotally, there is the suggestion that, for some schools, the use of restraint is seen as a failure of the school systems in place to manage behaviour. Before Covid19 restrictions, the intention was to run information sessions for parents to provide the opportunity to discuss the research and sign consent forms. This may have encouraged parental consent, although raised additional issues, such as parental awareness of the use of restraint in school and ability to attend a meeting. The older teenagers approached declined to participate, stating not wanting to talk to a stranger in a structured way and not seeing any benefit as reasons. The successful collaborative aspects of this research, and the importance of the research not being something else that is 'done to' the child/young person, suggests an action research-based approach may be more successful (Euston, 2018; Hall, 2016). Research involving a whole school community, children, school staff and parents, that has a clear impact on the use of restraint in school and therefore provides a clear benefit to all those involved may be considered. The Children and Young People's Commissioner Scotland's report (2018) suggested the involvement of children/young people in the development of school restraint policies. The data gathering protocol could be used to guide the research plan development within the school and be adapted to facilitate an action research project approach.

EPs can bring multiple skills to this process: expertise with developing relationships, research skills and experience with systemic and organisational processes in schools (DfEE, 2000; Fallon et al. 2010). As professionals outside of the school system, EPs can be positioned as 'critical friends' to support the development of a research plan, implementation of actions and measurement of outcomes. The meetings with the head teachers of the research schools, to demonstrate understanding and knowledge of factors affecting physical restraint in school, suggest that it is important for EPs to fully understand why restraint is used, the

school context, alternatives to restraint and how to support schools and staff with any additional training or classroom management needs.

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Paper 3: The Dissemination of Evidence to Practice

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Introduction

The purpose of this paper is to review the use of evidence-based practice (EBP) and practice-based evidence (PBE) by educational psychologists (EPs). Specific strategies for research dissemination will be discussed, with reference to papers 1 and 2 about accessing the views of children and young people about their experience of physical restraint in school. The implications of this research will be considered.

Evidence-Based Practice and Practice-Based Evidence

The concept of evidence-based practice (EBP) initially developed within medicine (Sackett et al., 1996) and is defined as ‘the conscientious, explicit and judicious use of current best practice evidence in making decisions about the care of individual patients’ (Sackett et al., 1996, p. 71). EBP focuses on establishing if an intervention has an effect and, if there are multiple interventions available, which is the most effective (Bower & Bilbody, 2010). The use of EBP has gradually moved from medical environments to other contexts, such as social care and education (Dunsmuir et al., 2009).

There are different types of research design that can be used within EBP and these can be organized into a hierarchy of the quality of evidence based on the research design, with high quality meta-analyses, systematic reviews of randomized controlled trials (RCTs) or RCTs with a very low risk of bias as the ‘gold standard’ (Cohen et al., 2018). This hierarchy is developed with medicine in mind and, as a result, considers larger sample sizes, the use of a control group, randomization and quantitative methods as of a higher quality. The assumptions within this are that this will increase the validity, generalizability and reliability of the outcomes and the conclusions that can be drawn from the research. However, although these measures of quality may be appropriate within the medical research context, in other areas of research there are different considerations to be made. It has been suggested that the

reliance on numerical data, large sample sizes and causal relationships, allows the ‘human experience’ to be missed and that the nuances of individual experience can be harder to capture in this way (Fox, 2011).

Educational psychologists (EPs) are trained to be scientist-practitioners (BPS, 2014) and are required by the Health and Care Professions Council to ‘be aware of the principles and applications of scientific enquiry, including the evaluation of the effectiveness of interventions and the research process.’ (HCPC, 2015, SoP 13.2). The use of EBP, including when developing hypotheses, developing intervention plans and evaluating outcomes, can form part of this requirement, ensuring EPs are using the most up to date, and relevant psychological knowledge and strategies (BPS, 2017; HCPC, 2015). However, the use of EBP can be problematic for EPs. EBP makes underlying assumptions about the linear nature of interventions and their effectiveness. Whilst this may be appropriate within a medical model, education and educational psychology does not fit so neatly into this causal and effectiveness process (Biesta, 2007). EBP relies on specific criteria of research that often are not possible within the education sector. This can be for practical, logistical and ethical reasons. For example, to use a RCT design requires significant numbers of participants, for a control and intervention group, that is just not possible in many educational contexts (Cohen et al., 2018). In addition, RCTs need homogenous groups of participants which ignores those individual differences that can be vital when considering how an intervention works (Reason & Woods, 2002). Withholding an intervention that is thought to be effective from children with specific needs, therefore potentially affecting their learning and development, is not an ethical way to research and does not meet the ethical standards required of EPs: respect, competence, responsibility and integrity (Cohen et al., 2018; Fox 2011; HCPC, 2015). Paper 1 established that there is a significant gap in evidence available when looking at children and young people’s views of physical restraint in school. Given this lack of exploratory research,

starting the empirical phase with an RCT or similar research design, in addition to the logistical pressures, such as finding a sufficient number of participants, and the ethical issues inherent in withholding helpful interventions from children/young people needing regular restraint in school, would be impossible.

EPs work in ‘real world’ situations with service users, including children and young people, parents and carers and teaching staff. Transferring interventions developed under strict experimental conditions to other settings and contexts, such as a school, can be problematic (Fox, 2011; Kelly et al., 2008; Kratochwill et al., 2012). EPs need to bear in mind additional factors other than what the evidence says is the ‘best’ intervention. This can include factors such as the individual needs of service users and the skills and abilities of the staff who will implement the interventions (Robinson et al., 2018). There are additional considerations around service users’ preferences and expectations, how feasible interventions are in terms of resources and staffing, and the impact of wider issues such as government initiatives and performance targets (O’Hare, 2015; Spencer et al., 2012).

The use of Practice-Based Evidence (PBE) is often offered as an alternative, for when EBP isn’t appropriate, or as a way of improving and advancing EBP (Kratochwill et al., 2012). Practice-based evidence can be defined as:

The conscientious, explicit, and judicious use of current evidence drawn from practice settings in making decisions about the care of individual patients. Practice-based evidence means integrating both individual clinical expertise and service-level parameters with the best available evidence drawn from rigorous research activity carried out in routine clinical settings. (Barkham & Margison, 2007, p. 446).

This suggests that EPs can use their professional expertise and knowledge of a context to develop and use interventions which take into account the specific individual needs of the service-users, whilst utilising previous research evidence. As scientist-practitioners. with

doctoral training, EPs have the necessary research skills and experience of practice to contribute to research knowledge. The EP role enables them to try strategies, interventions and techniques that are innovative and can develop knowledge using PBE (Miller et al., 2015). EPs must not assume that an intervention does not work due to a lack of evidence (APA, 2006) and as Kratochwill et al. (2012) states ‘School psychologists are uniquely positioned to embark some of the benefits of practice-based evidence that can enhance EBPs’ (p. 217).

Paper 2 makes use of strategies and research processes designed using the practice-based experience of teaching professionals to develop a data gathering protocol. This protocol was then implemented, with the use of strategies to elicit views from children/young people developed through previous EP practice (Harding & Atkinson, 2009; Mortimer, 2012). PBE is an appropriate approach given the need in this area to develop an understanding of the views, needs and social context around the use of physical restraint in schools. Only by developing an understanding of the emotions, social implications and more ‘human emotions’ side of the use of physical restraint can we develop further research to help find more effective ways of managing those challenging situations.

It has been suggested that, although EPs are scientist-practitioners, in their current practice many EPs find it challenging to implement EBP or PBE (Burnham 2013). Anecdotally, this may be due to lack of access to journal articles once qualified, lack of time to keep up to date with current research (Dunsmuir et al., 2009) or lack of confidence around the skills needed to interpret research evidence and therefore use in practice (Fox, 2003).

As a consequence, there may be a gap between the research and practice. Therefore, it is important when planning any piece of research to give thought to how this research will be disseminated in a way that will make an impact on the practice of educational professionals, including EPs (Harmsworth & Turpin, 2000).

Dissemination of Research

With the need to plan dissemination in mind, the following section discusses recommendations for dissemination, how this has impacted the development of the dissemination plan for paper 1 and 2 and how this will be implemented.

Dissemination can be defined as:

a planned process that involves consideration of target audiences and the settings in which the research findings are to be received and, where appropriate, communicating and interacting with wider policy and health service audiences in ways that will facilitate research uptake in decision-making processes and practice.

(Wilson et al., 2010, p. 92).

For research to be shared and used to close the gap between research and practice, further aspects of dissemination need to be considered. Traditionally research findings have been disseminated through academic journal articles. However, as suggested previously, EPs do not always have access to, or the time to read, journal articles even if these are aimed at the EP profession (Dunsmuir et al., 2009). In recent years, media reports have picked up on some findings that they consider interesting to their consumers (BBC, 2017; CBF, 2019; TES, 2019) but the reliability of the reporting, without the nuances of research methodology can be challenging. With the development of social media, research can be shared through social media networks (Cooper, 2014), although Cooper suggests that this is usually in addition to more traditional research dissemination methods. The advantages of this are that research can reach a much wider and varied audience than the traditional journal articles (Duffy, 2000); however, Kaplan and Haenlein (2009) suggest that the more interactive the form of social media the more potential for change. But this relies on the expertise and time needed by the researcher to navigate social media platforms and networks (Duffy, 2000).

Consideration has been given to the most effective methods of disseminating research findings. Wilson et al. (2010) describes a range of frameworks for dissemination that are predominantly based on three main approaches: McGuire's (1968) *theory of persuasive communication*, which includes the concepts of message, audience, setting, source and channel (cited in Wilson et al., 2010); the *diffusion of innovations* (Rogers, 1962 cited in Wilson et al., 2010) which differentiates between how different groups of people react to innovation in different ways over time, and includes the key concepts of knowledge, persuasion, decision, implementation and confirmation; and *social marketing* (Kotler and Zaltman, 1971, cited in Wilson et al., 2010) that describes how the same techniques used to market goods could be used to communicate ideas by focussing on the benefits of the research.

Harmsworth and Turpin (2000) developed a ten-step process for dissemination which includes: deciding what to disseminate; who are the stakeholders and what can be offered to them; when to disseminate; what are the most effective ways of disseminating; how to turn strategy into an action plan; and, how to know when dissemination has been successful. Harmsworth and Turpin (2000) discuss deciding on the objectives of dissemination and suggest three broad purposes for dissemination: raise awareness, increase understanding and create action.

Strategy for dissemination

Using Harmsworth and Turpin's (2000) process for dissemination, the following strategy for sharing of the findings of paper 1 and paper 2 has been developed (see table 6). Considering what to disseminate led the researcher to reflect on the findings of paper 1 and paper 2 and decide what was appropriate to be shared and with who. The stakeholders in the research included the research school, the EPS, the AEP and the EPs involved. Beyond this, the

researcher had to consider whether the research findings would be of interest to children/young people and parents/carers. In paper 2, the researcher discusses how the lack of involvement of children/young people and parents/carers had an impact on the recruitment for the research and how a collaborative approach may be of benefit to future research projects. With this in mind, sharing the findings, raising awareness and understanding of the need for this research with children/young people and parents/carers should also be a priority. Effective ways of communicating the findings need to be considered and methods need to be appropriate for the target audience (Harmsworth & Turpin, 2000). The researcher intends to publish the papers in an appropriate professional journal; however, the findings from paper 1 and 2 suggest that the relational aspect of research is vital and this can be extended to dissemination through making use of existing networks and forums, such as EPS team meetings, training/workshops for teachers and other professionals, and a link to the parent/carer forum to disseminate in a face to face or online discussion context. This will allow the nuances of the findings and the need for investment in the development of future research and action to be clearly communicated.

This links to the question raised by Harmsworth and Turpin (2000) around who can help with the dissemination. As mentioned, existing networks will be utilised, such as the EPS and the parent/carer forum. This research was commissioned by the AEP and this is an organisation that has a large membership of EPs (AEP, 2022). There is therefore scope for assistance with dissemination by the AEP, including conference seminars and discussion at the AEP NEC meetings. The impact of having the AEP as a commissioner has been beneficial, with regular input and scope for support around development of research and dissemination; however, it has led to reduced flexibility in terms of the research focus.

There are specific facilitators and barriers to dissemination related to this research that require consideration. Paper 1 demonstrated a clear need for awareness of the use of physical

restraint in schools and through the planned dissemination strategy this awareness can be raised. This coincides with recent reports from the Equality and Human Rights Commission (2021), Department for Education in Northern Ireland (2022) and the Government (HMG, 2019) around the use of physical restraint in schools, indicating that this area of research is growing and will develop further. As the first step in a programme of research, paper 1 and paper 2 are focussed on exploring what research currently exists and developing an effective way to access children and young people's views of physical restraint. This means the findings are relatively research focussed and so it is important to consider this when deciding what findings are of interest to different stakeholders. The researcher reflected that paper 1, the summary of the findings of the limited existing research, may be of more interest to a wider range of people. The researcher's EPS does not have a dedicated social media channel via Twitter or Facebook so this is not an option for dissemination. The findings of paper 1 and 2 are unlikely to be as high interest as needed for a university social media dissemination. The link between one of the AEP Restrictive Practice Research Group (RPRG) members provides a potential route for dissemination through the Restraint Reduction Network (RRN). This will require developing relationships with the RRN and may therefore be useful for subsequent research resulting from the RPRG. Although there is growing interest in this area of research, it may still be seen as a sensitive topic to talk about for working EPs, in schools and with parents and children/young people and so dissemination strategies need to recognise this and work with stakeholders who may be less aware of this area to increase awareness and understanding.

Moving the dissemination process beyond raising awareness and understanding will rely on the researcher engaging existing networks, such as the EPS and parent/carer forum, to develop an interest in the area. The researcher will need to keep the use of restraint in schools on the EPS agenda. Further work around developing the research, such as working with the

research school to develop their restrictive practice policies collaboratively with their students, will rely on creating an understanding of this as a priority area for development and the researcher having the time available within the EPS time allocation to provide support with this.

Table 7.

Strategy for dissemination

Target audience	What is being disseminated	Purpose*	Method for dissemination	Timing	Disseminator and resources required	Outcome and impact	Evaluation/success criteria
Research school	Paper 1 findings Paper 2 findings Suggested next steps	Awareness, understanding, action	Meeting with senior leadership team (SLT)	Sep 2022	Researcher Time – preparation and meeting	Research school will start process of developing plan around use of restraint in school and develop RP/behaviour policy. Research school will be more aware of advantages of and possibilities of young person collaboration for in school projects.	Check in with research school in Spring 2023 to discuss progress.
EPS (+2)	Paper 1 findings Paper 2 findings Suggested next steps	Awareness, understanding, action	Three team meeting – CPD session	July 2022	Researcher Time – preparation and meeting	3 EPS CPD training around use of restraint. Discussion of personal experiences of schools who use restraint. Focus on EPs role and	Evaluation of CPD. Verbal and email feedback on interest.

						where we can be agents of change.	
EPS	Next steps – discussion of what may be needed to keep restraint on agenda	Awareness, understanding, action	Team meeting	Sep 2022	Researcher Time – preparation and meeting	Discussion of EP role within this area. Gauging knowledge and interest of team.	Regular agenda item – keeping awareness of issue with regular updates on ongoing research.
Other EPs/TEPs	Paper 1 findings Paper 2 findings	Awareness, understanding, action?	Part of seminar on restrictive practice at AEP TEP conference/AEP conference	July 2022/Nov 2022	Researcher Time – preparation and conference presentation	Raising awareness of restraint in schools, need for future research, role of EPs.	Evaluation of seminar. Verbal and email feedback on interest.
Other EPs/TEPs	Paper 1 findings Paper 2 findings	Awareness, understanding, action?	Journal article publication	Sep 2022	Researcher Time – preparation, submission and review	Awareness and understanding of need for EP role and action, further research in area.	Publication of paper 1 and 2.
Commissioners - AEP	Paper 1 findings Paper 2 findings	Awareness, understanding	Part of seminar on restrictive practice at AEP TEP conference/AEP conference	July 2022/Nov 2022	Researcher Time – preparation and conference presentation	Awareness and understanding of paper 1 and paper 2 and how fits into broader research programme.	AEP feedback via RPRG.
Commissioners - AEP	Paper 1 findings Paper 2 findings	Awareness, understanding, action	Written summary for AEP NEC meeting	July 2022	Researcher Time – preparation of briefing summary	Awareness and understanding of paper 1 and paper 2 and how fits into broader research programme.	AEP NEC feedback via RPRG.

Wider network – children and young people	Paper 1 findings Paper 2 findings Suggested next steps	Awareness, understanding, action	Findings and process summarised in Youth Council training for schools around co-creation and voice of the child.	July 2022	Time – preparation and workshop	Discussions within training around research and awareness of issue. Discussion with youth council around views on research and potential involvement in future research.	Evaluation/feedback of training.
Wider network – parents/carers forum	Paper 1 findings Paper 2 findings Suggested next steps	Awareness, action	Parent/carer forum meeting – summarised results for parent/carer audience. Forum for discussion of if something parent/carers would like to take further.	Oct 2022	Time – preparation and workshop	Discussion with parents/carers around views on research and potential involvement in future research.	Feedback from forum on discussions. Future interest in research and potentially future projects within local authority.
Wider network – Restraint Reduction Network	Paper 1 findings Paper 2 findings	Awareness	Findings shared with RRN. Build links for subsequent RPRG findings to be shared.	July 2022	Time – emails, preparation.	Dissemination of research through interested network. Building links for RPRG.	Interest from RRN in RPRG research – feedback from RRN, social media conversations?
Schools in local authority	Paper 1 findings	Awareness, understanding, action	Findings and process summarised in	July 2022	Researcher Time – preparation	Discussions within training around research	Evaluation/feedback of training.

Paper 2
findings
Suggested
next steps

Youth Council
training for
schools around
co-creation and
voice of the
child.

and
workshop

and awareness of
issue.

*From Harmsworth and Turpin (2000)

Aims for dissemination and implications

The researcher's aims for the dissemination of the findings from paper 1 and 2 reflect Harmsworth and Turpin's (2000) suggestions about the objectives of information sharing: awareness; understanding; and action. The implications of the research reported in paper 1 and 2 at the research site, the organisational and professional level are discussed.

Research site

The researcher aims to provide useful feedback for the school that participated in the research in paper 2. At the initial set up meetings, the head teacher expressed an interest in developing the school's practice around the use of restraint. The findings from paper 1 and from paper 2's exploratory study of children/young people's views will form a good basis on which to discuss with the senior leadership team (SLT) next steps for developing appropriate physical restraint policies, with a view to co-production with their students.

The implications of this for the research site are an increased understanding of the use of restraint in school and the impact on a child/young person's experience of school.

Discussions of the findings from paper 1 and 2 will be useful in providing a point from which the SLT can reflect on their own practices in school around the use of physical restraint.

Ideally, the researcher would be allocated with time from the EPS to continue working with the research site on this area and support a systemic piece of work around the reduction of restraint and the restrictive practice/behaviour policy; however, this is dependent on the interest of the school and EPS time budgets. Another implication is supporting the research site to develop an increased belief and prioritisation of the use of student views. The research site has a student council, which was initially proposed as a way of completing a more collaborative piece of research within the school; however, the student council meetings were often cancelled and a different participation route was developed for paper 2. The richness of data from the work with the young person in paper 2, and his clear view that adults in school

should listen to children/young people, is further evidence to support an increased use of student voice within the school. The research from paper 1 provides ideas and strategies for developing this (Sellman, 2009).

Organisational level

The researcher aims to raise awareness and understanding of the issues surrounding the use of restraint in schools at an organisational level. This includes ensuring colleagues who work within the researcher's EPS are aware of the research, the priorities within this area and understand the implications for children and young people. The researcher's EPS is part of a group of three services that work together and are guided by the same principal educational psychologist (PEP) so this awareness and understanding will be raised across three local authorities. The researcher's aim is to support EP colleagues in developing sufficient understanding to feel comfortable with the topic so EPs can talk about the use of restrictive practice with schools, and be confident to ask questions about the use of restraint during planning meetings or consultations for individual pieces of casework. In 2018, the AEP's motion to work towards a reduction in the use of restraint in schools led to the commissioning of this research, and one of the first steps in that process is an understanding of the issues and the awareness that EPs have a role to play in working with schools to facilitate alternative strategies for supporting their students who are being restrained (AEP, 2018). To realise this aim, the researcher recognises that the work will go beyond the dissemination of paper 1 and 2, but it is a first step in placing the use of restraint on EP colleagues' radar.

The implications of this are an increased awareness and understanding of the role of EPs in supporting schools with their use of restrictive practices, including at a systemic level and on a more individual casework basis. As mentioned previously, this raised awareness and understanding would ideally lead to the researcher being allocated time to work on this area of research and development further; however, as this is of necessity, competing with a wide

range of demands on the EPS's time, keeping the issue of restraint on the agenda for team meetings will be important.

The researcher is currently the link EP for the parent/carer forum in the EPS. This role involves termly meetings with the parent/carer forum, and other parents and carers, to discuss current work within the EPS and provide the opportunity to talk to parents/carers about what is important for them to feed into the planning for the EPS offer. The implications of this are that these meetings will provide the researcher with an important link to parents/carers to raise awareness of the research in paper 1 and 2 and, depending on the response and interest of the parents/carers, may provide a way of developing further work around the use of restraint in schools in the EPS.

Professional level

The researcher's EPS is currently developing a workshop for education professionals, in conjunction with the local authority youth council, about accessing children/young people views and how to work collaboratively with young people on development of projects. The researcher has been asked to contribute to this workshop and use findings from paper 1 and 2 to provide additional information, real life examples and helpful strategies for the involvement of young people. This will allow the researcher's findings to reach a wider audience of education, and other professionals, within the local authority. This will raise awareness of the issues around the use of physical restraint with children/young people in school and demonstrate how it is possible to involve young people, even when talking about potentially sensitive topics. It may also encourage other professionals to reflect on their role in the use of restraint in schools. The researcher will encourage attendees to contact her about the research and further conversations about how restraint is used in their schools.

Paper 1 and 2 are the first pieces of research in a programme of research into restrictive practices at the University of Manchester. As part of the Restrictive Practices

Research Group (RPRG), the data gathering protocol developed in paper 2 will be built on, adapted with subsequent uses in an iterative process, and used with different participant groups and in different areas, for example with school staff and to research the use of seclusion in schools. The RPRG also allows for a wider reach in terms of awareness raising of the research and the findings of paper 1 and 2. This is the result of the opportunity to present the research as part of a workshop or seminar with colleagues from the RPRG at the Association of Educational Psychologists (AEP) TEP and annual conferences. By presenting within a themed seminar, the research can gain greater impact and it allows for comprehensive discussions around the whole area of restrictive practice in schools, whilst disseminating the findings of paper 1 and 2 and demonstrating how the research from paper 1 and 2 has fed into subsequent research. The researcher will remain a member of the RPRG and will continue to attend meetings once qualified which will enable the researcher to keep up to date with future research and feed this research into project work with the EPS.

Conclusions

Dissemination of research is a process that involves precise and strategic planning based on reflective questions around who, how and why. Evaluating the impact of this dissemination is complicated and is dependent on what format dissemination takes place. Dissemination is an ongoing process rather than a one-off action. This ongoing process is particularly suited to the exploratory and research process driven nature of paper 1 and 2.

Dissemination of paper 1 and 2 has its challenges, which relate to the sensitivity of the topics discussed and the willingness of schools to talk about it and take action. It is also the start of a growing area of research and, as such, much of the dissemination will be about awareness raising and providing a space for parents/carers, teachers and EPs to recognise the use of physical restraint as something we need to be talking about. The dissemination strategy

described is a starting point for the development of, and continuation of, a theme of work around restraint, supported by continued membership of the RPRG and involvement of the AEP.

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Appendices

Appendix 1. Educational Psychology in Practice Journal Publication Guidelines

Preparing Your Paper

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 no more than 6000 words

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 (-ize) spelling style consistently throughout your 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 format. 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.

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.

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Checklist: What to Include

1. **Author details.** Please ensure all listed authors meet the [Taylor & Francis authorship criteria](#). 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 200 words. Read tips on [writing your abstract](#).
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 5 and 6 **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 or non-financial interest that has arisen from the direct applications of your research. If there are no relevant competing interests to declare please state this within the article, for example: *The authors report there are no competing interests to declare.* [Further guidance on what is a conflict of interest and how to disclose it.](#)
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 [mathematical symbols and equations.](#)
12. **Units.** Please use [SI units](#) (non-italicized).

Appendix 2. AEP Motion

Motion 5 – Call to action to promote the reduction of the use of physical restraint in schools

Physical restraint continues to be used in school across different local authorities despite a lack of evidence that restrictive practices achieve positive outcomes for children and staff. Within region 1 it appears that some schools use physical restraint as a strategy of choice rather than a last resort, applying it indiscriminately to enforce rules and compliance. This is particularly the case with specific groups of vulnerable children and parents may not know how or feel able to complain if they are concerned about how such measures are implemented. We recognise there is some excellent provision based on evidence-based practice such as positive behaviour support and that in rare instances physical restraint may be an appropriate response but hold the opinion that further steps must be taken to prevent the misuse and abuse of physical force in schools.

In 2017 BBC Radio 5 carried out an investigation into coercive and restrictive practices in schools designed for children who are disabled or have special learning needs, sometimes resulting in physical injury. A Freedom of Information Request noted not all LAs were taking an active role in reviewing or evaluating practice. This lack of accountability led Sir Steven Bubb to ask the question “how do we know whether physical restraint is being used as a punishment, which is actually unlawful?”

We believe that physical restraint and other restrictive practices should only be used in exceptional circumstances where a child or young person is at risk of immediate danger or imminent harm and never be used to enforce compliance. The use of alternative, preventative strategies is not only more effective in supporting children but complies with the UN Convention on the Rights of the Child. There is a growing body of explicit and anecdotal evidence that physical restraint and other restrictive practices can cause psychological distress and physical harm for the children and adult/s involved. It increases the potential for negative outcomes such as impaired relationships, re-living trauma, heightening arousal, and can lead to inequalities of care and support. This can be true for onlookers as well as participants.

We call on the AEP to:

- Sign up to the Restraint Reduction Network Pledge to demonstrate a belief that everyone deserves person centred care and support and all children should be treated with dignity, respect, be free from degrading treatment and punishment in line with the UN Convention on the Rights of the Child
- Explore the possibility of funding an AEP member to attend the Restraint Reduction Network Conference and promote this event via the AEP website
- Advocate for the review of the 2013 DfE document *“Use of Reasonable Force: Advice for headteachers, staff and governing bodies”* so it is consistent with current neurobiological understandings and the 2018 Ofsted document *“Positive environments where children can flourish. A guide for inspectors about physical intervention and the restriction of liberty.”*

-
- Proactively encourage Ann Longfield, Children’s Commissioner for England to follow the example of Bruce Adamson, Children’s Commissioner for Scotland and launch a formal investigation into restraint and seclusion in schools as well as the inadequacy of local authority policy and procedures around recoding of incidents
 - Consider making FOI requests to all LAs regarding the use of physical restraint in schools and publish a summary of findings on the AEP website
 - In conjunction with EP training providers, explore the option of EPiT research aimed at gaining parental and/or children’s views on their experiences of restrictive practices/ physical restraint in school
 - Continue to campaign for all schools to have access to an Educational Psychologist to ensure the school workforce has opportunities to increase their knowledge and skills around the use of non-restrictive practices based on person centred thinking, relational interventions and positive behaviour support with the aim of supporting recovery, promoting positive, mental health, improving physical well-being and social inclusion.

Proposed by: Lynne Mackey

Seconded by: Lucy Taylor

Appendix 3. Qualitative Research Framework (Woods, 2020)

Author(s):

Title:

Journal Reference:

Criterion/ score		R1	R2	Agree %	R1	R2	Agree %	Comment
Clear aim of research <i>e.g. aim/ goal/ question of the research clearly stated, importance/ utility justified</i>	1 0							
Appropriateness of the research design <i>e.g. rationale vis-à-vis aims, links to previous approaches, limitations</i>	1 0							
Clear sampling rationale <i>e.g. description, justification; attrition evaluated</i>	1 0							
Appropriateness of data collection method <i>e.g. methods link to research aims, rationale for method provided</i>	1 0							
Well executed data collection <i>e.g. clear details of who, what, where, how; intended/ actual (if modified) effect of execution on data quality; data saturation considered</i>	2 1 0							
Analysis close to the data, <i>e.g. researcher can evaluate fit between categories/ themes and data, participant 'voice' evident</i>	2 1 0							
Evidence of explicit reflexivity <i>e.g.</i> <ul style="list-style-type: none"> • <i>impact of researcher (vis-à-vis cultural/ theoretical position; researcher-participant relationship)</i> • <i>limitations identified</i> • <i>data validation (e.g. inter-coder checks/ peer moderation/ consultation)</i> • <i>researcher philosophy/ stance evaluated</i> • <i>conflict of interest statement included</i> 	4 3 2 1 0							

Negative case analysis, <i>e.g. e.g. contrasts/ contradictions/ outliers within data; categories/ themes as dimensional; diversity of perspectives.</i>	1 0							
Evidence of researcher-participant negotiation of meanings, <i>e.g. member checking, methods to empower participants.</i>	1 0							
Valid conclusions drawn <i>e.g. data presented support the findings which in turn support the conclusions</i>	1 0							
Emergent theory related to the problem, <i>e.g. links to previous findings/ explanation of changes or differences/ abstraction from categories/ themes to model/ explanation.</i>	1 0							
Transferable conclusions <i>e.g. contextualised findings; limitations of scope identified.</i>	1 0							
Evidence of attention to ethical issues <i>e.g. presentation, sensitivity, minimising harm, feedback</i>	1 0							
Comprehensiveness of documentation <i>e.g. schedules, transcripts, thematic maps, paper trail for external audit</i>	1 0							
Clarity and coherence of the reporting <i>e.g. clear structure, clear account linked to aims, key points highlighted</i>	1 0							
Total	<i>Max 20</i>			Mean % agree			Mean % agree	

Kevin Woods, 23.4.20

Appendix 4. Quality evaluation of included studies based on Woods (2020)

<i>Authors and date</i>	<i>Focus on CYP views of restraint</i>	<i>Clear aim</i>	<i>Research design</i>	<i>Clear sampling rationale</i>	<i>Data collection method</i>	<i>Well executed data collection</i>	<i>Analysis close to data</i>	<i>Evidence of reflexivity</i>	<i>Negative case analysis</i>	<i>Researcher-participant negotiation of meaning</i>
Brede et al. (2017)	N	1	1	0	0.5	1	2	3	0	0
CYPCS (2018)	N	1	0	0	0	0	0	0	0	0
Degrugy (2011)	N	1	1	1	1	1	1	2	0	1
Roberts (2018)	Y	1	1	1	1	2	2	2	1	1
Sellman (2009)	N	1	1	1	1	2	2	3	1	1
Smith (2005)	Y	1	1	1	1	1	2	3	0	0 (not with CYP)
Willis et al. (2021)	Y (although specific area)	1	0	0.5	0.5	1	1	1	1	0

Appendix 4. Quality evaluation of included studies based on Woods (2000) continued

<i>Authors and date</i>	<i>Valid conclusion drawn</i>	<i>Emergent theory/related to previous findings</i>	<i>Transferable conclusions</i>	<i>Evidence of attention to ethical issues</i>	<i>Clarity and coherence of reporting</i>	Total (n/20)	<i>Quality assessment/issues</i>
Brede et al. (2017)	1	1	1	1	1	13.5	Focus not specifically on restraint. One quote from child from text.
CYPCS (2018)	0	0	0	0	0	1	Unknown participants, research methods or data analysis.
Degrugy (2011)	1	1	1	1	1	14	Focus not specifically on restraint. One quote from child from text.
Roberts (2018)	1	1	1	0	1	16	Specifically restraint. Detailed interviews. Clear research methods and data analysis.
Sellman (2009)	1	1	1	0.5	1	17.5	Opt out parental consent. Clear research methods and data analysis.
Smith (2005)	1	1	0	1	1	14	Only one participant in non-residential school.
Willis et al. (2021)	0.5	1	1	0.5	0	9	Unclear research design, lack of reflexivity, focus on relationships with teachers not other areas of CYP views of restraint.

Appendix 5. Ethics approval



Environment, Education and Development School Panel PGR
School for Environment, Education and Development
Humanities Bridgeford Street 1.17
The University of Manchester
Manchester
M13 9PL
Email: PGR.ethics.seed@manchester.ac.uk

Ref: 2020-10370-17054

24/11/2020

Dear Dr Katherine Stothard, , Prof Kevin Woods

Study Title: Understanding the experiences and views of children and young people who have experienced physical restraint in school

Environment, Education and Development School Panel PGR

I write to thank you for submitting the final version of your documents for your project to the Committee on 20/11/2020 15:38. I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the application form and supporting documentation as submitted and approved by the Committee.

COVID-19 Important Note

Please ensure you read the information on the [Research Ethics website](#) in relation to data collection in the COVID environment as well as the [guidance issued by the University](#) in relation to face-to-face (in person) data collection both on and off campus.

[A word document version of this guidance is also available.](#)

Please see below for a table of the titles, version numbers and dates of all the final approved documents for your project:

Document Type	File Name	Date	Version
Data Management Plan	KStothard Thesis DMP 040920	04/09/2020	1
Additional docs	Interview Schedule	05/10/2020	1
Consent Form	Thesis parent consent form v1	05/10/2020	1
Letters of Permission	lbs1	05/10/2020	1
Letters of Permission	lbs2	05/10/2020	2
Letters of Permission	Initial gatekeeper email	05/10/2020	1
Additional docs	Distress Protocol v1	05/10/2020	1
Consent Form	Assent CYP v1	05/10/2020	1
Participant Information Sheet	Thesis parent information sheet v2	20/11/2020	2
Participant Information Sheet	CYP information sheet secondary v2	20/11/2020	2
Additional docs	Debrief sheet v2	20/11/2020	2
Additional docs	Overview of Research Process	20/11/2020	1
Additional docs	Ethics amendments	20/11/2020	1

This approval is effective for a period of five years and is on delegated authority of the University Research Ethics Committee (UREC) however please note that it is only valid for the specifications of the research project as outlined in the approved documentation set. If the project continues beyond the 5 year period or if you wish to propose any changes to the methodology or any other specifics within the project an application to seek an amendment must be submitted for review. Failure to do so could invalidate the insurance and constitute research misconduct.

You are reminded that, in accordance with University policy, any data carrying personal identifiers must be encrypted when not held on a secure university computer or kept securely as a hard copy in a location which is accessible only to those involved with the research.

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.

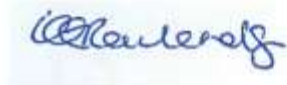
Reporting Requirements:

You are required to report to us the following:

-
1. [Amendments](#): Guidance on what constitutes an amendment
 2. [Amendments](#): How to submit an amendment in the ERM system
 3. [Ethics Breaches and adverse events](#)
 4. [Data breaches](#)

We wish you every success with the research.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'K Rowlands', is placed on a light blue rectangular background.

Dr Kate Rowlands

Environment, Education and Development School Panel PGR

Appendix 6. Ethics amendment confirmation



****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 Dr Katherine Stothard,

Thank you for submitting your amendment request for project: 2021-10370-20535 ; entitled: Understanding the experiences and views of children and young people who have experienced physical restraint in school which has now been approved. Your documentation has been suitably updated to reflect the proposed changes, please ensure you use this documentation.

Please note that if you have submitted revised supporting documents to accompany your amendment request, the approved versions of these are listed in a table below.

Document Type	File Name	Date	Version
Additional docs	Thesis parent information sheet v3	10/09/2021	3
Additional docs	Thesis research Risk_Assessment_Form 2 Katherine Stothard	10/09/2021	2

Please ensure you read the information on the [Research Ethics website](#) in relation to data collection in the COVID environment as well as the [guidance issued by the University](#) in relation to face-to-face (in person) data collection both on and off campus.

[A word document version of this guidance is also available.](#)

We wish you every success with the research.

Best wishes,

Dr Kate Rowlands

Environment, Education and Development School Panel PGR

Appendix 7. Data Management Plan

Developing a way to access the experiences of children and young people of restraint in schools

A Data Management Plan created using DMPonline

Creator: Katherine Stothard

Affiliation: University of Manchester

Template: n/a

Grant number: n/a

Project abstract:

This study will develop a data gathering protocol for accessing the experiences and views of children and young people about the use of restraint in school. Two focus groups will be conducted with members of staff at two educational settings. Discussions will focus on the best ways to access the views of children about restraint. As children's views will be accessed in the context of school discussions will also be around what information is stored in school to record the use of restraint.

Last modified: 29-01-2020

Developing a way to access the experiences of children and young people of restraint in schools

Manchester Data Management Outline

1. Will this project be reviewed by any of the following bodies (please select all that apply)?

- Ethics

2. Is The University of Manchester collaborating with other institutions on this project?

- No - only institution involved

3. What data will you use in this project (please select all that apply)?

- Acquire new data
Focus group data

4. Where will the data be stored and backed-up during the project lifetime?

- P Drive (postgraduate researchers and students only)

5. If you will be using Research Data Storage, how much storage will you require?

- Not applicable

6. Are you going to be working with a 3rd party data provider?

- No

7. How long do you intend to keep your data for after the end of your project (in years)?

- 5 - 10 years

Questions about personal information

Personal information, also known as personal data, relates to identifiable living individuals. Special category personal data is more sensitive information such as medical records, ethnic background, religious beliefs, political opinions, sexual orientation and criminal convictions or offences information. If you are not using personal data then you can skip the rest of this section.

Please note that in line with [data protection law](#) (the General Data Protection Regulation and Data Protection Act 2018), personal information should only be stored in an identifiable form for as long as is necessary for the project; it should be pseudonymised (partially de-identified) and/or anonymised (completely de-identified) as soon as practically possible. You must obtain the appropriate [ethical approval](#) in order to use identifiable personal data.

8. What type of personal information will you be processing (please select all that apply)?

- Audio and/or video recordings
- Anonymised personal data
- Personal information, including signed consent forms
Signed consent forms, anonymised audio recordings and transcripts.

9. Please briefly outline how you plan to store, protect and ensure confidentiality of the participants' information.

- Signed consent forms will be scanned and saved on the University P Drive. The hard copies will then be destroyed.
- An audio recorder will be used to record the focus groups. This will be used exclusively for research purposes and kept safe during transit from the research setting to the university. The recordings will be downloaded to the University P Drive. The recording will then be deleted from the audio recorder.
- The recording will be sent to an university approved transcriber who will transcribe the focus group and remove all personal identifiers. The anonymised transcripts will be stored on the University P Drive.
- During the write up of the research no personal identifiers, such as names or school names, will be used.

10. If you are storing personal information (including contact details) will you need to keep it beyond the end of the project?

- No

11. Will the participants' information (personal and/or sensitive) be shared with or accessed by anyone outside of the University of Manchester?

- No

12. If you will be sharing personal information outside of the University of Manchester will the individual or organisation you are sharing with be outside the EEA?

- Not applicable

13. Are you planning to use the personal information for future purposes such as research?

- No

14. Who will act as the data custodian for this study, and so be responsible for the information involved?

Dr Emma Harding, University Supervisor

15. Please provide the date on which this plan was last reviewed (dd/mm/yyyy).

2020-01-26

Project details

What is the purpose of your research project?

This study is designed to develop a data gathering protocol for accessing the experiences and views of children and young people about the use of restraint in schools. Two focus groups will be conducted with school staff in different education settings. Discussions will centre around how to speak to and collect the views of young people about restraint. As these views will be taken in the context of a school this study will also explore what information is stored in school about the use of restraint, where this data is kept and how best to access it. From the focus groups a protocol will be developed to be used to collect data in a subsequent larger scale study.

What policies and guidelines on data management, data sharing, and data security are relevant to your research project?

University of Manchester policies and guidelines will be relevant. Including:

- Research Data Management Policy
- Records Management Policy
- Data Protection Policy
- Standard Operating Procedure for Taking Audio Recordings of Participants in Research Projects
- Standard Operating Procedure for Information Security, Classification, Ownership and Secure Information Handling.
- IT Policies and Guidelines

British Psychological Society guidance will be relevant:

- Ethics and Code of Conduct

Responsibilities and Resources

Who will be responsible for data management?

The researcher (Katherine Stothard) will be responsible for writing and updating the Data Management Plan as necessary. The researcher will also be responsible for collecting, handling, analyzing and writing up the data.

What resources will you require to deliver your plan?

- Audio recorder
- Access to the University p drive
- Transcription costs

Data Collection

What data will you collect or create?

- Signed consent form with the name of the participant including job role in school. A maximum of 16 forms.
- Focus group data - this will be recordings and transcripts of two one hour focus groups.

How will the data be collected or created?

- Consent form and job role will be collected prior to the focus groups. These will be collected as hard copies and then scanned and saved in folders on the University P Drive.
- Focus group data will be recorded on an audio recorder. This will be stored as an audio recording on the University P Drive and as a transcription file on the P Drive.
- Consistency and quality of data collection will be controlled and documented through regular supervision sessions.

Documentation and Metadata

What documentation and metadata will accompany the data?

The data and analysis will be written up in a student report as part of the Doctorate in Educational and Child Psychology. This will include details of methodology and procedural information.

Ethics and Legal Compliance

How will you manage any ethical issues?

This research follows the BPS Code of Ethics and Conduct (BPS 2018) and the Health Care and Professions Council's Standards of Performance and Ethics (HCPC 2016). The study will be reviewed by the University of Manchester System for Ethics Review (2019).

Informed consent for recording, analysis and storage of the data will be obtained from participants prior to taking part in the focus groups. Participants will be provided with a comprehensive information sheet, including details of how their data will be used and stored, at least 24 hour before the focus group takes place.

Participants are free to withdraw from the study at any point, at which time all their data will be removed and destroyed.

Personal identifiers will be removed from the audio recordings at the point of transcription.

The focus group data will be stored, on the University's encrypted P Drive, for 5 years after which time it will be destroyed.

The data will be managed in line with General Data Protection Regulation (GDPR 2018) and the University of Manchester's guidelines on information governance (2019).

How will you manage copyright and Intellectual Property Rights (IPR) issues?

The University of Manchester will own the copyright and Intellectual Property Rights.

Storage and backup

How will the data be stored and backed up?

The data will be stored on the University's secure P Drive. Hard copies will be destroyed.

How will you manage access and security?

Only the researcher will have access to the data which will be stored on the University P Drive.

The audio recordings will be transferred to the P Drive from the encrypted recording device as soon as possible and then deleted from the device. Transcription will be done by the University of Manchester approved transcription service.

Selection and Preservation

Which data should be retained, shared, and/or preserved?

The transcriptions will be stored for 5 years on the University's P Drive.

What is the long-term preservation plan for the dataset?

The data will be stored on the University of Manchester's P Drive.

Data Sharing

How will you share the data?

The audio recordings will be shared with a University approved transcription service.

A portion of the anonymised transcript will be shared for supervision.

Data requests as a result of any publication will be handled directly.

Are any restrictions on data sharing required?

Data will not be shared with a data repository so this is not required.

Appendix 8. Data Gathering Protocol*

* Plain text for the preliminary DGP; italicised text for additions following implementation process

1 School Recruitment Phase

1.1 *Locate a link (e.g. link EP) to the key gatekeepers within school (e.g. head teacher, SENCO) and ask them to facilitate a face to face meeting between the researcher and key gatekeeper.*

1.2 *To discuss at the meeting: context of school and use of restraint including use of restraint in practice with girls/boys, ages; de-escalation strategies; demonstrate knowledge of complexity of issues around restraint; staff training and implications; ensure non-judgemental stance and communicate research and EP knowledge.*

1.3 *Outline research plans, flexibility, time and resources commitment needed from schools, benefits to staff and students*

2 Introduction to the research

2.1 Overview of the purpose of the research

2.2 Outline of the plan for research

2.3 Understanding of restraint in the setting

- What terms are used to describe restrictive practices/restraint in school? By staff, children/young people?
- Are children/young people informed about the use of [restraint] in school? Is the use of [restraint] discussed with children/young people?
- What policies are there in school that refer to the use of [restraint]?
- *What guidelines and legislation have been used to guide development of school policies or use around restraint?*
- Which staff are involved in the use of [restraint]? Using, recording, monitoring

3 Methods

3.1 Selecting participants for the research

- Children/young people who have experienced [restraint] in school including those children/young people who are ‘harder to reach’

- Need for time to build relationships (and if needed)
- Willingness to talk, inability to talk and how that will be managed within the research process.
- Who is best to help with this selection process?
- *What are the specific needs of the children/young people?*
- *Are access arrangements or special considerations needed? How will the needs of the child/young person affect the research process? E.g. materials, length or location of sessions.*
- *Collection of demographic information of CYP taking part in the research.*

3.2 How to create understanding and how to get informed assent/consent

- Would an initial meeting before data collection be useful/workable?
- Are there suggestions more appropriate to the setting?
- What is the best way of getting informed consent from the parents?
- Check information sheet and consent form (change as required for setting)
- *How will the assent process be approached for the children/young people? E.g. language used for explanation of research, visuals needed, how will informed assent be assured?*

3.3 Interviews or focus groups (or both for different children/young people)?

3.4 Materials

- Examples provided and discussed in the context of which children/young people will be using them – for example appropriate for additional needs.
- Any adaptations needed or suggested formats?

3.5 *Number of sessions with the CYP. Discussion of allowing adequate sessions for CYP to become familiar with the researcher and a final session to allow for CYP to check research findings and provide closure to research process.*

3.6 Staff member support during the research process

- Would this be helpful?
- Who would this be?
- Which children and young people would need this support?
- What would the support look like? (Provide suggestions if required such as staff assisting in initial meeting, staff present during various research

processes, staff assisting with the focus group, staff present during the interview etc)

3.7 Discussion of boundaries of staff support

- absolute confidentiality
- no follow up questions from staff
- no reporting of research process to other staff or students

3.8 Flexibility in the data collection methods

- Data collection is flexible and will respond to the needs of the children/young people being talked to so any suggestions, changes necessary at any point.
- *Involvement of CYP - Choice of research methods (e.g. type of activities, card sort, painting, drawing).*

4 **Accessing written data**

4.1 Who is the best person to talk to about accessing written information about [restraint]?

- GDPR requirements
- School requirements for anonymity etc.
- Behaviour policies
- [Restraint] policies
- Records of [restraint]

-
- ### 4.2
- How and when are incidents of [restraint] recorded?
 - Where are incidents of [restraint] recorded?
 - How can we access this information and in what form?
 - How can we ensure staff are comfortable with researchers accessing this data?

5 **Research considerations**

5.1 Prevention of secondary trauma

- This will be minimised by close consideration of needs of child/young person, environment, support staff, type of questions/materials use, vigilance for potential distress, research process etc. Any further suggestions?

- Are there any children or young people who may be taking part in the research who may be particularly at risk?
 - Is it appropriate for them to take part in this research and is there anything that can be done to reduce the risk of secondary trauma?
 - Any other concerns around research and impact on the children/young people involved?
-

5.2 Staff concerns

- Are there any further concerns about the research?
 - How can these be resolved?
 - If staff develop concerns about the research what process will be in place
-

6 Dissemination

- 6.1
- What would be the appropriate/beneficial dissemination process for staff?
For example: CPD, written feedback, other?
 - How to ensure confidentiality?
 - Is there an understanding of qualitative research?
 - What would be the appropriate/beneficial dissemination process for the children and young people? For example: accessible written report, meeting to discuss the findings, personalised written feedback, other?
-

6.2 *Involvement of CYP in dissemination*

- *How should the research be shared? In what format? Who should we tell about the findings? Would you like to choose your pseudonym for the research write-up?*

Appendix 9. Interview Topic Guide

Interview Schedule

Prior to commencing the interview, a discussion will have been had with staff to establish the language and terminology used in school around the use of restraint. This language will be used during the interview and altered if necessary in response to the language used by the young person.

The interview schedule will be flexible and reactive to the young person. The questions listed are examples of the areas to be covered and the type of questions that will be used.

Tell me about how [restraint] happens in your school.

Have you seen other people [restrained]?

How did that feel to watch?

How did the young person feel?

When is [restraint] ok?

When is [restraint] not ok?

What do parents think about [restraint]?

Should teachers explain when [restraint] will happen?

Should teachers explain how [restraint] will happen?

Should teachers explain why [restraint] will happen?

When should they explain about [restraint]?

Appendix 10. Parent Information Sheet



Understanding the experiences and views of children and young people who have experienced restraint in school

Participant Information Sheet (PIS)

Your child is being invited to take part in a research study that aims to explore and understand the experiences of children and young people who have experienced restraint in school. Restraint is where a child or young person is physically held in a safe way to prevent them from hurting themselves or someone else. This research will contribute to a doctorate in educational psychology. Before you decide whether you would like your child 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 before deciding whether to take part and discuss it with your child and others if you wish. Please ask if there is anything that is not clear or if you would like more information. Thank you for taking the time to read this.

About the research

➤ **Who will conduct the research?**

Katherine Stothard, School of Environment, Education and Development, The University of Manchester.

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

This research intends to collect the experiences and views of children and young people who have experienced restraint in order to understand how restraint in school impacts them and what the experiences mean to them. By collecting these views, the aim is to increase the understanding of other young people, school staff and parents around the impact of restraint in school. This is the first in a series of research with the aim of developing ways of reducing the use of restraint in schools.

Your child has been asked to participate because their school has identified them as someone who has experienced a form of restraint in school and who they feel will be comfortable talking about their experiences in school. It is intended to recruit between six and twelve children but these may be from different schools.

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

Information about the findings of the research will be provided for you, your child and your child's school in an anonymised form. The findings will be included in a doctoral thesis and it is intended that they will be published in an academic journal.

➤ **Disclosure and Barring Service (DBS) Check**

The researcher, Katherine Stothard, has undergone an enhanced DBS check via The University of Manchester.

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

The project has been reviewed by the School of Environment, Education and Development Ethics Committee.

➤ **Who is funding the research project?**

Katherine Stothard is funded by the Department for Education training fund for the Doctorate in Educational Psychology.

What would my involvement be?

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

If you and your child agree that they would like to take part your child will initially meet the interviewer virtually. This will take place during school time via Microsoft Teams. A member of school staff will be present in the room at all times while your child talks to the researcher. At this first meeting the interviewer will introduce themselves and have a brief introductory chat to familiarise your child with the process and answer any questions your child may have. This introductory meeting will take a maximum of 20 to 30 minutes.

Approximately a week later your child will be interviewed by the researcher during school time via Microsoft Teams. A member of school staff will be present in the room at all times while your child talks to the researcher. Your child will be asked questions about what restraint looks like in their school. You have been provided with a copy of the interview schedule that contains details of the kind of questions that will be asked.

The interview will be either audio or video recorded depending on the preference of you and your child. The interview will last between 15 and 45 minutes.

Following the interview you and your child will be provided with information about where to access further information or support if you would like it.

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

No compensation will be provided for taking part in this study.

➤ **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 you would like your child to take part. If your child would like to participate in the study please email the researcher directly (Katherine.stothard@postgrad.manchester.ac.uk) or let [name of school contact] know and s/he will pass your details to the researcher. If you do decide that your child would like to take part you will be given this information sheet to keep and will be asked to sign a consent form. If you decide that your child would like to take part you are still free to withdraw at any time without giving a reason

and without detriment to yourself. This does not affect your data protection rights. If you decide not to take part you do not need to do anything further.

As it is essential to the study that the interview is audio recorded, if you do not agree to this you will not be able to take part in the study. You should be comfortable with the recording process at all times and so you are free to stop recording and withdraw from the study at any time.

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:

- Name
- Age

The audio/video recordings will consist of voice and facial features. These will be obtained during the interviews. You and your child can decide if you would prefer just an audio recording or an audio and video recording.

➤ 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 or video 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](#). Please visit the website below to view this policy:

www.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:

- The recording will be via Microsoft Teams on a password protected laptop.
- As soon as possible the recording will be downloaded to the University's secure server and deleted from the laptop.
- The recording will be emailed via a secure email system to a University approved transcriber.
- The transcription will be anonymised and all personal identifiers removed at the point of transcription.
- The consent forms, with personal identifiers, will be stored in a locked secure storage at the University of Manchester.
- The data will be stored for 5 years as required by current legislation.
- As the recording and transcription will be anonymised and the consent forms stored separately participants and their data will not be identifiable.

If, during the study, we have concerns about your safety or the safety of others, we will follow the safe guarding procedure in school.

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:

Professor Kevin Woods

Email: kevin.a.woods@manchester.ac.uk

Phone: 0161 275 3509

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 about complaints relating to your personal identifiable information](#) Tel 0303 123 1113

Please visit the website below:

[/ico.org.uk/make-a-complaint/](https://ico.org.uk/make-a-complaint/)

Contact Details

If you have any queries about the study or if you are interested in taking part then please contact the researcher:

Katherine Stothard

Email: Katherine.stothard@postgrad.manchester.ac.uk

Appendix 11. Child/Young Person Information Sheet



Understanding the experiences and views of children and young people who have experienced restraint in school

Who is conducting the research?

My name is Katherine and I work as a researcher at the University of Manchester. I would like to invite you to take part in our research study about what children and young people think and feel about [physical restraint] in school.

Before you decide if you wish to take part, please make sure that you understand:

1. Why the research is being done
2. What your involvement in the project will be

Take your time to read through this information sheet before you decide if you wish to take part. Ask as many questions as you wish.



What is the Purpose of the Research?

[Physical restraint] is something that happens to children and young people in lots of schools. It can be used for different reasons and in different ways in different schools. This research wants to find out what children and young people think and feel about being [physically restrained]. It is important because although [restraint] happens in lots of schools there is lots we don't know about it and how it affects the children and young people involved. By understanding [restraint] more we can help schools to find different ways of helping children and young people.

Why have I been asked to take part?

We have asked you to take part because you have experienced [restraint] and your teachers think you would be comfortable talking to me about the experience.

What would I be asked to do if I take part?

If you want to take part, we will ask you to talk to me via a video call on a school computer. I will ask you some simple questions about your experience of [being restrained] in school. To help you during

the interview you can pick one adult from school to sit with you. You can pick someone you feel comfortable with and who you can talk in front of.



How long is the study?

The study will take about half an hour to an hour of your time.

Where will the study take place?

The study will take place in [school name]. You will be asked to talk to me via a video call on a school computer.

Will my taking part in the study be confidential?

In order to take part in the research we will need to know your name and age.

Only I and my supervisor at the university will have access to your information and we will ensure it is kept safe and secure.

We are keeping this information safe and following data protection law.

The University of Manchester is the Data Controller, which means that we will protect the information about you. All researchers have received training to do this and we will make sure that they keep your information safe.

We will make sure that no one knows you have chosen to take part in the study. To do this we will use a process called anonymising, which means that we will generate a secret code for you and make sure that your name is stored in a different place to the rest of the information you give us. We will also keep the information you give us for 5 years and then it will be safely destroyed.

You have a number of rights under data protection law, including the right to see any of the information you have shared with us. If you would like to know more about your rights or find out the legal reason we collect and use your information, please read through the [Privacy Notice for Research](#) or discuss it with your parent/guardian.



Will anyone at school find out what I have talked about?

Only my supervisor and I will watch or listen to your interview. The adult you choose to help you in the interview will hear what you talk about but will not talk about what you say with anyone else.

If you tell me something that shows you are in or have been in danger I will need to tell the adult at school who looks after safeguarding. This is to make sure you are safe.

Do I have to take part?

It is completely up to you if you wish to take part in the study. Make sure you think carefully and consider all the information contained in this sheet before you decide.

After you have decided you will be asked to sign an assent form that shows you understand and agree to take part in the research. Your parent/guardian will do the same (and sign a consent form) if they also agree for you to take part.

What if I change my mind?

You are free to withdraw from the study at any point without having to give a reason. If you decide to withdraw any data already collected will be used in the final analysis. Please remember that your data will be anonymised and you will not be identified in any way.

Who is organising and approving the research?

The research is being sponsored by the University of Manchester.

The research has also been approved by the School of Environment, Education and Development School Review, a group of people who work to protect your safety, rights, wellbeing and dignity.

What do I do now?

If you have any questions relating to the information contained in this sheet, please let me know:

Researcher: Katherine Stothard Katherine.stothard@postgrad.manchester.ac.uk

Research Supervisor: **Professor Kevin Woods**

Email: kevin.a.woods@manchester.ac.uk



Thank you for reading this!

Appendix 12. Consent Form



1

Understanding the experiences and views of children and young people who have experienced restraint in school

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 10/2020) 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 child's participation in the study is voluntary and that I am free to withdraw them at any time without giving a reason and without detriment to my child. I understand that it will not be possible to remove their 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 interviews being audio / video recorded.	
4	I agree that any data collected may be published in anonymous form in academic books, reports or journals.	
5	I understand that data collected during the study may be looked at by individuals from The University of Manchester or regulatory authorities, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my data.	
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 understand that there may be instances where during the course of the interview/focus group information is revealed which means that the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.	
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](#).

Appendix 13. Debrief Information



Understanding the experiences and views of children and young people who have experienced restraint in school

Participant Debrief Sheet

Thank you for participating in the interview. We hope that you have found it interesting and have not been upset by any of the topics discussed. However, if you have found any part of this experience to be distressing and you wish to speak to one of the researchers, please contact:

Katherine Stothard
Katherine.stothard@postgrad.manchester.ac.uk

Alternatively you can speak to [member of staff] in school.

There are also a number of organisations listed below that you can contact.

Organisations	
Insert organisation here*	Insert organisation here
Challenging Behaviour Foundation	0300 666 0126
Childline	0800 1111
Samaritans	116 123

*I will insert details of local services available for follow up help eg. local charities or NHS services. As the exact location of my research is unknown I am unable to complete this section at this time.

Appendix 14. Distress Protocol



Distress Protocol

Should a participant become distressed during the interview the following will be followed:

Distress: Participant shows signs that they are experiencing distress or exhibits behaviours associated with distress such as crying. This might suggest that the questions asked have caused stress to the participants or that the responses given have triggered personal and traumatic memories

Step 1:

- Researcher offers immediate emotional support
- Ask participants if they would like to finish the interview
- If no, continue with interview
- If yes, school keyworker support participant to finish interview
- Explore distress level and assess risk

Step 2:

- If risk is highlighted, assess and proceed to follow risk protocol
- School keyworker remain with participant
- If significant distress, follow normal school procedure for distress in school. This may include speaking to parents.
- Remind participants and keyworker of the support numbers to use if necessary
- Researcher to seek support from supervisors
- If any information in the focus group or break out room has been raised which the researcher believes may cause harm to the participant or someone the participant knows, then mental health services may need to be contacted

Follow up:

- If participant consents, follow up with a courtesy call or email the next day to parents.
- Encourage participants to use provided support numbers

Should a participant disclose information that implied a risk to the participant or someone else the following steps would be taken:

Risk: Participant discloses information which implies risk to themselves or to another person.



Step 1:

- Researcher will accurately document the information disclosed.
- Researcher will contact their research team supervisor to discuss the information disclosed and the most appropriate course of action.



Step 2:

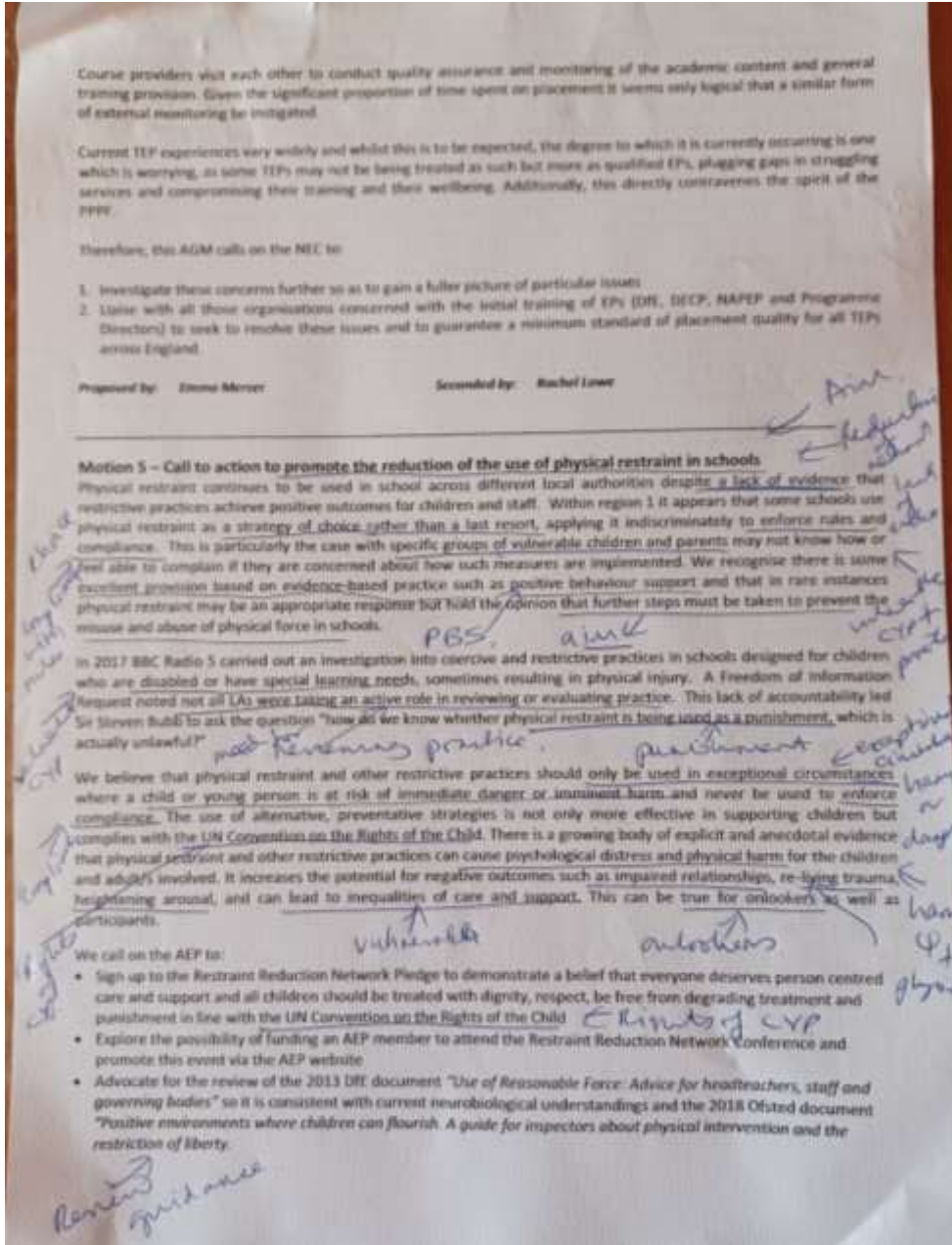
- If action is felt to be required the researcher will immediately report these concerns to the most appropriate child or adult safeguarding team
- Where possible, any concerns would be discussed with the individual and they will be informed that the researcher will be sharing information to respect confidentiality
- All actions will be completed with priority and done so at the soonest available opportunity.
- The researcher will keep a clear written record of the concern and all steps taken to deal with the matter, for example who the concern has been raised with and on what date.

All participants will be fully debriefed after all stages of the research.

Appendix 15. Phase I data analysis process

Phase I data sources coding

AEP motion



- ← investigation*
- Proactively encourage Ann Longfield, Children's Commissioner for England to follow the example of Bruce Adamson, Children's Commissioner for Scotland and launch a formal investigation into restraint and seclusion in schools as well as the inadequacy of local authority policy and procedures around recoding of incidents
 - Consider making FOI requests to all LAs regarding the use of physical restraint in schools and publish a summary of findings on the AEP website *← gather evidence*
 - In conjunction with EP training providers, explore the option of **EPIT research aimed at gaining parental and/or children's views** on their experiences of restrictive practices/ physical restraint in school *← views of EP + parent*
 - Continue to campaign for all schools to have access to an Educational Psychologist to ensure the school workforce has opportunities to increase their knowledge and skills around the use of non-restrictive practices based on person centred thinking, relational interventions and positive behaviour support with the aim of supporting recovery, promoting positive, mental health, improving physical well-being and social inclusion.

*EP
me*

Proposed by: **Lynne Mackey**

Seconded by: **Lucy Taylor**

Motion 5 – References

RBC (2017) - Hundreds of "restraint injuries" at special schools. <https://www.bbc.com/news/uk-39520915>
 BILD (2017) - <http://www.bild.org.uk/about-bild/news-and-views/response-to-restraint-and-restrictive-intervention-for-children-draft-guidance/>
 Children's Commissioner Scotland - <https://www.csc.gov.scot/advice/commissioner-launches-formal-investigation-into-restraint-and-seclusion>
 DfE (2013) - The use of reasonable force. Advice for headteachers, teachers and governing bodies
 Ofsted (2018) - Positive environments where children can flourish. A guide for inspectors about physical intervention and the restriction of liberty
 Restraint Reduction Network: 12 Values and Principles for delivering consistent, positive, safe and proactive person centred care and support
<http://www.restraintreductionnetwork.org/>
 Stop Hurling Kids - <http://stophurlingkids.com/wp-content/uploads/2013/05/Debunking-the-myths-about-Restraint-and-Seclusion-in-Schools.pdf>
 The Guardian (2016) Secret Teacher: restraining pupils is humiliating for everyone 23/06/16

Motion 6 – Support for EPs in all Workplaces

Motion: The AEP should develop its strategy and policy in support of members working in or for a range of organisations operating outside of Local Authority services including, but not limited to, co-operatives and social enterprises.

Educational Psychologists are working in or for an increasingly diverse range of organisations. EPs working for these newly developing organisations still need, and value, the support of the AEP in resolving concerns about terms and conditions and other professional and ethical issues. If it is to remain relevant to the workplace of the future the AEP needs to be able to represent the concerns of the full membership.

This motion proposes that the NEC should consult widely within the membership and work with representatives from relevant organisations to develop strategy and policy that will ensure that the Association continues to have relevance to all of its members in the full range of current and future working contexts.

The NEC should present the outcomes of this work, to include specific proposals and recommendations, at next year's AGM

Proposed by: **Teresa Regan**

Seconded by: **Debbie Shannon**

Discussions with translator

Standard mean, do it want to generalise but likely to do physical things at home if have been physically restrained at home

Discussions around translation of terms used in info sheet + consent form

Variations of physical interventions physical restraint

Discussions of meanings + 'level' of physical contact used.

Thoughts or reflections after:

- If we are having to think about this how do school (+ other settings) communicate what is happening pre + post restraint
- How explained to parents who are EAC?
- How can liaise these discussions with lang barriers?
- Translators?

impact of
EAC parent
+ impact
of ethics
↓
Response
of parent
+ impact
into
PR research

ethnic
parental
response

knowledge

terminology

terminology
type of PR

ethnic

I've added some amendments to the script from my A1 research, including giving the CYP options on how they would like to express themselves in the sessions.

Thanks,

[Redacted signature block]

Subject: Re: Restraint group etc

Thank you [Redacted] that's very helpful to have as a reminder of the project's starting point. Perhaps if others think of/ discover possible additions/ further considerations, they might add them and re-circulate.

Best wishes

[Redacted signature block]

[Redacted]
School of Environment, Education and Development,
University of Manchester,
Oxford Road,
Manchester M13 9PL

*Building research group
developing*

*development
of research
processes
within the
group*

Sorry for being AWOL. Currently feel like I'm living in a plague ship.

Either of those dates/times work for me.

Like the idea of renaming. Positive handling is good - definitely more positive and best practice focused. Only concern is it implies a value judgement on the handling so if it will be used with potential participants who may not see any handling as positive could this have an impact? Saying that I have no better suggestions!

Best wishes,

[Redacted]

[Redacted]

Trainee Educational Psychologist
University of Manchester

[Redacted]

[Redacted]

Subject: Restraint research planning

H [Redacted]

I think we are soon to become the UoM Restraint Research group. (Maybe we need a better, more positive name?)

Four of us met this morning and thought it would be good to get a date in the diary for an altogether meeting to update on all our respective progress. [Redacted] can all make either of the two dates/ times below.

- Thurs February 11th at 3.45pm
- February 12th at 12.30pm

[Redacted] and Katherine, is there either date that you *can't* do?

Best wishes

[Redacted]

Knowledge
Value judgement
implied
positive handling?
within group name
Renaming with group name

Research notes from meetings at potential research school

→ Stratellian ← info form
constant form

Language for documents
used

Leads to
understand
restraints

→ 'Physical holding' (Carrying C)
winds used in setting 'taken' into room

→ 2 times?

→ seen restraint? - drinking
- being silly

→ XI → not in ed. → left → no support
network

Historical case

Seen PR? ← explain?

→ staff in
? → staff in

Yr 11 AP staff there

English. staff to ask.

Chairs →
support of
network

→ Back to maintenance special ← visit

→ Target be short term

→ 21 → 8 in → Covid
→ illness
→ Lack of staff

CYP
Lang
needs

CYP
attendance

EAL ↓ English
SEMH ↓ Literacy

- Likes?

EV
C+L
21% attendance prior to ~~AP~~ AP

Team Teach
trained
use of IT

Lang
fluency

Team Teach
→ use IT lang bet staff
→ don't talk about (use lang with CYP)
→ reactive
→ Larger vestibule → 20 mins
→ Small room
→ Big led

Reactive
Not discussed
with CYP



UP say

Use Team Teach
Team Teach → Carrying CS
Team Teach → Single elbow
TT terminology

Speed
Changing content fast → replace
Content mostly really quickly

Need for adult support regulating emotions
If raging - don't want to talk
need adults to take charge of situation

Role of SM
To create environment of safety
Walk around/present

Recorded → PR incident sheet
Straight away after winds used
Damage to school
CYP

Verbaunt used 2/3 page
+ why

Has Fill in whenever done / whenever
long

Collating and categorising documents for data gathering protocol development



Organising initial codes (on post its – each source colour coded) into broad categories



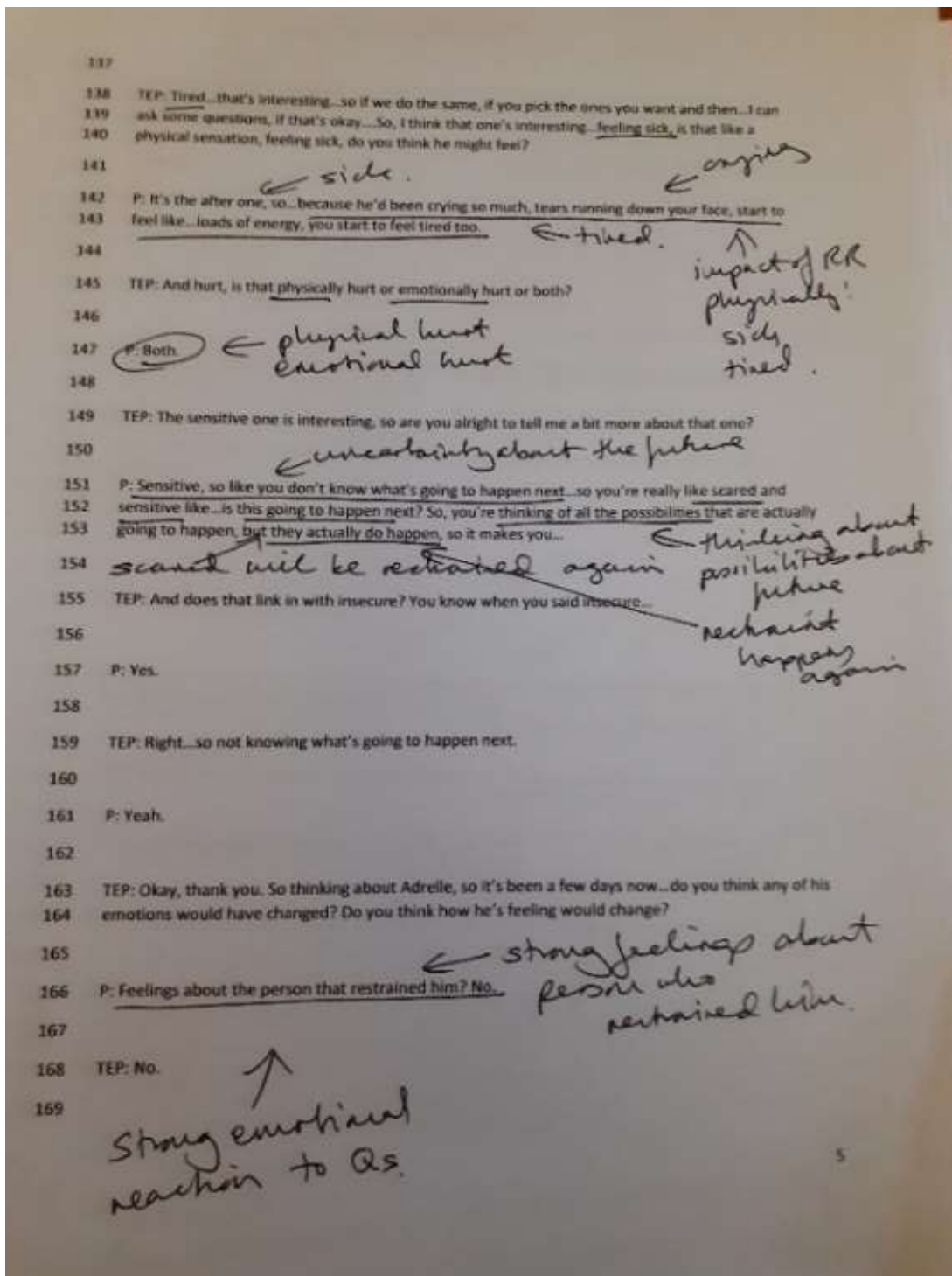
Example theme and sub-theme development from mixed data sources

<i>Data source</i>	<i>Extract summary</i>	<i>Initial coding</i>	<i>Subtheme</i>	<i>Theme</i>
AEP Motion	Misuse and abuse of physical force.	Terms used to describe restraint	Terminology	Perceptions/understanding of restraint
	Restraint reduction.	Terms used to describe restraint		
	Restrictive practices.	Terms used to describe restraint		
University RPRG emails	Discussions around name for RPRG – ‘positive handling’ proposed but implications of value judgement.	Value judgements within use of different words Name of group impacts on values portrayed Different understandings of terminology and meanings		
	Use of different terminology in different settings and how name feeds into this.	Relating terms for restraint used in schools to group name and impact		
	Need for more ‘positive’ name.	Value judgment within group name		
Research notes of visits to research schools	Asking about terminology used in school for use in parent/child information sheet and consent form.	Terminology use in school		
	Slovakian young person as potential participant. Discussion of language capabilities.	Language and ability to understand research documents and questions		
	Use Team Teach language between staff.	Team Teach Use of Team Teach language		
	Wants to get restraint so won’t use physical touch.	Contrast in language		
	Caring CS/ single elbow.	Team Teach language		
Research diaries	Meeting with translator. Discussions around what certain terms	Meanings in different languages		

	mean and how to describe appropriately in Slovakian. For example, 'physical intervention' and 'physical restraint'.			
	Discussion of if these different terms reflect different levels of 'severity' of hold.	Words reflect different level of hold		
	Discussion of implications of terms for parent who is EAL and receives information sheet from school.	Words used and ethical implications for parent/school relationship. EAL home/school shared understanding		
Research supervision notes	SLR search terms: restraint, intervention, physical holding, discipline, discussion of – meaning of different words and bodies of literature	Words used to describe restraint		
	School approach discussion including shared language for restraint “when teachers hold pupils”.	Shared language		
	Annual review feedback – definition of restraint.	Definition of restraint		

Appendix 16 Phase II data analysis process

Initial coding of transcripts for CYP views



101 TEP: Yeah, yeah, so I think you have a real understanding of situations...and what Ethan might be
102 feeling. Okay, so we're going to move onto Flo. Now, I know Flo's a girl, but sometimes girls are
103 restrained, so what might Flo be feeling while she's being restrained?

104

105 P: Hmm...angry still.

← anger
← hurt

106

107 TEP: 99 100% angry, 100% hurt...insecure...yeah...afraid...left out, any others? Embarrassed...guilty,
108 that's an interesting one. If you pick the ones you want and then I might ask a couple of questions, if
109 that's okay...sad...yeah...sick...yeah, have you done? That's really interesting. So angry, I can
110 understand...insecure, can you tell me a bit more about why you put that one.

← increase isolation ← thinking about future

112 P: She'll be thinking ahead into the future because she had friends and now her friends are seeing
113 her get restrained and will probably not want to hang out with her.

← impact of previous friendships of CYP.
being seen being restrained

115 TEP: Okay, so that's thinking about friendships in school and the impact on that.

116

117 P: The same applies for left out and afraid.

118

119 TEP: Okay. What about...these ones are interesting at the bottom, so you've got guilty, embarrassed.

120

121 P: She's guilty for what she's done...and yeah, other things too and she's embarrassed that the
122 teachers had to be doing it in front of all the children at school...in the class.

← being seen being restrained

123

124 TEP: Yeah, so other children are seeing it. They're really difficult emotions those, aren't they?

125 They're really difficult. Thank you for that. Are you still okay?

← protecting him, dealing with it.

126

127 P: Yeah.

128

129 TEP: Still okay to keep going, you're doing really well. They're difficult things to think about, these.
130 Right, so we'll have those again. Right...Adelle is slightly different, okay, because I think there might
131 be different feelings depending on...when he was restrained, so if you start by thinking about Adelle
132 and he's been restrained about five minutes ago, okay, so he's in a quiet room, he's safe...he's not
133 being restrained anymore, but it has just happened. How might he be feeling? ...Angry...yeah...
134 sensitive, yeah, that's a good one...unhappy, sick...

↑
angry
sensitive
unhappy
sick

135

136 P: Where's that one...?

35

36 P: Because that's where most people get restrained - either in the classroom or in the _____
37 [unclear] in school.

← where.

38

39 TEP: Right, so he's just about to be restrained, so...something might be happening in the classroom
40 that's going to lead to him being physically restrained, okay. And that's up to you, what you think
41 that might be, you can suggest some ideas, or we can just go straight on to how he might be feeling,
42 it's up to you.

43

44 P: Ideas of what?

45

46 TEP: ...why he might be being restrained, why do you think Ethan might be being restrained?

47

48 P: Probably the teacher got something wrong about him...she said...the teacher said he'd done
49 something that he hasn't done. So then he got really angry...

← unfairness → anger.

50

51 TEP: Okay, so do you want to have a look through those cards and have a think, what might Ethan be
52 feeling? So, he's about to be restrained, he's not been restrained yet.

← teacher's fault
lack of understanding of CYP.

53

54 P: I've never felt sick when I'm angry before but...

← physical signs.

← anger (pre)

55

56 TEP: Yeah, do you think he might...yeah, so just pop them round Ethan and what I'll do is I'll get a
57 photo because you might use the same emotions for others, the other children. So he might feel
58 sick, yeah...angry...yeah, that's interesting, worried...and sad...what do you think he might be worried
59 about?

60

61 P: Worried.

← worried (pre)

62

63 TEP: Yeah, why might he be worried?

64

65 P: I don't know, I don't know...

← CYP not sure.
couldn't answer.

66

67 TEP: You don't know, you just think he might be feeling that, that's okay.

68

1 Rec0012 and Rec0013

2 (Total time: 52 minutes)

3

4 TEP: So, in the zone, we're going to go straight in there because I want enough time for painting, is
5 that okay?

6

7 P: Yes.

8

9 TEP: Okay, so thinking about...physical restraint in school, so I don't want you to think about you
10 necessarily now, okay? So, what I've got is I've got three children okay? Here. We've got Ethan,
11 we've got Flo and we've got Adrelle. And these are three children who have experienced restraint.
12 And Ethan, we're going to talk about...

13

14 P: I've actually never seen a female getting restrained before.

15

16 TEP: Have you not? That's interesting. Have you seen lots of restraint? I know it was at your previous
17 school, wasn't it?

18

19 P: No...

20

21 TEP: Did you see other children get restrained?

22

23 P: Yeah, definitely, but they were all boys, not girls, yeah.

24

25 TEP: That's interesting, yeah. Okay, well, Flo might be unusual then for you, but still...you know, it
26 doesn't really matter whether she was a boy or a girl, she was still might be feeling the same thing.
27 So, we're going to take a look at each child individually, okay, and have a think about how they might
28 be feeling. So, what I'd like you to do is use your imagination and think about Ethan. So, Ethan is in
29 school and he's about to be restrained, so use your imagination, where might he be being
30 restrained, do you think?

31

32 P: Probably in the classroom.

33

34 TEP: The classroom, okay, is there a reason you picked the classroom?

← protecting him = other
not specially
his exp

← impact of gender.
← witnessing restraint

← gender diff.

← where restraint happens

204

205 TEP: Yeah...

206

207 P: But you're not

← adults aren't always right

208

209 TEP: No, we're not. I think that's the thing with adults, isn't it, we often act like we know what we're
210 talking about but sometimes we don't. Thank you.

211

212 P: You're welcome.

213

214 TEP: Right, let's move these aside...

215

216 P: ...if you want to know the school, the school's called [name of school] and it's in [city] next to
217 Tesco, so you can go there and tell the teacher why did he do that.

← Strong emotional response.

218

219 TEP: You've got really...it sounds like you've got really strong feelings still about...

← ask teacher why he was like that.

220

221 P: Yeah...the school, staff...no-one there like...the only teacher I liked there was [teacher's name].

← we feeling towards school / staff

222

223 TEP: Yeah, why did you like him?

↑ one good relationship

224

225 P: He was just kind, like really kind like mega kind.

← she was kind... mega kind.

226

227 TEP: Do you think that's important in teachers, to be kind?

228

229 P: Yeah, because teachers...whenever they come to school, I had a teacher...in [name of
230 school]...next to my house and...I keep going there, sometimes I would have got in trouble...and the
231 teacher says, 'I don't get paid enough to do this job.' But you're the one who actually picked to do
232 this job, there's plenty of other jobs around this world that you can literally just go...study it then go
233 and do it and you've picked this job, you chose this, this is next generation so...if you want the next
234 generation to be good then you better act like it. That's why young children these days are like
235 drinking and smoking vapes and that...

teachers unfairness. professionalism? during job but not wanting to do it.

Need for teachers to support the next generation, in CVI to help them otherwise: drinking, vaping etc.

Research diary notes

- Same level of oversight next week.

OK for with prof judgement.

People around + popping in. $\#69$
↑
protect
exit point.

Dislocations/uphove in relationships
- little hammers.

trauma & ?

search for meaning → no schemata?

consequences why?

if can't make sense. ↑

we can't
meanig not
find there.
enriching strong.

- Audio record
- Pictures / situations to remove from his exp.
- Painting - emotions (+ verbalizing) around how felt.

Need:

- Space / room to move around.
- Equipment
- Situation pictures / scripts
- Staff to support
- Afterwards
- what could teachers do differently?

- Email Mrs [redacted] to check in about [redacted] + how he was after session?

What if not OK?! ← Staff support?
Diff time?

- Explained (like last time) my job to find out stuff

- when adults held children - not sure what you call it

"restraint"

← Concern around strength of restraint

- Shaky, emotional →

← Devices needed to relax again

(I hate restraint.

They haven't restrained me here

At my, the del.

They held me

I hit the teacher

She kept telling me to relax but her

could I when they were holding me.

You know when you can't relax +

so it hurts.

Do you know C? [my school]

It was in Nov + was bad,

Offered choice of how to talk about it:

- talking

- creative / art

- activities

↔ these three options

[audio recording too]
as a verbal

- Short all span - arranged 17 new dress
- fidgety, playing with stuff
- enjoyed art
- v. physical / moving alot

- oil paint / canvas
diff equip to put on

- Chess

- Art

- Asked assent

- Darius was needed to calm down

Showered me oil paint picture on phone
- can use anything to put on so can draw emotions!

• Throughout first session
was given + made devices.



needs devices for data collection?

• First session

→ relationships

→ assent → agree to work with me.
→ help me find some stuff
out.



• should have been more specific?
• too early? Went without.

- Had emailed teacher + deputy head to check in, explain next steps etc.

- response v positive. ^{More relationships!}
- enjoyed the session + was happy to do further sessions.

- teacher or other staff available to support after Easter.

- time/dates arranged that worked for all.

- My main four →

• ensuring [redacted] is OK + not re-traumatised.

• building relationship with him.
• taking time if necessary.

• thinking of using his strengths/interests for data collection.

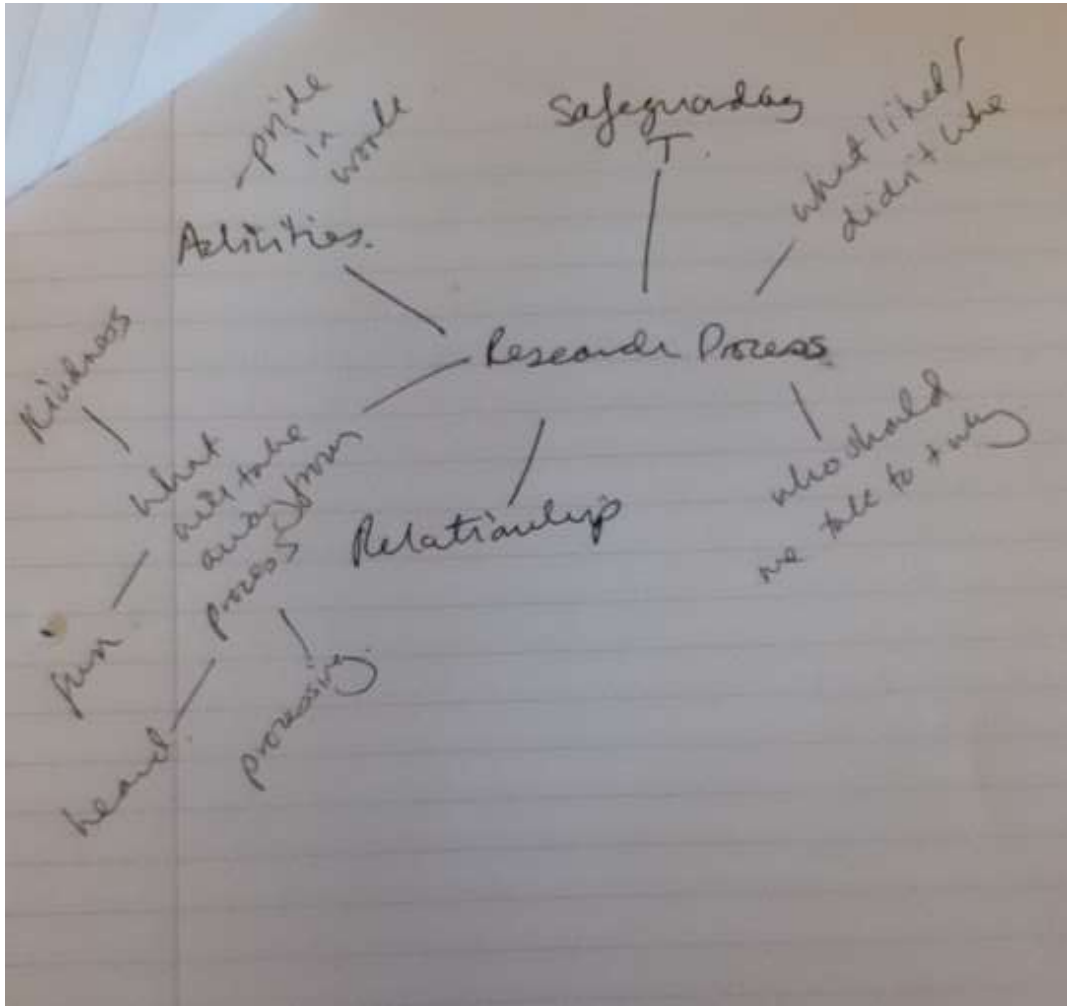
→ Ant?

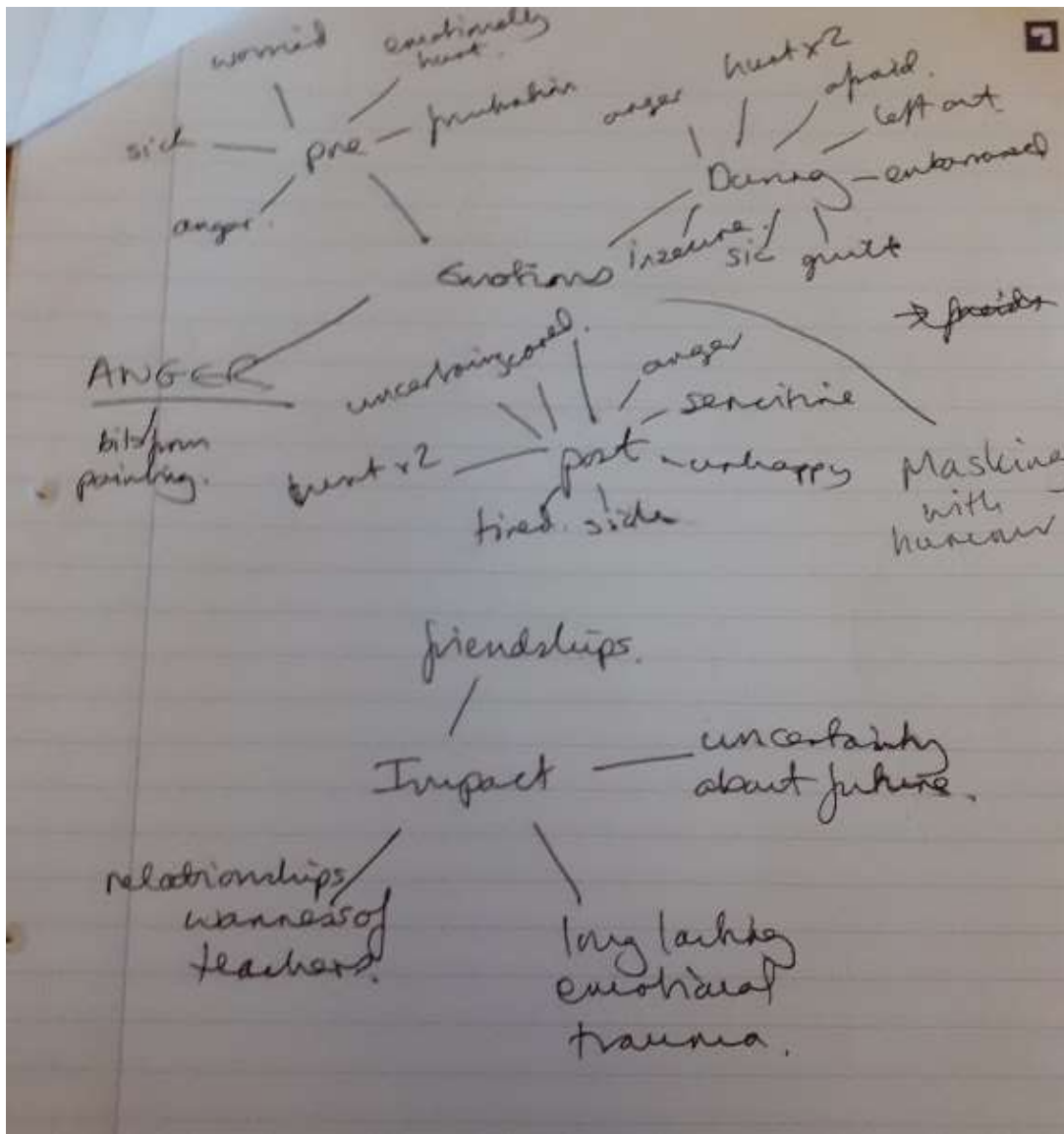
• Chairs → [redacted] able to make choices.

⊕ Impact of conversations with me?
↑
whole process? ← talking good?
↑
what is about it?

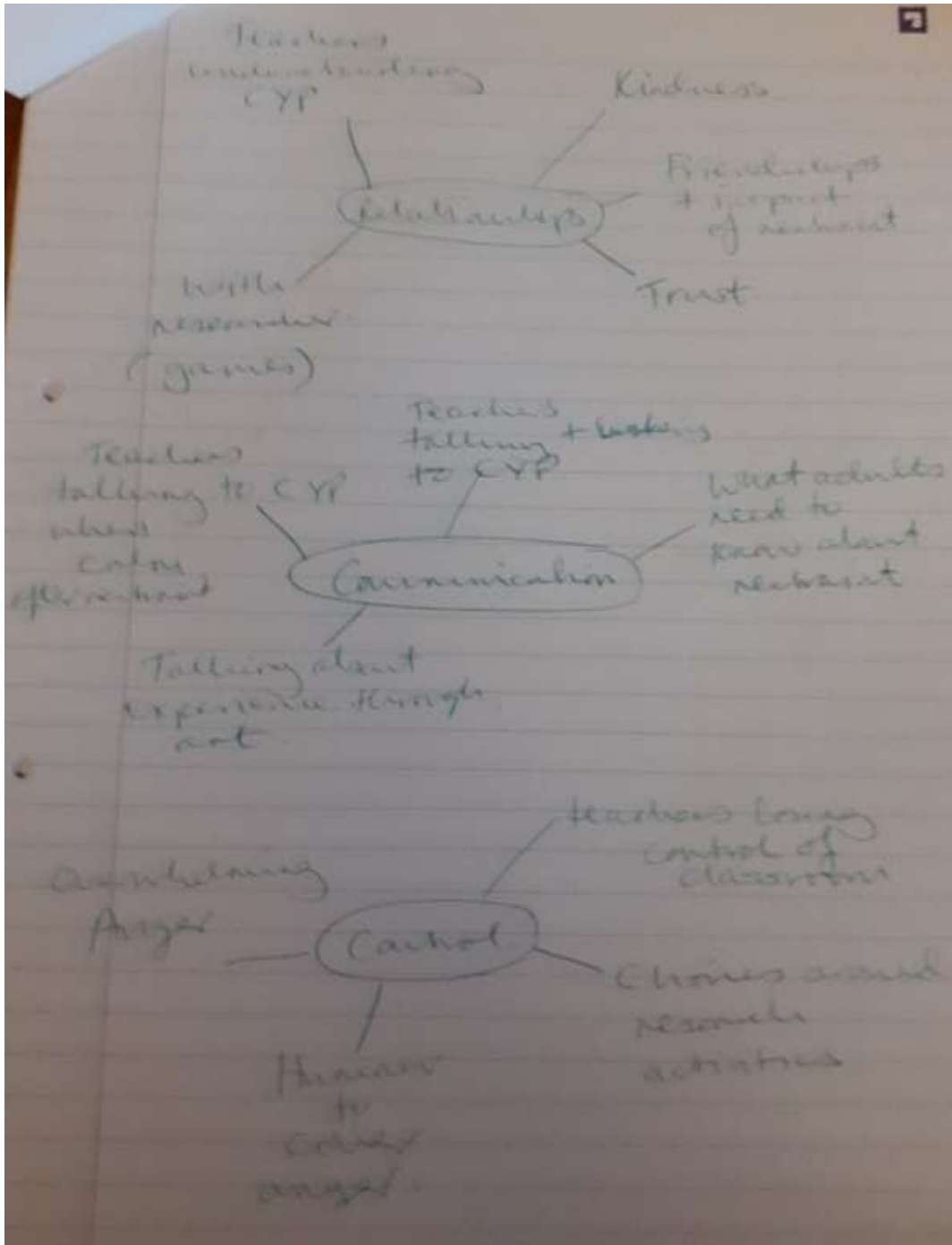
Art → enabling conversations.
↑
comedy - defusing trauma.
↑
⊗^a "regulate emotional intensity"
via.

Grouping initial codes and developing themes (including alternative themes)





Input	Communication	Output
<ul style="list-style-type: none"> Teacher's understanding of PK Teacher's experiences & views 	<ul style="list-style-type: none"> Teacher + PK Teacher talking to PK 	<ul style="list-style-type: none"> Teacher's understanding
<ul style="list-style-type: none"> Trust Kindness Friendliness 	<ul style="list-style-type: none"> Talking about emotions 	<ul style="list-style-type: none"> Understanding of PK Attitudes to PK
<ul style="list-style-type: none"> With research (games) 	<ul style="list-style-type: none"> Talking about explicit art Research process What adults need to know about PK 	<ul style="list-style-type: none"> Teacher's understanding of PK Changes and research activities



Relationships & Communication

Control

Experiences
Teacher Not knowing CYP
- or is
teachers
- or is
teachers

Not listening
Not communicating

Teacher not
control
overwhelming
anger

Situations
Diff. depen
relationships
teacher

Uncertainty

Overwhelming
anger
Medicine

What I would
like to know?

Behind
retrieving
practice
PR wants

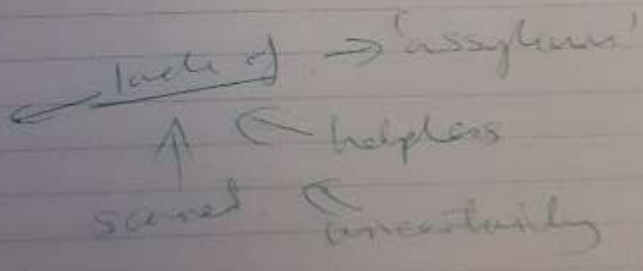
Imp of learning CYP have to
de-escalate sth
environmental
factors to play
if having bad
day
- Mechanically + physically

Recall Power Kindness
Time to play

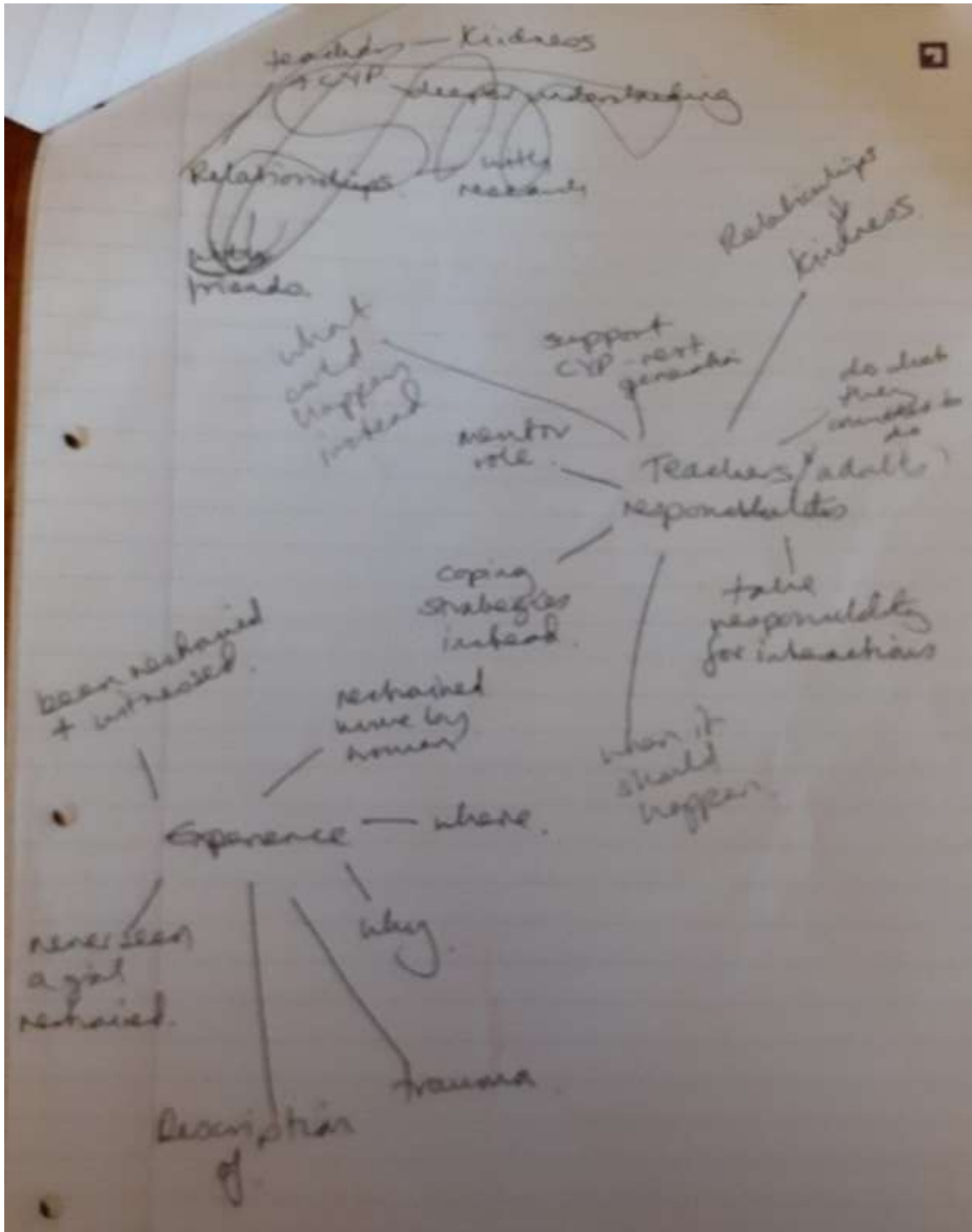
Listening to T
Talking →
discontinuation
To teachers
about experiences

Disse
Assent

Control



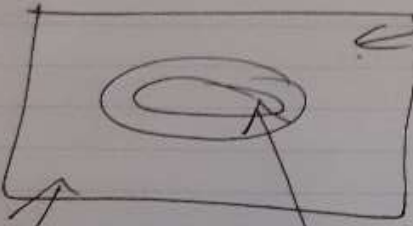
is reports
process
basic /
assess



Combining visual painting with audio recording data.

Paintings

1) Emotions represented
Abstract.



anger
nervous
throaty
brawn

anger.
diff shades
of red.
diff extremes
of anger.

white showing
through → bits of
consciousness.
through anger.

emptiness
↑
uncertainty
insecurity.

absence of
thought
then
angry.

(Rush of adrenaline →
what's going to
happen next?)

Darker bits/dabs
- anger about different things

Anger ⇒ loss of control.
→ overtakes everything else
→ like Mr. Knight.

Appendix 17. Child/Young Person Version of Findings

Teachers should talk with and listen to children and young people to help teachers understand their students better.



Teachers should talk to children/young people after restraint has happened, when the child/young person is calm. They shouldn't talk about what has happened in the past but instead about how to support the child/young person in the future.



Communication

Talking about experiences, using different ways of communicating like painting, can be helpful.



Adults need to know that physical restraint hurts and can make children/young people feel angry, scared and embarrassed.



Teachers need to develop a deeper connection with the children and young people they work with.



Kindness and trust between teachers and children/young people are important.



Relationships

Katherine was kind and playing games like chess helped me feel comfortable with her.



Friendships are important and physical restraint can have an impact on them.



Friends

It can be hard to control anger. This can lead to restraint which can make the child/young person even more angry.



When teachers lose control of the classroom restraint is more likely.



Control

Children/young people can use other emotions, like humour, to cover up how they are really feeling.



Having choices about the research, such as the activities completed and the name used, was good.

