COVID-19 Impact Statement

i.   Unfortunately, there were several factors impacted by the COVID-19 pandemic, including the national school closures and restrictions in research policy and visitors to school. As a result of the restrictions, this also led to delays in data collection, initially due to the changing of methods and aims to accommodate the restrictions, but also due to the pressures on school staff and therefore delays and difficulties in recruiting participants.

ii.   The original plan for research involved collecting data from the special school alone, more staff, pupil interviews and contact would be face to face. Observation was also planned. This plan needed to be changed in line with the school's capacity to maintain ratios whilst staff were out of lessons, due to staffing challenges with absences and maintaining 'contact bubbles' related to COVID-19 restrictions. It was also against the university's research policy to conduct face to face research at that time.

iii.   Due to these barriers, the plan adapted to incorporate pupil views in a less intrusive or staff-dependant way, through liaison with the school contact. It also changed to include staff participating in their own time, with an incentive provided, and interviews to be conducted via virtual means. The participants were also recruited from across the three sites as opposed to the one school site.

Exploring approaches to supporting attachment needs in educational settings

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

2022

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List of acronyms

APA   American Psychological Association

ATA   Attachment and trauma aware/ness

BPS   British Psychological Society

CYP   Children and young People

DECP   Doctorate in Educational and Child Psychology

DfE   Department for Education

DoH   Department of Health

EBP   Evidence based practice

EP   Educational psychologist

EPS   Educational psychology service

HCPC   Health and Care Professions Council

LA   Local Authority

PBE   Practice based evidence

RCT   Randomised Control Trial

SEND   Special Educational Needs and Disabilities

SLR   Systematic Literature Review

TEP   Trainee Educational Psychologist

Thesis abstract

Background

Attachment awareness is increasingly becoming a priority for UK schools. A systematic literature review explored interventions used to meet the needs of pupils with attachment, social, emotional and mental health needs in schools. Based on selected criteria, ten studies were discussed, highlighting a range of interventions and their benefits; five key themes were identified.

Methods and participants

The research was informed by a critical realist perspective, acknowledging the interaction between individuals and social structures. A case study design was adopted including semi-structured interviews with three staff members from the school community (a special school and two PRUs). Eleven pupils from the special school, in Year 7 to 11, anonymously shared their views via a classroom activity providing additional raw data.

Analysis and findings

Thematic analysis was used to identify themes within the interview data which were considered and triangulated with the research supervisor. Two themes answered research questions one and two respectively ('strategies and approaches' and 'pupil outcomes'), with related sub-themes describing the ATA approaches used and the impact of these for CYP. Three themes with related sub-themes helped answer research question three, identifying the 'facilitators', 'barriers' and 'training and improvements' related to whole school ATA.

Conclusion and implications

The findings add to the limited body of research focusing on ATA within non-mainstream settings, exploring the similar and also unique challenges they may face in comparison to mainstream schools. Implications include providing schools and educational psychologists with evidence of valuable approaches and the positive impact they have. Findings also raise questions about how to successfully embed ATA in schools. Whilst some of the findings

mirror evidence-based practice, others highlight the value of practice-based evidence. This research will be shared with the school, commissioning EPS and through publication.

Declaration

No portion of the work referred to in this 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.

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Acknowledgements

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I am extremely grateful to Dr Emma Harding for the constant support throughout this research and as my supervisor during the last two years of doctoral studies. I also owe thanks to staff at the Manchester DECP programme for their helpful contributions along the way.

To the TEPs who I have shared this experience with, I am very grateful for the willingness to share ideas and support each other. I am also appreciative of the support from my practice placement supervisors and the EPS team, which has had a positive impact on how I have been able to successfully manage the different aspects of doctoral life.

Finally, thank you to my friends and family who have shown their support throughout the process, and helped me overcome the personal challenges faced over the last few years.

Introduction

Research aims

This research aimed to explore how schools in the UK support children and young people (CYP) who experience attachment difficulties. Due to the similarities in the behaviours communicated by CYP who may not typically be classified with 'attachment difficulties' per se, it was important not to exclude the range of social and emotional difficulties displayed within schools (Furnivall et al., 2012).

The systematic literature review reported in Paper One, aimed to explore the school-based interventions being used to support attachment needs, and also the outcomes of these for the CYP. Research questions included; 'How do staff support pupils with attachment (and related) difficulties in schools?' and 'What are the discovered benefits to these interventions?'. Whilst the findings to the first question were clear from the focus of each piece of research, the researcher answered the second question by identifying themes within the data. This enabled the presentation of outcomes for children in response to intervention in general, as opposed to each type of intervention. This was considered the most appropriate way to present the outcomes from a mixture of qualitive and quantitative data sets, and across a range of intervention types. The findings are therefore useful for quickly identifying outcomes and the benefits of offering support, and targeted outcomes can identify suitable interventions.

Qualitative research reported in Paper Two aimed to explore in detail how school staff at a specialist provision enacted attachment and trauma aware (ATA) approaches, the perceived benefits of such approaches, and the facilitators and barriers to enacting them, via a case study design. The research hoped to add to the growing but limited body of research around whole school approaches to support attachment difficulties in schools, with the sole focus on specialist provisions. The data reported about special schools often becomes diluted meaning there is less available in comparison to mainstream provision. Research questions included; 'What ATA approaches do staff enact in non-mainstream settings and how?', 'What are the perceived benefits of using ATA approaches for CYP attending non-mainstream settings?', and 'What are the facilitators and barriers for non-mainstream schools adopting ATA as a whole-school approach?'.

Independence of research in context of commissioning

The research was commissioned by a Local Authority (LA) Educational Psychology Service (EPS) through the Doctorate in Educational and Child Psychology programme's theses research commissioning process. Whilst the commissioners had directed the nature of the research, decisions about methodology were made independently through discussion with the research supervisor. The school involved with Paper Two's research was known to the EPS and recommended as a suitable school to participate. Whilst the researcher was in contact with the school mostly herself, the commissioning EPS were contacted on one occasion to help support with engagement. The researcher was on placement at a different EPS and therefore there was no conflict of interest.

Overall research strategy

Both Papers One and Two aimed to expand on the limited evidence available for the research area. Links could be made between Paper One and Paper Two, for example in the interventions that the case study school used. Paper One provided a broader overview of named interventions, which are more likely to have an evidence-base and could have applied to any type of mainstream or specialist provision. The focus for Paper Two which was developed alongside (not as a result of) Paper One, provided the opportunity to explore interventions but also approaches and strategies which may not have scientific evidence bases, but be based with practice-based evidence and rooted in theory. The case study design and data collection methods enabled a more detailed exploration of the area. Paper Three drew together the first two papers and discussed potential dissemination methods at differing levels and for varying audiences. This discussion highlighted the similarities and differences in the considerations for disseminating each paper; for example Paper Two may be more relevant to EPs and specialist provisions, whereas Paper One may be of more interest to mainstream schools.

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

The researcher had previously worked as a primary school teacher and had experienced the challenges faced by CYP in mainstream schools as well as during a shorter period of work in specialist provisions. Whilst the majority of the CYP taught did not have attributed 'attachment difficulties' or 'attachment disorder', the behaviours displayed by some of

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these pupils were very similar to those who did have this association. It was therefore part of the researcher's approach to use similar strategies for all pupils, with further support for individual pupils where needed. The result of this was an observable difference in the class and not solely the identified children.

Further experience was gained working with CYP with identified attachment needs as a carer within residential care homes. The therapeutic approaches used with these CYP were much more focussed due to the nature of the setting and need, however the principles very much overlapped with the approaches used in schools and the researcher's approaches whilst a teacher. The researcher was able to develop skills with CYP displaying significant attachment difficulties on a one-to-one basis, and developed a deep-rooted interest in how attachment impacts CYP and how adults in schools can support them.

Throughout the researcher's experience as a TEP, the content learned about attachment, and social, emotional and mental health has only furthered this interest in supporting CYP in schools. The research commission therefore appealed to this interest and provided an opportunity to contribute to the research area. Core to the researcher's values is the voice of the child, mainly from experiencing first-hand the impact that being heard or not can have on CYP's trust in others, their sense of being listened to, and their self-belief. This meant the researcher was keen to include the voice of the child within the research in some way.

Axiology, ontology and epistemology

Cohen et al. (2011) describes axiology as "the values and beliefs that we hold" (p. 3). This can include those that may contribute to how research is approached, as well the values researchers take from the outcomes of research. The researcher had pre-developed values based on previous experiences within this area, including the importance of how CYP are supported within schools. This support was believed to be valuable for a broad range if not all pupils, to avoid excluding those who may be experiencing, but do not have identified 'attachment difficulties', as during the researcher's experience, this was commonplace. The researcher also held values about the importance of CYP views being shared. Other

researchers may have similar and differing axiological positions about these subjects, including the research supervisor and others involved in the research.

Ontology refers to the nature of reality and supports the development of a researcher's epistemology, which considers the knowledge of this reality (Cohen et., 2011; Hitchcock & Hughes, 1995). This, alongside the researcher's axiological assumptions, influences how research is approached, and will also influence how research read, will be understood and evaluated. The researcher's realist ontological position acknowledges that individuals do not stand alone in reality, but there are groups and societies humans are part of. Whilst Paper Two's research collected individual experiences, it reports this data as a group, and considers the outcomes of a group of individual members with real experiences that are valuable. Fletcher (2017) uses an iceberg model to explore ontology, highlighting how the empirical level of observable events is not the only important factor in research and how it is impacted by causal mechanisms. The researcher's epistemological position is that of subjectivism. Whilst the researcher acknowledges the value of objectivist approaches, within this research, this would be unlikely to truly reflect the experiences of the participants. For example, collecting statistics about pupil outcomes was considered but would not have given further explanation or been useful in determining how factors interacted. This focus on experiences could be considered constructivist, however the research also sought to explore causal tendencies and interactions. The researcher's epistemological position is also reflected in their data analysis, whereby a flexible deductive-inductive approach was utilised due to the natural development of major themes directed by the interview schedule, but with the open-mindedness and identification of themes that may have been unexpected within the data set.

The critical realist position described by Bhaskar and Hartwig (2016) is appropriate for the researcher based on their values and also the purpose of the research, with the view that individual experiences create our understanding of the world. It accepts that human beings can be influenced by social structures but that there is an interaction between these two entities, and human beings can also act as influencer. Critical realism enables the evaluation of realities but with this interaction also provides an opportunity for the suggestion of changes to address issues.

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Ethical considerations

Research was carried out following the University of Manchester Ethical Practice and Policy Guidelines and the researcher's application for ethical approval for Paper Two was approved by UoM's Research Ethics Committee (Appendix 1 & 20). The researcher was also guided by the British Psychological Society (BPS) Code of Human Research Ethics (BPS, 2014) and the Health and Care Professions Council Standards of Conduct Performance and Ethics (HCPC, 2016). All data was electronic, and was stored securely in line with guidance. The researcher gained informed consent from participants who were reminded of their right to withdraw. Parental opt-out consent was used for the pupil views gathered via staff in school with those who were willing to participate.

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Paper One: How schools support attachment and SEMH needs, and the associated impact: a systematic literature review

Prepared in accordance with the author guidelines for submission to the journal Educational Psychology in Practice (Appendix 2)

Abstract

Children and young people's (CYP) behaviour can be impacted by experiences and communicate many different needs. It is recognised that behaviours characteristic of attachment difficulties are seen in CYP presumed to be securely attached and with social and emotional difficulties, for example hypervigilance, difficulties managing relationships and with emotional regulation. Therefore, it can be more effective and inclusive for schools to target a range of pupils. This systematic literature review evaluated recent research evidence relating to interventions schools have used to support CYP facing these challenges around attachment, social, emotional and mental health difficulties. The aim was to establish what interventions were being used by schools, and the impact they had on pupils. Within the ten studies, seven different interventions were used, and five themes emerged showing patterns in the outcomes linked to the interventions: social skills and relationships; confidence and self-esteem; behaviour; academic work and learning; wellbeing. The review highlights a need for further research into evidence-based interventions to support pupils with attachment difficulties and related behaviours.

Keywords: *attachment; SEMH; behaviour; support; intervention; outcomes*

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Introduction

Attachment is a term that has become more widely used within education over recent years. It is described as supporting the development of 'internal working models' which help individuals navigate the value and reliability of relationships (Bowlby, 1988). Ainsworth and Wittig (1969) identified a secure attachment style and three insecure patterns which have been adapted and developed over time, and include avoidant, ambivalent and disorganised styles of attachment. Through support to develop a 'secure base', children are able to flourish through exploration and learning, as well as develop stress regulation and resilience (Rees, 2007). The focus on schools to be aware of and support children in care or at risk of care with attachment difficulties is highlighted in NICE guidance (2015). This is particularly prominent within fostering educational outcomes for Children in Care (CiC) as they are one of the lowest performing groups (Sebba et al. 2015). The NICE guidance (2015) suggests the need for proactive approaches such as staff training and collaborative working with health and social care professionals, as well as support such as a key adult and safe space within school. They also refer to avoidance of exclusions and gaps in education and research to assess interventions within school settings. Sebba et al. (2015) also identified that CiC identified school staff as main determinants of their educational progress, triangulating the recommendation that school is an important arena for attachment difficulties to be noticed and supported.

Carlson et al. (2003) links a lack of opportunity to build secure attachments in early life, to regulatory and behavioural issues. Rees (2007) also refers to the relevance of attachment to behaviour, including to gain attention, challenges with relationships and impulsivity. NICE (2015) highlight some behaviours associated with attachment difficulties e.g. difficulty forming relationships or adhering to boundaries, highlighting the need for staff to respond appropriately and with less traditional forms of behaviour management. These behaviours are now considered by many professionals as forms of communication, mostly from children who have not developed the skills to effectively regulate or communicate their needs (Geddes, 2003). For example children may demonstrate undesirable or disruptive behaviour for other reasons such as temporary disruption to home life, barriers to accessing academic material, and response to being bullied. The broad range of factors impacting behaviour suggests that looking at all pupils' emotional and social skills is beneficial (Ruby, 2019).

School approaches to behaviour have also adapted in many cases to changes in research and focus. Perhaps one of the most significant being that the term 'Emotional and Behavioural Difficulties' was removed from the SEND Code of Practice (Department for Education (DfE), 2015), being replaced by a more holistic term 'Social, Emotional and Mental Health'. This label means the focus is moved away from challenging behaviour being viewed as within-child and accompanied by terms such as 'naughty' and 'problematic', and rather focuses attention to the child's needs and environmental factors influencing their behaviour. Furnivall et al. (2012) discuss the purpose of the well-known Attachment Aware Schools project, highlighting the benefits of an attachment informed approach for all children, not necessarily just those in care. Department of Health (DoH) and DfE (2017) highlight the high risk of CiC developing mental health problems, referencing those CYP who have insecure or disorganised attachment issues.

With the demands on schools to manage varying levels and areas of need, it is important that they consider approaches and interventions that meet the need of individual pupils and are rooted in a solid evidence base (DfE, 2015). Whilst some of these interventions have stood the test of time e.g. nurture groups, other interventions such as emotion coaching have an emerging evidence base within the school context. Geddes (2003) refers to interventions which support the development of communication such as nurture groups and emotional curriculums. The other challenge schools have is distinguishing between pupil needs, for example, children with attachment difficulties may present similar patterns of behaviour as a child with ASD (Rees, 2007). The DoH report 'Future in mind' (2015) highlighted the need to promote good mental health and improve access to intervention and support, referring to the wider CYP population as well as vulnerable groups such as CiC and care leavers. The DoH and DfE's Mental Health Green Paper (2017) makes explicit reference to targeted intervention for complex needs such as post-trauma stress symptoms and attachment disorders experienced by many children in contact with children's services, which raises the questions as to whether school is an appropriate place for some of these interventions to take place.

Nagel (2009) suggests schools may be valuable in supporting CYP's capacity for learning, providing a buffer to stress and helping them to build resilience. NICE (2015) highlight the value of familiar, non-clinical and non-stigmatised settings, supporting the concept that schools may be beneficial places to tackle issues of wellbeing for CYP. However, they do

note that discussions with CYP suggested school was not somewhere they could openly discuss mental health concerns. This does not mean that promoting good mental health, early detection and providing support are not valuable offers of the school environment. In comparison, NICE (2015) suggest that school may be the only stable environment for some CiC and therefore is an appropriate place for intervention. They also highlight how school staff are well placed to first notice attachment difficulties and therefore receive early intervention and support. DoH and DfE's Green Paper (2017) refers to effective whole school approaches to behaviour as being important for all pupils, but also refers explicitly to its impact on individual children who have experienced trauma, post-traumatic stress and attachment issues. The paper also makes reference to teacher awareness of the links between emotional development and pupil progress, specifically referring to attachment issues and mental health.

To summarise, the literature clearly indicates that schools have a significant part to play in ensuring the best outcomes for CiC and those with attachment difficulties and related behaviours. It is also important to recognise that although attachment difficulties were the original focus for research, the benefits of approaches used with these groups of pupils are increasingly being recognised as beneficial to the majority of children, particularly those in other vulnerable groups such as those experiencing mental health difficulties. Partly due to the lack of school-based studies solely focussed on children with attachment difficulties, and partly due to the known overlap between attachment and SEMH, studies have been included which cover multiple areas. This provides a broader view of school interventions but also mirrors NICE's (2015) recommendation for the need for further research into school-based interventions for pupils with attachment difficulties. It is also pertinent to mention challenges around language used interchangeably within this topic, and is discussed further in the limitations. From the research literature, it can be suggested that some common approaches and interventions that may have been expected to appear were those such as restorative approaches, emotion coaching, use of 'safe spaces' in school, positive relationships, as well as more specific interventions such as Theraplay and nurture groups.

Rationale and Research Questions

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The aim of this literature review is to explore the different interventions targeting attachment and related difficulties within schools and answer the research questions:

- How do staff support pupils with attachment (and related) difficulties in schools?
- What are the discovered benefits to these interventions?

Method

Literature search strategy

Literature searches were carried out during August and September 2020 using the following electronic databases: PsycINFO: OVID Online, Education Resources Information Centre (ERIC), BEI and EThOS. In addition, a search of the Educational Psychology in Practice journal was carried out, and relevant articles were harvested from reference lists. The first one hundred articles from the database searches were included due to diminishing returns. Search terms included (attachment* OR trauma* OR nurtur* OR resilienc*) AND (strateg* OR intervention* OR program* OR support* OR approach*) AND (school* OR setting* OR class* OR provision*). Searches were limited to publication dates ranging between 2010 and 2020 to ensure the most recent and relevant literature was found.
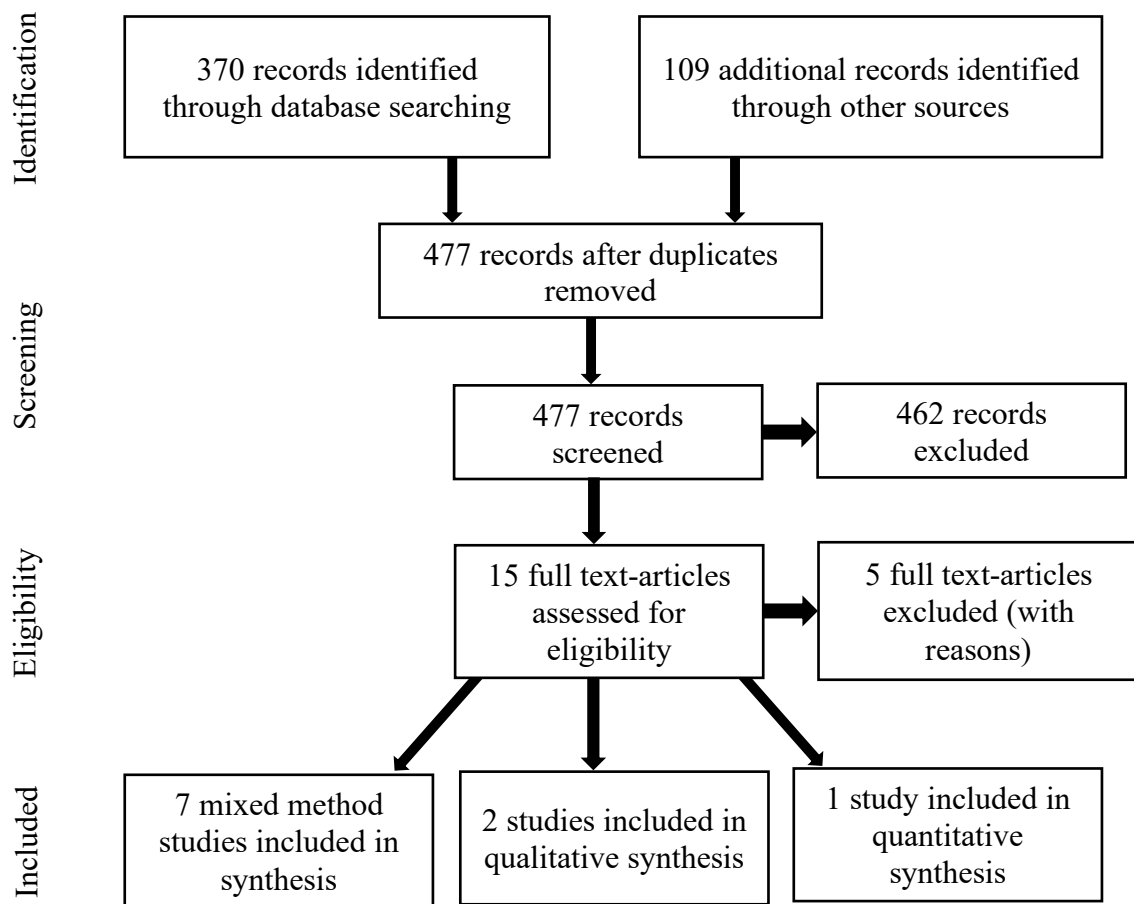
Figure 1. PRISMA framework (Moher et al., 2009).

Inclusion criteria

479 studies were found, 477 after duplicates removed. These were then screened by title and abstract for Weight of Evidence C, appropriateness of focus (Gough, 2007), with scores of 1, 2 or 3 being applied, which left 42 studies (see Appendix 3). For example, Ubha & Cahill (2014) stated the word 'attachment' in the title so received a top score of 3, Vincent (2017) received a score of 2 as the abstract referenced 'social, emotional and behavioural skills' and 'at risk' pupils, and Felver et al (2019) received a score of 1 due to links to broader behaviour and wellbeing in school. The following inclusion criteria was applied to the 42 remaining studies, leaving 15 studies (see Appendix 4):

- Published between 2010-2020
- Study in an English-speaking country
- Focuses on school-age children and young people (ages 5-18)

- Study includes pre- and post- measures for intervention
- Peer-reviewed journal article

This process has been depicted in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart (Moher et al., 2009), presented in Figure 1.

The remaining 15 studies were also screened for Weight of Evidence B, methodological appropriateness, achieving a total possible score of 4, made up of four criteria (see Appendix 5). For example, Vincent (2017) received a point as there was a clear routine for the intervention described, however Coleman's (2020) description of the research methodology was well detailed, but what the schools had actually done was less clear and therefore received a score of 0.

Quality assessment

All 15 studies were assessed for coherence and integrity as per Gough's (2007) Weight of Evidence A, methodological quality (See Appendix 5). Qualitative studies were assessed against fifteen criterion on the qualitative critical appraisal framework by Woods (2020a), achieving a possible score out of 20 for criteria such as 'clear sampling rationale' and 'negative case analysis' (see Appendix 6). Quantitative studies were assessed against 17 or 22 criterion (for evaluation studies), achieving scores out of 20 or 29 within the quantitative critical appraisal framework by Woods (2020b) (see Appendix 7). Previous adaptations of these frameworks have been used in studies such as Tyrell & Woods (2018). Mixed methods studies were assessed against both frameworks with the higher score being taken; this was to show fairness to mixed methods studies heavily weighted to one form data. To ensure reliability of scoring, 5 studies covering both frameworks were chosen for inter-rater coding which took place with the research supervisor, all in 100% agreement following discussion. As scores were out of 20 or 29, they were transformed to percentages (see Appendix 8), with studies achieving 70% or above considered high quality (10 studies), 30-70% deemed medium quality (4 studies), and below 30% as low quality (1 study). Following this, the 5 studies rated medium and low quality were removed.

The three Weight of Evidence scores were added together to create an overall Weight of Evidence D score. All 10 remaining studies achieved at least 7 out of 10, which was deemed an appropriate score. If any studies had received a score lower than 6, they would have been eliminated due to concerns around the appropriateness for inclusion in this research.

Findings

Table 1. Summary of studies included in review

	Author & Year	Aims/RQs	Intervention	Age range, setting, country	Measures	Key Findings	WoE A	WoE B	WoE C	WoE D
1	Vincent, K. (2017)	To evaluate impact of part-time nurture group on social, emotional and behavioural development	Nurture group (part-time); 3 afternoons/ week; 2-4 terms per cohort	Primary school in socially deprived area of Midlands (England); Two cohorts of KS2 pupils (7-11 year olds); Pupils identified as having unmet social, emotional or behavioural needs	Emotional literacy assessment at two time points; Staff observations via daily record; Semi-structured interviews (8 staff, 13 pupils, 3 parents); Pupils interviewed in pairs using 'walking tour' approach	Range of positive social, emotional and behavioural outcomes including improved social skills, confidence and engagement with academic tasks, plus fewer incidences of undesirable behaviour; 9 practices to support positive outcomes identified.	High	High	Med	High
2	Grantham, R. & Primrose, F. (2017)	To explore the impact and effectiveness of NGs in secondary schools.	Nurture groups (secondary model);	7 secondary schools in Glasgow (Scotland); 24 pupils, 17 staff	Boxall Profile for Young People (BPYP) pre- and post-intervention;	All developmental strands increased, but *significant* increase in 8 out of 10 strands;	High	Med	Med	High

		To investigate barriers/protective factors to implementation. To explore fidelity of NG implementation.	Over 1 academic year		Structured qualitative questionnaires from 7 schools; Structured interviews with 5 schools	All diagnostic profile strands decreased, but *significant* decrease in 1 out of 10 strands; Differences in fidelity between schools; Barriers included timetabling, reintegration processes and lack of parental involvement; Protective factors included training, regular meetings and senior management support.			
3	Felver, J. et al. (2019)	To evaluate effects of school-based mindfulness intervention 'Learning to BREATHE' on	7-session Mindfulness-based intervention 'Learning to	Public high school in urban area of New York, USA; 29 ethnically diverse, at-risk	Psychosocial resiliency – 12-item self-report questionnaires on psychosocial characteristics	Stable levels of resilience over time in comparison to a reduction in the control group – potential	High	Med	Low	Med

		psychosocial resiliency in secondary students.	BREATHE' (L2B); Over 9 weeks; One session/week; 5 minute audio practice on most other days	high school students grades 9-12; Two classes randomly assigned to L2B or control	pre- and post-delivery (Social-Emotional Assets and Resilience Scales, SEARS-SF); Psychosocial problem behaviour – 28-item self-report (Behaviour Assessment System for Children, third ed., Behavioural and Emotional Screening System, BASC-3 BESS); Attendance data; Academic grades	protective-stabilising factors to minimise effects of stress (post-report completed during standardised testing period); No statistical significance in psychosocial problem behaviour, attendance or academic grades.				
4	Cunningham, L., K Hartwell, B., & Kreppner, J. (2019).	To examine the impact of NG on social skills; To explore children's views about NGs and	Nurture groups (part-time); Over 15 weeks	16 children (age 6-9.75 years; 9 male/7 female); 5 primary schools;	Semi-structured Interviews with children post-intervention; 'Child Role Play Measure' by	Children using more socially appropriate responses to challenging and	High	Med	Med	High

		their development of social skills.		Majority of pupils also receiving support for phonics, numeracy or handwriting; 2 pupils receiving OT	researcher pre- and post-intervention; 'Taxonomy of Problematic Social Situation' by teachers pre- and post-intervention	hypothetical situations; Teacher ratings of social skills improved but not statistically significant; Children enjoy NGs and they helped improve their social skills; Children found it challenging transferring skills outside the NG.				
5	Coleman, M. (2020)	To understand how the senior leadership team (SLT) embedded the decision to apply a whole school nurturing culture; To look at the importance of leadership in changing to a	Whole school nurturing culture	6 staff members and 3 head teachers; Two primary schools and one junior school out of 8; Making most progress within National Nurturing Schools Programme;	Likert scale questionnaires completed a two time intervals (follow-up training day and 6 months later); Interviews with 7 out of 8 head teachers; Interviews with head teacher and	More nurturing attitude recorded SLT rated more highly than colleagues r.e. exhibiting nurturing behaviour; Reduction in exclusions; New understanding of children's behaviour and motivations	High	Med	Med	Med

		nurturing culture within school.		Large urban schools in London and SE England; Av. or above av. % of SEN; Over one year	trained staff at the 3 schools					
6	McCree, M., Cutting, R., & Sherwin, D. (2018)	To evaluate the impact of the intervention on wellbeing and academic development; To explore whether the project was associated with influential factors on the relationship between outdoor experience and academic performance; To explore significant changes over the project.	Weekly Forest School and outdoor learning sessions over three years; term time and full days during school holidays; Project by Wildlife Trust Youth Wellbeing Team	11 children (age 5-7 on entry) from small county-town primary school in SW England; Children identified as disadvantaged, likely to underachieve and with SEN; 7 staff members	Yearly child and head teacher interviews (Two children twice-yearly); Regular session evaluations with children; Parent semi-structured focus group at entry/exit and halfway; Staff focus groups termly; Baseline and post-project questionnaires from children, parents and staff;	Academic attainment improved (Writing 18%, Reading 27%, Maths 27%) - progress was much higher than that of the total year group and of similar peer groups e.g. pupil premium; High levels of wellbeing, involvement and engagement sustained throughout project; Children's connection to nature strengthened;	High	Med	Med	High

					Leuven scales each session; Connection to Nature index on exit compared with control; Session observations; Academic performance; Attendance data	Attendance was below the school average on entry, and above on exit 2.4% mean average increase vs 1.1% whole school average); Themes emerged from children's data e.g. 'socially confident learners' and 'nurture'; Most frequently reported outcomes were increased self- confidence, knowledge about natural environment and social skills.				
7	Eames, V., Shippen, C., & Sharp, H. (2016)	To explore experiences of and perception of change related to Team of Life intervention,	'Team of Life' Narrative approach (adapted);	26 secondary pupils; 77% Year 7-8 experiencing SEBD;	Pre- and post- quantitative measures; Goal Based Outcomes for 3 goals rating	Significantly higher mean ratings of goal attainment post-intervention ($t=7.36$) particularly	High	Med	Med	High

		specifically goal attainment and emotional and behavioural difficulties.	Group 1 – 2 consecutive days; Group 2 – 4 half-days	23% Year 9-10 peer mentors at a boys' comprehensive	achievement 0-10 pre- and post-; Youth Self-Report Form of the Child Behaviour Checklist (CBCL); Semi-structured interviews post-intervention	goals related to confidence; Scores on CBCL significantly lower post-intervention for Internalising Problems (d=1.98), Externalising Problems (d=1.04), and Total Problem score (d=1.75); Reports of benefits relating to confidence, shared understanding, peer support and the positive impact of sport; Relationship to academic goals was mixed				
8	Salisbury, S. (2018)	To explore whether daily attachment activities improve the adult-child relationship;	Theraplay® Principles; 10 minutes daily for 2 weeks	5 children and their supporting adult/1:1 in 5 different schools; Children had identified	Structured interviews with adult and child pre- and post-intervention (month apart);	Overall stress scores on SDQ reduced for all, average of 29%; Boxall Profile scores indicated improvements	High	Med	High	High

		To explore whether there are improvements in scores indicating changes to the relationship and child's overall stress levels.		Social, emotional, and behavioural difficulties.	Strength and Difficulties Questionnaire (SDQ) pre- and post-; Boxall Profile pre-and post-; Student-Teacher Relationship Scale (STRS) and associated Child-Adult Relationship Questionnaire (CARQ) post-intervention for 4 out of 5 children	including 'accept constraints' (34% average) and 'accommodate to others' (41% average); STRS showed improvement in closeness (average 10%) and reduction in conflict (average 16%) in student-teacher relationships; CARQ showed average 3% improvement in closeness score, and a 22% average decrease in conflict score				
9	Ubha, N., & Cahill, S. (2014).	To begin to address the gap in research around how attachment theories can inform educational	10 x 1.5 hours approx. per weekly session of 'Secure Friendships	5 pupils (aged 7-9); Identified insecure attachment styles;	Strengths and Difficulties Questionnaire (SDQ) at pre-, post- and follow up;	Children showed progress in attachment behaviours and difficulties;	High	High	High	High

		practices through implementing an attachment-based intervention.	Group' intervention; 1 term with follow up; Facilitated by LSA in school	Mainstream primary school in Outer London; Not receiving other interventions	Behavioural Indicators of Self-esteem (BIOS) at pre-, post- and follow up; Boxall Profile; Profile of Behaviour-based on Attachment Behaviour Characteristics (PBABC) pre- and post-; Pupil interviews including Kinetic Family Drawing (KFD) pre- and post-; Pre- intervention data 1 week prior to intervention; Follow-up data after 3 months	SDQ scores showed decrease in total difficulties score; BIOS scores for self-esteem had increased at follow-up; PBABC showed decrease in scores of attachment behaviour difficulties; Case study KFD comparison suggested progress post-intervention including more sense of togetherness; Qualitative data suggested improvements in relationships with peers, family and teachers e.g. sense			

						of belonging and friendship quality.				
10	Francis, Y., Bennion, K., & Humrich, S. (2017)	To explore the impact of a Theraplay® intervention on relationships with key adults in school and their engagement with education.	20 minute weekly Theraplay® session (group or individual); Number and content of sessions varied on needs (4-18); Key adults received supporting sessions (3-20); Key adult and psychologist present at sessions;	20 LAC (5-11 years); 9 schools (including 2 Pupil Referral Units); Identified and referred for additional support; 20 non-LAC also involved but not included in data	Pre- and post-Strengths and Difficulties Questionnaire (SDQ) completed by significant adult for 17 children; Semi-structured interviews post-intervention with teaching staff (plus small number with carers and a social worker).; Post-intervention satisfaction questionnaires by staff; Children's views gathered through age-appropriate	Reduction in SDQ stress scores for group intervention, but increase for individual intervention (neither significant); Significant difference between group and individual SDQ total scores (t=5.5); Significant difference between SDQ total scores for males and females (t=3.27); Carers reported decreased overall stress scores on SDQ, whereas	High	High	Med	High

					activities and solution-focused techniques; Data collected over 8 months	teacher reported increases; Outcomes included increases in positive relationships, engagement with education, confidence and self-esteem, positive behaviours, enjoyment and engagement with group; All schools rated the intervention 'valuable' or 'very valuable'; All children rated their enjoyment of the sessions 5 out of 5.				

The studies were each read twice to become familiar with the research and gather detailed information relating to the research questions. A configurative approach (Gough et al., 2012) was used to synthesise the literature and answer the research questions. RQ1 required information to be drawn directly from the title and abstract, whereas RQ2 required more detailed synthesis of the 'findings' sections of the articles. An inductive approach was used to code the data and highlight developing themes (see Appendix 9). The themes hopefully provide a clear overview of the outcomes linked to the answers for RQ1.

Review of research

   Context of studies. The studies were all conducted in the UK except for one in the US (Felver et al., 2019). Most of the studies included pupils or settings within the primary age range, with three researching secondary school interventions (Grantham & Primrose, 2017; Felver et al., 2019; Eames et al., 2016). One study refers to school participants but is non-specific about ages, however it is presumed they are likely to be primary-aged (Salisbury, 2018).

The majority of studies used mixed methods, utilising the benefits of both qualitative and quantitative data useful in evaluating impact. One study gathered solely quantitative data (Felver et al., 2019) and two gathered only qualitative data (Vincent, 2017; Coleman, 2020). Within data gathering, interviews were a popular means to gather perspectives on the impact of an intervention with only Felver et al. (2019) not incorporating these. Questionnaires were also popular measures, including The Strengths and Difficulties Questionnaire (SDQ) which was the most used (Salisbury, 2018; Ubha & Cahill, 2014; Francis et al., 2017) followed by the Boxall Profile (Grantham & Primrose, 2017; Ubha & Cahill, 2014).

Key findings

   RQ1 – How do staff support pupils with attachment and related difficulties in schools? Several interventions were found to be used within schools to support attachment difficulties and related issues. Out of the ten included studies, three involved nurture groups (Vincent, 2017; Grantham & Primrose, 2017; Cunningham et al., 2019), two involved Theraplay® (Salisbury, 2018; Francis et al., 2017), one study evaluated a mindfulness intervention (Felver et al., 2019), one explored a whole school nurturing approach

(Coleman, 2020), one study evaluated forest school and outdoor learning sessions (McCree et al., 2018), one explored a 'Team of Life' narrative approach (Eames et al., 2016), and one study explored a 'Secure Friendships' group intervention (Ubha & Cahill, 2014).

The frequency of the interventions varied. Most interventions involved a series of sessions over a period of weeks for one or more times each week (Vincent, 2017; Grantham & Primrose, 2017; Felver et al., 2019; McCree et al., 2018; Ubha & Cahill, 2014; Francis et al., 2017) and one was assumed to be more than once a week due to the adherence to award criteria noted (Cunningham, 2019). Coleman's (2020) study involved two training days with two follow ups over a year, Eames et al.'s (2016) intervention was short-term involving two consecutive days or four half days over a two week period and a further intervention involved daily sessions over two weeks (Salisbury, 2018).

RQ2 – What are the discovered benefits to these interventions? All ten studies identified benefits to the interventions, with some identifying lack of statistical significance within some claims, including Boxall profile data (Grantham & Primrose, 2017), improvements in behaviour, attendance and grades (Felver et al., 2019), and teacher ratings of social skills (Cunningham et al., 2019). The researcher identified five key themes within the data as to the benefits of the support or intervention studied.

Theme 1: Social skills and relationships. Eight studies mentioned positive outcomes related to this theme, such as improved listening skills, sharing and turn taking (Vincent, 2017; Cunningham et al., 2019). Social play was also benefitted through the development of skills to appropriately deal with challenging situations such as losing a game or conflict with peers (Cunningham et al., 2019; Vincent, 2017; McCree et al., 2018; Salisbury, 2018; Ubha & Cahill, 2014).

Positive impacts on social skills were also noticed outside of the intervention groups, for example when interacting with siblings (Vincent, 2017) and at school (McCree et al., 2018). More generally, the building of positive relationships with peers and with adults was noticed in the majority of the studies.

Theme 2: Confidence and self-esteem. Outcomes relevant to this theme were noted in seven out of ten studies. A reduction in negativity towards self and insecurity was

reported (Grantham & Primrose, 2017) and increases in self-esteem were mentioned (Vincent, 2017; McCree et al., 2018; Francis et al., 2017). Increases in independence were also present, including the confidence to try new things, interact with others, and explore the environment independently (Eames et al., 2016; McCree et al., 2018; Vincent, 2017). Outside of the intervention group, confidence was reported to remain, for example in being more willing to seek assistance, try new things and speaking out more in class, as well as persevering and increased independence in tasks within the home (Vincent, 2017; McCree et al., 2018; Ubha & Cahill, 2014).

Theme 3: Behaviour. Seven studies reported positive outcomes in relation to behaviour. It is reported that post-intervention impacts included a reduction in negative or challenging behaviours (Grantham & Primrose, 2017; Francis et al., 2017; Salisbury, 2018), serious incidents (Vincent, 2017), and attachment behaviours (Ubha & Cahill, 2014). Some of the studies linked this reduction in behaviours to the improvement in emotional regulation and communication (Vincent, 2017; McCree et al., 2018; Eames et al., 2016). Showing a sense of responsibility was mentioned (Vincent, 2017; McCree et al., 2018). A reduction in exclusions was mentioned in the study by Coleman (2020).

Theme 4: Academic work and learning. Four of the studies reported a positive impact on pupil's learning and approaches to academic work. Perseverance with academic work and improved engagement, motivation and concentration were all positive outcomes mentioned (Francis et al., 2017; Vincent, 2017; Grantham & Primrose, 2017). An increase in school attendance was another positive linked to the interventions (Francis et al., 2017; McCree et al., 2018) as well as improvements to Reading, Writing and Maths attainment compared to the average and Pupil Premium groups (McCree et al., 2018).

Theme 5: Wellbeing. Half of the studies reported positive impacts to pupil wellbeing, and the enjoyment pupils gained from the intervention groups as different from their usual classes (Cunningham et al., 2019; McCree et al., 2018; Salisbury, 2018, Francis et al., 2017). Improved mental health was also noticed outside of school (Salisbury, 2018; Francis et al., 2017). Stress was indicated to reduce post-intervention (Francis et al., 2017; Salisbury, 2018)

and Felver et al. (2019) recognised the intervention's impact on minimising the effects of stress therefore increasing resiliency.

Miscellaneous findings. Other important outcomes included positive outcomes for staff and the school as a whole including improved parental relationships (Coleman, 2020) and increased parental engagement (McCree et al., 2018).

There were sometimes discrepancies between scores from the pupil in different environments such as at school compared to home (Francis et al., 2017; McCree et al., 2018; Cunningham et al., 2019) and some pupils showed a decline in scores, although these were improved beyond the baseline after further intervention (Ubha & Cahill, 2014).

Discussion

Overview of findings

Findings suggest that schools employ a range of interventions to support pupils with attachment difficulties and similar behaviours. The limited diagnosis of attachment disorder and possible reluctance to label attachment difficulties may explain why there were limited studies available focussed solely on these areas, and instead approach the behavioural characteristics and associated presentations. In answer to RQ1, nurture groups were the most used intervention, possibly due to the wide body of research evidence in support of their effectiveness. Other interventions included Theraplay®, mindfulness, a whole school nurturing approach, outdoor learning, 'Team of Life' narrative approach, and 'Secure Friendships'.

The studies reported a range of positive outcomes which were organised into themes. Some studies' outcomes crossed more themes than others, but all were linked to positive outcomes from the intervention. The main themes included social skills and relationships, confidence and self-esteem, behaviour, academic work and learning, and wellbeing. There were notable findings incorporated into a 'Miscellaneous' group, which includes negative findings also, however these were minimal.

The variety and pattern of positive outcomes across different interventions suggest that schools could be well placed to target some of the difficulties CYP face, and that whilst the interventions may target different issues, there are similarities in the outcomes observed. There are several factors that may impact this but most studies in this review included

individual or small group interventions, which may have supported positive relationships and attachments to be built by the CYP with their peers and supporting adults. Relationships are known to be key to CYP's engagement and success in school whilst fostering their wellbeing (Bergin & Bergin, 2009; Bomber, 2007; Geddes, 2006). Resilience is a term that most educators have recently become more familiar with, referring to "…the process or phenomenon of competence despite adversity…" (Luthar et al., 2000 p554). This is often used interchangeably with what Luthar et al. (2020) describe as 'resiliency', referring to personal characteristics.

It is another possibility that the general benefits of attending an intervention or accessing support helped influence the increase in positive outcomes found in the studies, aside from the benefits of a particular type of intervention. For example, pupils were accessing protected time with an adult outside of academic learning, providing them the time and space to develop relationships with a consistent staff member (Bergin & Bergin, 2009). For all pupils, but particularly pupils with attachment needs, this may have been a vital factor contributing to improvements reported. Similarly, interventions were often completed in small groups away from the main classroom, enabling pupils who may struggle to 'tune out' or have difficulties concentrating (Bomber, 2007) to develop skills in an environment with less sensory stimuli where they may have felt more comfortable and focussed.

Limitations and future research directions

This review aimed to include studies which were rated as high quality and fitting strict criteria such as pre- and post- measures. It is possible that this may have limited the studies available, with some interventions lending themselves more to this kind of evaluation and therefore other interventions which may have been of value were not included. Despite the methodological rigour, the fidelity of the interventions was not discussed in some studies and explicitly questioned in one (Grantham & Primrose, 2017). The adherence to guidelines for administration of data collection e.g. SDQ is also unknown, but trusted to have been appropriate. Some studies collected initially that met most criteria had an aspect that was unclear, meaning they were removed, however Salisbury's (2018) study remained included as the description of the intervention and participants meant they were presumed to be school age.

The decision to include studies only from English-speaking countries may have reduced the breadth of interventions, however on reading studies from countries such as Japan, it was deemed appropriate due to the differences in educational systems and cultures, and therefore the comparability between participants and outcomes. It is of course notable that there may be differences between English-speaking countries also.

The search terms may have limited the results, and there may have been alternatives that could have been used or included to broaden the range of results. The current terms were chosen through discussion with the research supervisor, and aimed to cover a range of possible terms with similar meaning that are regularly used within the literature around the topics discussed. The necessity of terms was discussed, for example eliminating the third term around school may have provided results where the setting was not explicitly mentioned, but also may have wielded lots of results that would not have met criteria. This challenge results from lack of universal definitions and descriptions for some difficulties and the understanding of the links between attachment needs and social, emotional and mental health difficulties.

Future research evidence on the effectiveness and outcomes of a variety of interventions would be useful to ensure schools can make informed choices based on their need. Whilst there is a relatively large body of research on nurture groups, more recent research has been focussing on adaptations of the original format, and therefore this would be beneficial, particularly as schools are increasingly limited by resources and time.

It would also be beneficial to explore whether there are any differences in the outcomes and impact of different interventions between children with insecure attachment behaviours in contrast to children without, to establish whether there are specific interventions more effective for either group. It would also be helpful for schools to assess what the most appropriate intervention for an individual child may be, and therefore how this is facilitated could be an avenue for future research.

Implications for educational practice

Schools often have several children who display behaviours that may or may not be linked to insecure attachments, but the behaviours will most likely be a form of communication representing challenges they are experiencing. Therefore, it is important that school staff take note of all pupils' social and emotional wellbeing (Ruby, 2019), which would reduce the

challenges of distinguishing or separating pupils who have attachment difficulties. Intervention can then be chosen in terms of the targeted outcomes and needs of those individuals, as well as available school resources. This review highlights that there are several different interventions that can improve similar outcomes for pupils facing social and emotional challenges, and therefore broadens the options for schools.

Implications for EP Practice

Attachment has always been a key area for EPs and it is important that we keep ourselves abreast of recent literature and the development around research in the area. Also, EPs are well placed to be involved as they work with families, children and settings to promote a holistic and joined up approach (Fallon et al., 2010). This review highlights the impact on pupil outcomes of potential interventions within schools, which can help inform EPs knowledge and recommendations when consulting with staff around pupil behaviours and needs. The positive impact on pupil outcomes reported highlights the value in EP time being used to support schools to implement interventions of this kind. The lack of research into interventions for pupils with attachment needs raises queries for EPs when reflecting on the evidence base for approaches or interventions they recommend to schools and the impact on the groups of pupils they are suggested to benefit. It also highlights the need for further research which the EP community could be well-placed to be involved in.

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Paper Two: Exploring perspectives of whole school attachment and trauma aware approaches in a specialist provision

Prepared in accordance with the author guidelines for submission to the journal British Journal of Special Education (Appendix 10)

Abstract

A recent focus on attachment and trauma awareness (ATA) in schools, has led to whole school training programmes and evaluations. The outcomes have been positive, however the dominant focus of research is around the implementation of whole school ATA in mainstream settings. This project adopted a case study to explore how the training and approaches had been implemented in a school community including a special school and pupil referral units (PRUs). Data was collected from three semi-structured interviews with staff in varying roles, and 11 pupil views via a classroom activity as supplementary data. Thematic analysis highlighted five key themes which directly answered the three research questions, including: strategies and approaches used; pupil outcomes; facilitators to implementation; barriers to implementation; and training and improvements. It is hoped this paper will help further professional understanding and implementation of ATA in non-mainstream settings. Implications and limitations are discussed.

Introduction

Attachment

Attachment and trauma awareness (ATA) is increasingly becoming a focus for schools, but it is not a recent phenomenon. The terms attachment and trauma are often discussed together due to the links between developmental trauma and attachment (Erozkan, 2016), hence why ATA is used here. Other terms such as 'attachment aware' and 'trauma-informed' are used within the field of education and research, and the terms 'project', 'approach' and 'programme' are also found within the words used to describe similar training and practices.

Contribution to attachment theory has been received from many, but most notably John Bowlby (1988) and Mary Ainsworth (1978). They suggest attachment difficulties arise when a child's needs have not been met, impacting their brain development and therefore affecting their emotional and physical experiences. As a result of attachment difficulties, children can display behaviours such as being very mistrusting of others, difficulties regulating their emotions, and poor attention (Marshall & Thomas, 2014). Whilst having attachment difficulties is often associated with children who have been involved in the care system, it is important to remember that any child can display associated difficulties based on their early experiences.

Evidence suggests that attachment difficulties can have a significant impact on how children learn and interact (Department for Education, 2018), thus impacting their experiences of education and the social aspects of schooling. There is growing research to suggest that embedding attachment theory in schools can improve wellbeing and academic performance of pupils (Bergin & Bergin, 2009). It is suggested that approximately only 55-65% of children in schools are securely attached (Howe, 1995), and Bomber (2007) describes an 'attachment continuum' where all individuals will place dependant on their experiences. This highlights why a whole school approach may provide an opportunity to support all children in a more systemic way, also benefitting those children who would not necessarily meet criteria for individual or targeted support, and those without a formal diagnosis of attachment disorder. As schools are often considered a place of consistency and safety, they may also be an appropriate place for CYP to develop secure bases with key staff members, building on the concept that CYP can form multiple valuable attachments in addition to their primary caregiver (Howe, 2011).

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Current situation and research

The Local Authority (LA) Educational Psychology Service (EPS) commissioning this research have delivered their own ATA training to primary, secondary and special schools. Following this, the schools can create and implement approaches that suit the needs and experiences of the community, pupils and staff. There are similar training packages available across the country, and NICE (2015) highlight the importance of ATA within schools, however research is still limited. One large-scale evaluation of national training is by researchers at the Rees Centre, funded by The Alex Timpson Trust. Since 2017, they have been evaluating the implementation of attachment and trauma awareness (ATA) training in 300 schools over a five-year period. In these early projects, several benefits were identified, including improved knowledge of emotion coaching techniques (Fancourt & Sebba, 2018), improvements in scores on the Strengths and Difficulties questionnaire (Dingwall & Sebba, 2018a), and increased attainment in primary-age pupils, however data on attendance and exclusions was unclear (Dingwall & Sebba, 2018b). There were also reports of improved staff understanding and practices, positive changes to the physical school environment such as 'chill out' spaces, and improved wellbeing (Fancourt & Sebba, 2018). The evaluation also highlighted some enabling and inhibiting factors of successful implementation such as senior leader support (Fancourt & Sebba, 2018).

Further implicit evidence for the potential success of ATA approaches is the developed understanding about attachment in staff's own lives as well as recognising it within others (Riley, 2013). The study suggested that staff can react negatively when they feel rejected by a pupil who may find it difficult to form relationships, and therefore having received some ATA training, staff may be more resilient to respond to rejecting students. A further look at relationships by Jung-Sook (2012) suggests that a nurturing environment and supportive teacher-student relationships were indicative of increased reading performance, behavioural and emotional engagement.

Research in special schools

There have been many interventions and programmes that have had successful outcomes within special schools, however attachment specific research is limited. For example, a valuable ATA study by Kelly, Watt & Giddens (2020) includes data collected from special

schools, however this is not explored separately from mainstream school data. Woolf (2008) researched the implementation of 'Better Play Times' training within a specialist primary school for pupils with 'Emotional and Behavioural Difficulties'. Positive outcomes were found for pupils and staff, who reported using their skills outside the play sessions also. This supports the whole-school approach of the ATA programmes, as skills learnt can be applied with other pupils also. A recent working paper from the Rees Centre evaluation (Tah et al., 2021) included the pre-COVID-19 data from five schools including two special schools, and commented on the impact following ATA training, including increased staff confidence and increased positive pupil behaviour. They also noted how schools had adapted the strategies to suit the needs of their pupils e.g. symbols to support restorative conversations.

Research and rationale

Ubha and Cahill (2014) researched a 'Secure Friendships Group' for children within a mainstream primary school, but who had insecure attachment styles. They suggested pupils had a positive shift in their Internal Working Models, showing how early preventative work can support children before their attachment difficulties become too challenging. There is therefore a clear rationale for ATA training. As Bartick-Erison (2006) suggests, adolescents with disabilities, particularly emotional issues, are at increased risk of school failure: it therefore seems vital to investigate whether whole-school ATA approaches can have a positive enough impact to work towards counteracting this inequality. The Department of Health (DoH) & Department for Education (DfE) Green Paper (2017) makes reference to teacher awareness of emotional development, whole school approaches to behaviour, and CYP who have experienced trauma and attachment issues, further highlighting how ATA is now part of the educational, health and political agenda.

With ATA being a relatively recent addition to school priorities, there are increasing numbers of schools receiving training and adopting ATA approaches across the UK, but limited research evidence to suggest the effectiveness and impact on outcomes for children and young people (CYP). There is even less research about the implementation of ATA approaches and their impact within non-mainstream settings. Therefore, this study hopes to add to the limited body of evidence in this area to support future training and implementation, by gathering views from those involved.

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RQ1) What ATA approaches do staff enact in non-mainstream settings and how?

RQ2) What are the perceived benefits of using ATA approaches for CYP attending non-mainstream settings?

RQ3) What are the facilitators and barriers for non-mainstream schools adopting ATA as a whole-school approach?

Methodology

Philosophical position

This research is informed by a critical realist perspective (Bhaskar & Hartwig, 2016), which helps the researcher to answer the research questions more effectively than attempting to analyse individual experiences using more positivist approaches. A constructivist approach to recognising experiences was also considered, however it was deemed that further interpretation of how experiences are linked with other factors would be more appropriate. The ontological position is that of realism, with the epistemological position being subjectivist, suggesting we are unable to draw conclusions about the world based on simple observations (Fryer, 2020). Critical realism is an appropriate position to acknowledge the reality that social structures can influence individuals through their behaviour and knowledge, but this can also interact the opposite way, influencing social structures. Therefore, the best way to answer the research questions is to explore individual perspectives and experiences of structures and actions, by investigating the interaction between the unobservable and the observable.

Study design

This research adopts an exploratory approach by means of a single-case study design (Yin, 2018), involving data from three school sites (two Pupil Referral Units (PRUs) and one special school) who work closely together as part of an overarching educational provision for primary and secondary pupils. Whilst the settings are physically on different sites, there is shared senior leadership members across all three, and other staff members such as pastoral staff also work within all three sites during the week. Staff such as teachers are based at one site but can be deployed to other sites dependant on need.

One unit of analysis represents the staff's perspectives of how they enact ATA approaches themselves and as a whole school, the perceived benefits of the approaches, and the facilitators and barriers to enacting them. Additional information was collected from pupils and integrated into the reporting of findings, but was not considered a unit of analysis itself. A case study design is both appropriate in terms of the accessibility of appropriate schools within the LA but also in terms of the research questions. It will enable rich and detailed description of the phenomenon within this specific context, that another design would likely fail to achieve. A case study is also beneficial to the exploratory and descriptive nature of the research, as there is nothing to be manipulated or controlled.

Participant recruitment

The schools are attended by pupils who are unable to attend mainstream school for a variety of reasons and staff had received the same Attachment Awareness training from the EPS. This had included a whole day and two half day training sessions, which covered areas including the theory around attachment and trauma, resilience, supportive strategies, and emotion coaching. Staff from all three school sites received the training together at the same time, including teachers, support staff, leadership staff, and pastoral staff. Administrative staff also received the first whole day training. Some staff members had received prior attachment training through other providers.

A flyer (see Appendix 11) was e-mailed to staff across the three sites and an incentive of a £20 gift card was offered as participants would be using their own time for interview. Three participants were recruited from a range of pastoral, teaching and management roles. Two participants were based predominantly at two of the sites respectively, although the participant in the management role had oversight of all three sites. The participant in the pastoral role worked across all three sites and had limited contact with pupils outside of the sessions pertaining to their role. For the pupil views activity, eleven pupils from the special school setting, ranging from Year 7 to 11, anonymously took part in the within-class activity supported by staff.

Data collection

Two semi-structured interviews took place via Zoom, and one via telephone due to technical difficulties. Each lasted approximately one hour each and were audio recorded. They were

later transcribed with pseudonymisation to maintain confidentiality (see Appendix 12 for extract). Participants had each received the interview schedule (see Appendix 13) at least one week prior to the interview and were asked to reflect on their answers.

Eleven pupil views were recorded during school time on an activity sheet (see Appendix 14 for example), either handwritten by the pupil or scribed by a staff member, and these were scanned and returned to the researcher. Comprehensive instructions were provided for staff to ensure consistency in explanation and reporting of the activity (see Appendix 15).

Data analysis

Interview data was analysed using the six stages of thematic analysis as described by Braun and Clarke (2006; 2021). Initial coding and theme development was completed using NVIVO (see Appendix 16 for example) and coding was considered in consultation with the research supervisor to increase reliability. Further reviews of data were completed manually (see Appendix 17 and 18), and themes were amalgamated to answer the research questions and represent the data most effectively following further consultation with the research supervisor. Pupil voice raw data was collated into one document and the researcher looked for links and exceptions to the interview data (see Appendix 19). As this was a very small data set, it was decided this would act as supplementary and was not subjected to any formal analysis.

As this was an exploratory case study and there is limited research describing the implementation of attachment aware approaches within non-mainstream settings, the researcher did not have pre-conceived ideas about what themes may develop. However, the interview schedule was guided by the research questions and therefore will have influenced the information shared. The analysis was therefore deductive-inductive, in keeping with the critical realist epistemological position.

Ethical considerations

Ethical approval was awarded by the University of Manchester Research Ethics Committee (see Appendices 1 and 20), and research was guided by the British Psychological Society (BPS) Code of Human Research Ethics (BPS, 2014) and the Health and Care Professions Council Standards of Conduct Performance and Ethics (HCPC, 2016).

Written information was provided to potential interview participants via e-mail (see Appendix 21) and they had the opportunity to request further information before providing informed consent (see Appendix 22). Opt-out consent was offered to parents of pupils via a school text message (see Appendix 23), and pupils were read a statement prior to giving their consent to complete the pupil activity with staff in school (see Appendix 15).

Findings

When analysing the data, themes were identified and have been included in thematic maps to represent the interview data (see figures 2-4). For an example of thematic map development, see Appendix 24) Within this section, the findings have been discussed in relation to the RQs, addressing each sub-theme that relates to the theme and related RQ. Supplementary data from pupils will also be incorporated into this section.

RQ1) What ATA approaches do staff enact in non-mainstream settings and how?

Staff approaches. *"Every day is a new day" (Participant 1); t*he concept of starting afresh was shared by all participants, describing how the CYP benefit from issues being dealt with so shame does not continue as this can cause anxiety. It was also discussed how CYP are praised for positive actions they have taken to change a negative situation, as the ability to make mistakes and try to correct them is not always natural to the CYP based on their early experiences. Two CYP referenced being given a second chance and flexibility in the rules.

Consistency was another key approach shared, to be a reliable and trustworthy person in the CYP's life both in terms of physically and in what is said e.g. boundaries. There was a sense of letting the pupil down and causing anxiety if staff were not reliable and consistent.
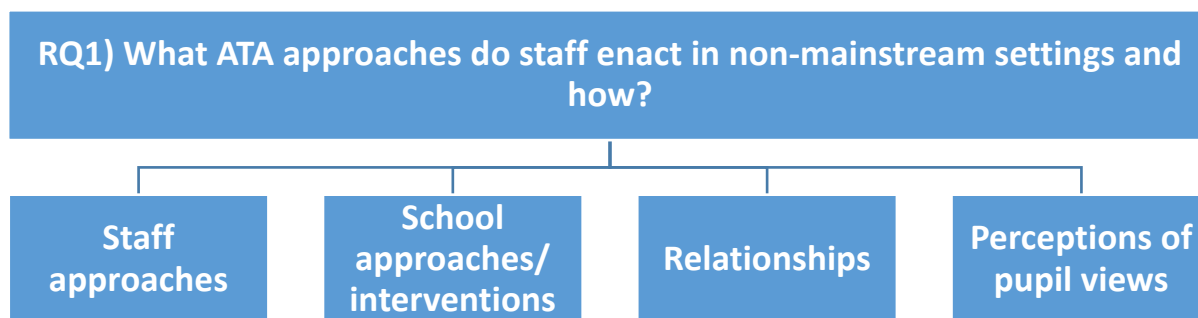
Figure 2: Thematic map representing findings for RQ1

A nurturing approach was seen as beneficial, including reassuring pupils through actions as well as words that it is ok to ask for help. *"We try to fill in the gaps really of the stuff they don't necessarily get from parents or haven't had from parents previously…" (Participant 2).* Similarly, this was described as helping to create a safe environment where CYP felt they could talk openly. PACE (Playfulness, Acceptance, Curiosity and Empathy) was also mentioned as a helpful approach used by some staff. Five CYP referenced emotional support from staff; *"Staff will ask me if I am ok"* (Pupil 7) and six mentioned staff helping them or giving them time to calm down.

Ensuring the CYP feel noticed was also an important approach shared by all participants; by giving their time and showing interest in CYP helped to build positive relationships. Some examples included joining in with their games, getting to know about their favourite things and being pleased to see them. *"being interested in them outside of what they can do for you… I know them inside out." (Participant 3).*

It was noted that staff try to look beyond the behaviour and understand the causes, as they are aware that the behaviour is likely to be impacted by other factors. *"We're sort of like constantly trying to understand what's going on, there's always something underneath behaviour…" (Participant 1).* Participant 1 described this process as being *"constantly like detectives".* Linked with this was the notion of addressing individual needs both emotionally and academically via differentiation, and the two were sometimes interlinked, *"you've got to stay child-focused, and it has to be what that individual child needs…" (Participant 1).* Two

CYP mentioned the support they get with schoolwork including encouragement and explanation.

School Approaches/Interventions. Several out-of-class interventions were described that would be considered supportive of pupils' social and emotional health. These included on-site counselling and pastoral support, nurture groups and outdoor activities as well as off-site provision including equine therapy. Three CYP also mentioned these provisions with reports of time spent doing mechanics and at the fire station, as described by one participant *"I think sometimes they just need to be in a different atmosphere where they can be independent and build those skills away from…everybody else…" (Participant 2).* The school was also described as offering home tuition for some pupils, and an end of day provision which serves as a short-term alternative for pupils who may not be managing with the full school day. One CYP noted speaking to the welfare team was helpful, and another noted how school had helped them to access CAMHS.

Spaces outside of the main classroom were described as a useful space to support CYP to regulate when things were challenging for them. It was highlighted that these spaces should not be seen as punishment, but space they can draw or read and spend time alone or with an adult; *"you need some help to regulate and you're struggling a bit so…let's go and take five minutes and see what happens"(Participant 2).* One CYP noted areas outside the classroom as being helpful.

Whole school approaches included emotion coaching and restorative conversations. Both were described as needing a lot of time and effort long-term for them to work *"you've not got that sort of constant conflict and falling outs and…so it's worth putting the time into that one" (Participant 2).* It also appeared that school allowed staff to be proactive in approaches to support pupils such as collecting them from home when they were refusing to attend, and taking them out of school for trips, where the car journey served as a good place for pupils to open up about their thoughts and feelings.

Other strategies used include having a key adult, staff to meet and greet pupils, a social communication curriculum and visual timetables. Structure and routine were another area

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commented on several times including the consistency in staff throughout the day and structured activities offered during free time.

Relationships. *"our behaviour management approach and everything we do really is built on relationships… …I don't think anything else would work if we didn't have that in place…"(Participant 2).*

The focus of relationships was evident, including the relationships and communication between staff; supportive conversations were perceived as helpful to explore what a CYP might be experiencing and how to support them. The school behaviour policy was described as "*more like a relationship policy*" *(Participant 3)*, and the relationship with parents was also noted in relation to helping provide guidance or access to support, by teaching staff or the family support team. Pupil 2 noted how a "*member of staff calls at my house to help me and my mum*" and Participant 3 described "*she's told me since then that when she came out of that parents evening, she cried because it's the first time that anyone had actually said anything nice about her son*".

Consistency in staff throughout the day was perceived as supporting CYP to develop relationships and a model of having separate lunchtime staff was expected to cause "bedlam"*(Participant 2).* One participant also recognised the value for some CYP of building relationships with positive male role models, particularly where they have not had this at home or have experienced domestic violence. Participant 2 described the impact on both staff and CYP, "*if you've got a relationship with a child, that makes your lives so much easier…because they are more likely to listen, to respond, to learn…".* CYP noted the support staff give them, with Pupil 9 writing *"Staff let me know they are [there] and want to keep me safe in school."*

Perceptions of pupil views. Participants described how pupils were aware of some of the strategies and approaches used, including emotion coaching, restorative conversations, high expectations and the caring relationships they have with staff, as recalled in one participant's feedback from a pupil, "*He said, 'And I'm ready to go to college now, but I genuinely wouldn't be if it wasn't for you.'"* *(Participant 3).* Another participant

mentioned "*it's someone taking that time to…listen to them, … because I think in their lives that…that's often been lacking…someone just to take that time and just put that bit of effort into them. I think that's…that's really valuable to them*" (Participant 1). Three of the CYP who shared their views mentioned the value of having someone listen to them: "*I get chance to speak and some staff really listen*" *(Pupil 10).*

RQ2) What are the perceived benefits of using ATA approaches for CYP attending non-mainstream settings?
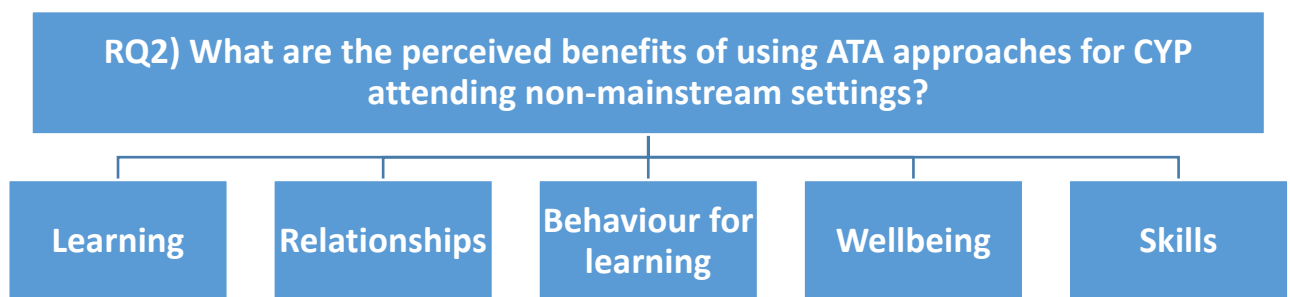
Figure 3: Thematic map representing findings for RQ2

Learning. Positive pupil outcomes included fewer exclusions, good attendance, progress and good attainment: "*the academic outcomes have been fantastic…just because of that environment, they've wanted to learn*" (Participant 3). Other outcomes included reintegration to mainstream, and transitioning to college, "*this is from a kid who, when he was 13, said he'd either be in prison or dead…and he's got a job!*" (Participant 3).

Behaviour for learning. "*a lot of the children that come in have had really negative experiences of education. So when they realise that we want to build those relationships and we want to care…that impacts on them, so they're in class and they're more engaged and they will listen to their key adults*" (Participant 2).
Participants reported improvements in pupil behaviour, increases in engagement with their education, pupils remaining in class more, and pupils feeling confident to ask for help with a range of challenges: "*it's created a safe environment where they can make mistakes and not*

feel stupid … so because they can make mistakes and not feel stupid, they'll ask questions" (Participant 3).

Wellbeing. Participants noted how CYP feel safe and less anxious. The calming impact of some external provision was noted, and staff helping pupils to calm down was noted by CYP. The increased resilience of CYP was mentioned in relation to pupils being able to try again when they had not achieved or found exams difficult. The positive changes observed in pupils was described as taking a long time, and also having a positive impact at home, "*Because they haven't got that anxiety around school anymore, that it also has an impact on…their lives at home*" (Participant 2).

Skills. One participant mentioned several skills that pupils develop through the approaches used and allocated social communication time as "*helping the kids develop the skills that they wouldn't necessarily have the time to do in other lessons*" (Participant 3). This included learning appropriate behaviour and topics of discussion whilst in the community, social skills such as turn-taking, and developing empathy and self-regulation strategies.

Relationships. Participants recognised pupils building relationships with each other and learning to tolerate others and work together. Pupils were described as starting to see themselves as a "team" or "family". It was noted how strong staff-pupil relationships can support pupils to listen to their key adults and help them make positive choices: "*So key adults can sort of say, 'Come on now, that's not really the right thing.' And they're the ones that can bring them round…which wouldn't happen if…we didn't have the relationships with the children.*" (Participant 2). Pupils were also described as being better able to repair relationships and responding well to restorative conversations.

RQ3) What are the facilitators and barriers for non-mainstream settings adopting ATA as a whole-school approach?

To answer this RQ, data was sorted into three separate themes with corresponding sub-themes.

Facilitators.

Staff. Participants described staff being naturally attachment-aware, caring and nurturing, and interested in improving their practice, "*It helps so much to be working with staff who…genuinely care about the children and young people*" *(Participant 1)*. A team approach between staff members and support from other members of staff and senior leaders were also mentioned. New staff members were described to be paired with a more experienced staff member to go through the policy and help them adopt the approaches used.

RQ3) What are the facilitators and barriers for non-mainstream settings adopting ATA as a whole-school approach?

Facilitators	Barriers	Training and Improvements
Staff	Leadership	Training and impact
School	Staff	Future improvements
	Logistics	
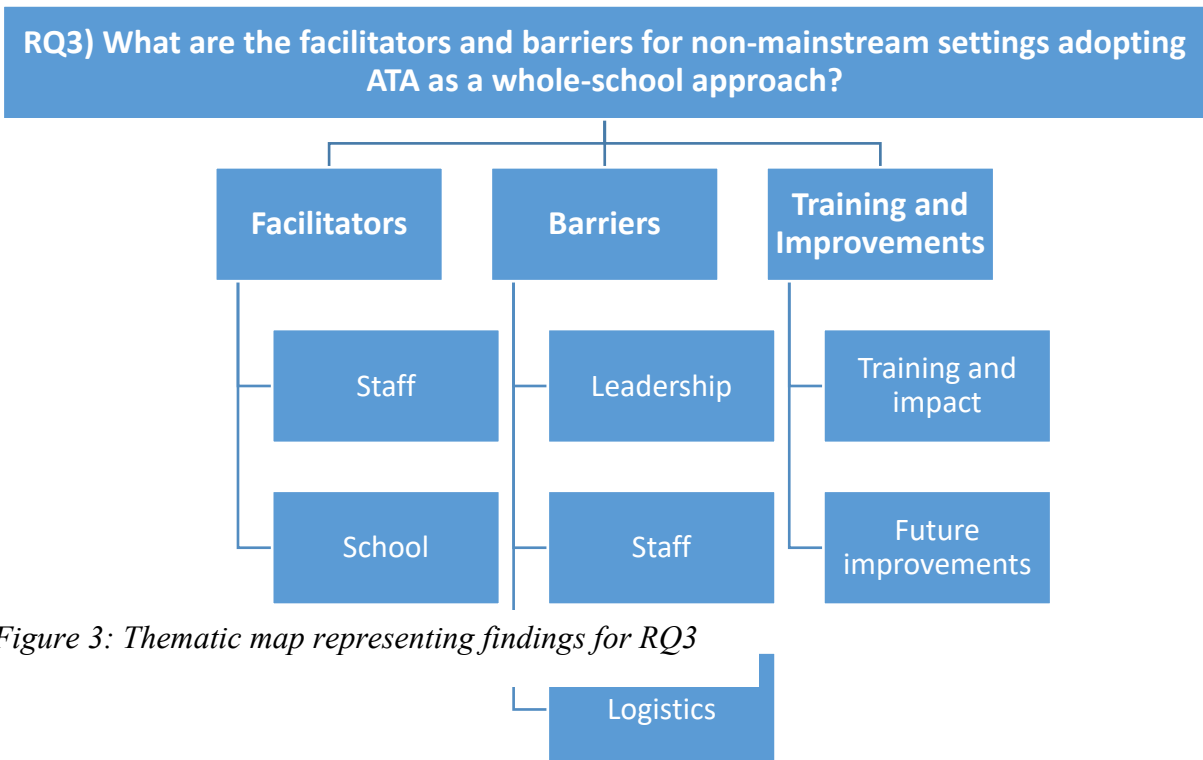
Figure 3: Thematic map representing findings for RQ3

School. An attachment focus group involving staff from across the sites was seen as helpful in ensuring staff and pupils were supported:

> "*that was really helpful, just having the focus group in place, so that we could share those ideas or those concerns, or we could think, 'Right, well we need to do a bit more on X, Y, Z' and put those things in place*" *(Participant 2)*.

Other helpful factors included having some flexibility in the timetable to address issues that may have occurred at home, and a good behaviour policy that makes the expectations clear. Practical resources were also described as helpful, such as emotion coaching scripts and

restorative conversation templates which were shared at the training, and having these available enables staff to revisit them.

Barriers.

Leadership. "…things like that have to come from the top…" *(Participant 1).* In comparison to where leadership acted as a facilitator, it was also considered a barrier where attachment support was not prioritised. It was also mentioned as sometimes limiting creativity and autonomy of staff.

Staff. "I think people…a lot of people think… 'I already do enough'" *(Participant 2)..* Potentially stemming from priorities and views of leadership, some other staff members were considered a barrier in terms of their lack of awareness, which could manifest in the use of unhelpful approaches and limited trust in staff members who were building attachments with pupils. This in turn was reported to reduce the teamwork approach and seemed to create divides between staff. It was also noted about some staff seeming quick to dismiss strategies tried, *"they've got to see that it's like a long-term sort of strategy, it's not going to make things better…tomorrow" (Participant 2).*

Logistics. The impact of COVID-19 was described as a barrier for being able to meet for the focus group due to restrictions in meeting face to face. It also was informally noted about the extra pressures staff were under which may have impacted the time and energy they can give to some of the approaches. Time to work on changing practices more generally was also recognised as a barrier, *"Because there's always so many things…so much to do, isn't there? And never enough hours in the day…" (Participant 2),* and how the value of that time is not always recognised if staff are looking for 'quick fixes', *"you save time in the long run because you're not going over the same things over and over and over again" (Participant 2).* The PRU model, in regard to pupils staying for short periods before reintegrating, was seen as a potential barrier to staff prioritising attachment and relationship building.

Training & Improvements.

Training offer and impact. Helpful aspects of the training included: images of brain development, emotion coaching scripts, nurture groups, restorative practice resources, strategies for 'swapping in' staff, and the option to tailor follow-up sessions to meet need. The training was described as "heavy going" and "intense" which may have overwhelmed some staff, but shorter 'carousel' activities were described as beneficial. Participants recognised the benefit of the training and further training in attachment, "*I think we had a lot of things in place that already supported children with attachment difficulties anyway…but this was a good way of emphasising what we already did*" (Participant 2). For the reason quoted, the impact was not perceived to be significant, however one participant mentioned:

> "*I think the biggest impact really was that some staff didn't actually understand attachment and thought that attachment was always something that parents used or people used as an excuse…it was an excuse for poor behaviour…and when the training started looking at…things like the brain and really looking at the impact it can cause…I think there's been a shift in those staff…*" (Participant 2).

Future improvements. To improve the impact of the training, it was suggested that a smaller audience and real-life cases would have increased staff engagement. It was also mentioned that more scientific explanations may increase some staff's investment in the concept of attachment. Attachment being recognised as a school-wide priority was noted as a beneficial future focus, with a need to revisit policies and refresh training. An external area for improvement mentioned by one participant was surrounding the attachment awareness of mainstream schools and how this may contribute to staff understanding of a pupil's SEN needs, "*some of the referrals that we get from primary school…you think, 'Is this actually…is this…an emotional and behavioural issue or is it an unmet SEN need? Has their SEN need actually been fully met?' And I can't say that schools who are excluding pupils because of their SEN need are attachment aware*" (Participant 1).

Discussion

Summary of findings

The findings provide an example of how whole school ATA approaches have been used in one specialist setting: the impact they have had and also the facilitators and barriers to their

implementation. Firstly, RQ1 helps to describe a number of strategies and approaches that are used on an individual and systemic level, as well as highlighting the perceptions of pupil views on them. Some strategies are noted in previous research, such as Emotion Coaching (Rose et al. 2019). Secondly, the findings relating to RQ 2 highlight the positive impact the described approaches can have on pupils, including improvements to learning, behaviour, wellbeing, skills and in building positive relationships, reflecting findings of Tah et al. (2021). The final RQ was answered by three themes, with some similar findings (e.g. senior leadership support) to Fancourt & Sebba (2018). Facilitators were found to separate into individual staff and broader school factors. Barriers described included those relating to leadership, staff and logistical factors within schools. The final theme was around training and improvements, linking to the facilitators and barriers involved in implementing a whole school approach, which included the training offer and impact and identified future improvements that could be made. The sub-theme of 'relationships' appeared twice and there was an apparent emphasis on this being a valuable and key factor. This finding mirrors previous research on the importance of developing relationships and having multiple secure bases (Howe, 2011), and demonstrates the direct impact staff can have on pupils through seemingly trivial interactions (Treisman, 2016).

The findings in relation to the ATA approaches were positive and deemed worthwhile (Bergin & Bergin, 2009; Rose et al., 2019); most discussions were around simple strategies and approaches that can easily be implemented in schools without being costly in time or money. This therefore raises questions as to why some staff or schools choose not to adopt ATA approaches and highlights the potential discrepancies within staff teams, relating to personal attitudes towards pupils displaying attachment or trauma-related behaviours, and the effectiveness of approaches that staff adopt.

The inclusion of pupil views helped to triangulate data which was valuable in demonstrating the impact that the approaches were having directly on the pupils themselves, particularly in their recognition of the emotional support staff provided. Their views also reflected wider literature around the types of approaches that are beneficial (Zsolnai & Sabó, 2021).

Some of the findings reflected current literature around implementation of whole school approaches, which can be described as complex, requiring significant commitment, and benefitting from ongoing coaching for staff (Cross et al., 2018). Literature provides support

for participants' suggestions of further training and support for staff to develop ATA awareness across the whole school (Elias et al., 2003; Burns, 2019).

The reported benefit of flexibility and tailoring of training to the school's needs was also noted to improve sustainability of the implementation of the Social and Emotional Aspects of Learning (SEAL) programme (DfE, 2010). The barriers participants reported surrounding the involvement and commitment of staff (Larsen & Samdal, 2008) and of senior leadership teams (Roffey, 2010) are reported to limit the successful implementation of whole school approaches. Relationships, which was a recurring topic in participant interviews, have also been found as key to implementing whole school approaches for mental health (Burns, 2019).

Implications for research

The current research contributes to the limited body of research into the whole school implementation of ATA training and approaches in non-mainstream settings. It highlights some similarities with the findings from other studies including the focus on individual needs (Tah et al., 2021) and the impact of senior leadership support (Fancourt & Sebba, 2018). The current study also raises further research questions about the approaches used in different types of non-mainstream settings and whether these differ, which could be beneficial in tailoring future training and support for these schools. As a recurring barrier in the literature appears to be staff themselves, including senior leaders, it could also be valuable to explore the reasons behind their attitudes and beliefs, to inform and improve future training and awareness raising, which would hopefully increase the number of schools and staff members that 'buy in' to ATA approaches.

Implications for schools

The findings demonstrate benefits to pupil outcomes in using ATA approaches, which could provide evidence to senior leadership and school staff that ATA is valuable and worth putting time, effort and resources into. Whilst the focus here was on non-mainstream settings, the benefits will likely be applicable to all pupils, particularly in regard to how school staff work with those pupils that are perceived to be on a trajectory to attend PRUs or other specialist provisions (Harrison, 2022). The identified approaches provide individual staff members with a toolkit to both evaluate their current approaches and select from to

inform their current practice. The discussed strategies and interventions may provide senior leaders with ideas for further training and changes to whole-school practices. By taking on board the findings and adopting ATA approaches successfully across whole schools, the implications for pupils could be significant, including more pupils remaining in or returning to mainstream education, and improved wellbeing and educational outcomes for pupils. The findings may also prompt schools to revisit their policies which could have an overarching impact across the whole school and community.

Implications for Educational Psychologists

The findings provide a rationale for EPs to champion ATA in the schools they work with, with some services already providing free whole-school training and support. EPs may also find the findings useful in their consultations with schools, whether through recommendations or evidence for demonstrating the value in the approaches.

In summary, the paper demonstrates implications for research, in terms of reinforcing currently available evidence and suggestions for developing the research area. It also has implications for schools in terms of developing their current and future practices, as well as providing a tool for evaluation and planning of ATA approaches. For EPs, the paper has implications for their work at an individual casework level, a group level e.g. group consultation, and a systemic level including policy development and training. It also highlights the contribution of EPs to this area within educational research.

Limitations

The themes that emerged could be considered as specific to the individual community of schools studied, however they do reflect findings from other whole-school ATA research, particularly regarding the facilitators and barriers to whole-school implementation. It could also be argued that the findings are reflective of a small number of views due to the low number of participants that could be recruited, and therefore findings may not be generalisable. It would also be fair to suggest that the voluntary participation means that those staff involved were more invested in ATA and therefore bias findings. However, this could also mean that they were able to give a richer view of what can be achieved when ATA is adopted by individuals, and therefore a positive example of how these approaches

can work well. There is also potential bias in the interview schedule due to the repeated use of 'beneficial' within the questions. This may have led participants to focus more on the positives linked to the discussions and ignore possible detriments. The potential of bias within the pupil views cannot be excluded due to the collection of data being via staff members. However, the impact of COVID-19 was a significant barrier throughout the data collection, and the information collected from pupils appeared to be in their own voice and was extremely valuable in providing their perspectives.

A limitation of research such as this in general, may be the confusion and varied use of terms, which can be subjectively interpreted: including 'attachment aware', 'trauma-informed' and variations in combinations of both followed by words such as 'schools', 'approaches', and 'practice'. There is also little fidelity in schools' implementation of whole school ATA which can mean they are difficult to compare. In the current research, this was a reason for adopting a more exploratory case study.

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Paper Three: The dissemination of evidence to professional practice

Introduction

This paper begins with an exploration of evidence-based practice (EBP) and practice-based evidence (PBE), before a discussion around the effective dissemination of research. Following this, there will be discussion regarding the implications of Paper One and Two at the research site, organisational and professional levels. Finally, the strategy for dissemination of the current research will be proposed using the Harmsworth et al. (2001) framework, considering their suggested three levels of awareness, understanding, and action.

Evidence-based practice and practice-based evidence

Within this section, the definitions and concept of EBP will be discussed, including related issues and links to PBE. It is firstly important to establish what is meant by EBP as the term may be open to a certain level of subjectivity. The term may have become convoluted over time due to its use within different professions, originally being developed within the world of medicine, and being adopted by psychology to support treatments (Satterfield et al., 2009). The American Psychological Association (APA, 2006) describe EBP as "…the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences." (p.273). Satterfield et al.'s (2009) model of EBP was formulated using reports from different professions and similar to the APA (2006) description, highlights the importance of practitioner expertise alongside other factors in effective decision making.

Roberts et al. (2017) discuss the 'three legged stool' model of EBP and recognise an imbalance between three components for practice: the best research available, clinical expertise and patient characteristics. O'Hare (2015) discusses several descriptions of EBP, and addresses potentially common misconceptions, including that EBP is the solution to all problems in practice. It is suggested that EBP would reduce the variances and inconsistencies in practice across different services and between practitioners (Fox, 2003; Dunsmuir et al., 2009).

However, there are criticisms of EBP whereby reductionist and positivist models are limited in use to applied psychologists due to the importance placed on randomised control trials (RCTs) and highly controlled experimental environments, as demonstrated by the hierarchy of methodologies described by Fredrickson (2002). For example, some psychological

research questions would not be possible to answer with highly controlled conditions (Fredrickson, 2002) and some successful treatments will likely still benefit from practitioner judgement (Lillenfeld et al., 2013).

For practitioner psychologists, EBP is specifically noted in the Health, Care and Professions Council (HCPC) Standards of proficiency (2015), with Standard 12.1 stating psychologists should "engage in evidence-based and evidence-informed practice, evaluate practice systematically and participate in audit procedures". In regard to Educational Psychology, the British Psychological Society (BPS) demonstrates a clear focus on EBP for trainees, with several standards relating to EBP described in the BPS' 'Standards for the accreditation of Doctoral Programmes in educational psychology' (2014). This means that a collective understanding of the term is important, as it is an essential part of educational psychology practice.

A further issue in relation to rigorous methodologies is the replicability and generalisability of interventions included in research, particularly within the field of educational psychology where psychologists are working within varied and complex environments, with a wide range of individuals (Hallfors & Godette, 2002). It is also noted that within research, often individuals with more complex profiles are excluded due to strict criteria, raising further queries about representation and therefore use to professionals working general populations (Miller, 2017). Dunsmuir et al. (2009) argued that RCTs do not always reflect real-life practices, this being a warning against applied psychologists relying on research using solely rigorous methods. There are also challenges around the complexity of research within education, due to the difficulty in creating rigorous and controlled conditions in the school environment, which means that research methodologies need to be less positivist to be feasible (Clegg, 2005; Fox, 2011). In addition to these points, there are challenges around EPs' utilization of the available evidence, including the pragmatic concern regarding EPs having the time to fully immerse themselves in the critical evaluation of research (Fox, 2003). There is also the challenging nature of attaining good quality evidence which makes it difficult for EPs to make informed judgements about the suitability of particular interventions based on the limited breadth of evidence available (Fox, 2011).

Whilst EBP has its place within educational psychology, practice-based evidence (PBE) can be considered a valuable addition, providing real-world practice evidence with greater generalisability to the wider population (Fishman, 2000). Barkham & Mellor-Clark (2003)

argue for the parallel importance of PBE and EBP within clinical practice, but comparisons can be made to Educational Psychology. PBE enables relevant research to be used to inform practice, as in EBP, but it also allows space for individual experience and expertise to develop evidence outside of a traditional view of what that entails (Barkham & Margison, 2007). PBE accepts that our world is not controlled and allows for the complexities of humans, who may not always fit into a scientific model of research (Swisher, 2010). Benefits of PBE include explorations of the response to intervention and the impact of modifications (Chorzempa et al., 2019) and the contribution of this ongoing monitoring over time which helps develop the evidence base (Woods et al., 2014). In comparison to EBP, PBE can also be said to be more adaptable and inclusive of factors that influence people such as cultural or social values and local issues (Lieberman et al., 2010), making it more person-centred and beneficial to different groups. The nature of PBE also ensures that service users receive the best interventions and advice for them individually, allowing for professional judgement in adapting practices, thus in turn improving professionals' own knowledge and expertise of what works for different people (DuBois, 2020). MacKay (2002) argues that EPs are in a good position to be involved in research within schools and services, demonstrating that within the context EPs work in, PBE may be a more realistic and achievable way to ensure EPs are meeting the EBP criteria. For example, EPs in some situations will already be monitoring and evaluating interventions and their fidelity, therefore there could be a much larger evidence base for EPs to refer to. This way of working would also further support the concept of the scientist-practitioner (Lane & Corrie, 2006), and enable EPs to actively engage in research that they would not ordinarily have had access to.

As with any approach to research and evidence, there are also challenges relating to PBE. Due to the nature of many EPs work, particularly within LAs, there is often not the time available to thoroughly implement, monitor and evaluate interventions, meaning the quality of PBE may be questionable. The information reported is also heavily dependent on the EP's experience, expertise, and own values without controls in place (Fox, 2011). Furthermore, in a school setting with EP input being potentially sparse, the individual EPs are often reliant on school staff for information. Therefore, it could be argued that neither EBP nor PBE are sufficient alone, but a culmination of the two could be most beneficial to both practitioners and service users (Swisher, 2010). There are advantages to more collaborative and cyclical approaches in bridging the research to practice gap, ensuring the evidence-based

interventions and measures chosen are actually useful in practice and using this information to inform personal and wider practices (DuBois, 2020).

Effective dissemination of research

Research is useful in ensuring the best practices are being used, and up to date research ensures that this can be successful within our ever-changing world. However, it is suggested that of all the research conducted, only a minority of it will fully integrate into our policies and practices (Woolf, 2008), and there is a noticeable research to practice gap within educational research (Vanderline & van Braak, 2010). Turale (2011) suggests dissemination is a significant factor in the explanation for these gaps, the term dissemination being described as a "planned process that involves consideration of target audiences and the settings in which research findings are to be received" (Wilson et al., 2010, p. 2). A factor linked to dissemination is the target audience's response, and in order to help close the research to practice gap some argue for the involvement of the target audience, such as teachers, in collaborative research including shared agendas and participation (DeVries & Pieters, 2007; Nutley et al., 2002). Within education, this notion is further supported by the Department for Education (DfE, 2017) evaluation highlighting the factors which increase teachers' research-practice engagement, including the opportunities for collaboration, observable benefits and being problem- or practice-focused. It is therefore important to consider the target audience within research development as well as dissemination processes.

How researchers disseminate their findings varies and will have evolved over recent years alongside the growing capabilities of the internet. Tabak et al. (2014) highlight publication in academic journals as the most frequently reported dissemination method, potentially due to the long-lasting imprint to the evidence base and the ability to reach a wide range of audiences worldwide (Edwards, 2015). Critics of journal publication as a sole dissemination method may argue the lack of reach to the target audience (Wilson et al., 2010), particularly within education, where staff are unlikely to have the time and resources to allocate to sourcing research themselves. It can also be suggested that the approach is ineffective in actively changing practices due to the passive nature of publication (Gagnon, 2011). Tabak et al. (2014) suggest the second most common dissemination method is presentation at conferences, which can ensure findings are disseminated quickly and to the target

audiences, without waiting for peer-review processes associated with journals (Edwards, 2015). Wilson et al. (2010) identify other popular dissemination methods including workshops and media interviews, and the use of social media can reach wider audiences who may not have access to the more traditional dissemination routes. LaRocca et al. (2012) advocate for an active approach to engaging target audiences in order to effectively disseminate findings and influence policy and practice, and Harmsworth et al. (2000) highlight the importance of using multiple methods or vehicles for dissemination.

There are many who have recognised the need for guidance in order to close the gap between research and practice through effective dissemination, and as a result, numerous frameworks have been developed to support researchers in this process. Wilson et al. (2010) recognised three common themes between the 28 frameworks reviewed: persuasive communication matrix, diffusion and social marketing. Whilst dissemination may have been a process for consideration after research for some, Harmsworth and Turpin (2000) recommend it is planned prior to the research taking place.

A popular framework for research within education, is that of Harmsworth et al. (2000), who recommend three levels of dissemination to consider. Firstly, they note 'dissemination for awareness', recognising that there will be target audiences for whom the findings will be helpful to be aware of, but who will not necessarily need a detailed knowledge. They also identify that through this level of dissemination, awareness can build interest and discussion within the target audiences. Secondly, they recognise 'dissemination for understanding', to a more focussed target audience who likely will benefit from the findings in some way and therefore will require a deeper understanding. Finally, they identify 'dissemination for action', which aims to target those with the skills and in a position to make changes to practices within their organisations. These audiences therefore require the appropriate knowledge and understanding of the research to help implement change. By thinking about dissemination at these three levels, the researcher is encouraged to think more consciously about the purpose and methods for sharing their findings and with different target audiences. When considering these levels prior to research rather than afterwards, there is the opportunity to shape research methods based on effective dissemination strategies and to close the gap between research and practice (Harmsworth & Turpin, 2000).

Summary of policy, practice and research development implications at the research site, organisational and professional levels

Before providing discussions about implications at different levels, it will be useful to provide an overview of the mentioned studies. Paper 1, a systematic literature review, explored research surrounding interventions aimed at supporting attachment, social, emotional and mental health difficulties within schools. The review highlighted several interventions and associated themes amongst the outcomes. Paper 2, a qualitative case study, explored the attachment and trauma informed practices adopted within a community of specialist provision settings, including a special school and two Pupil Referral Units. The schools had also received staff training and the impact of this was also discussed. Key themes were identified which answered the research questions, including strategies and approaches used within the schools, the impact on pupils, facilitators and barriers to implementation, and the future of training and improvements.

Implications at the research site

Paper 1 provides ideas and a starting point for schools looking to implement targeted interventions for pupils who they believe have attachment difficulties or display some of the associated behaviours linked to social, emotional and mental health. The outcomes highlight to staff the shared benefits of intervention of this kind, regardless of delivery method and age group. It may be that schools look at the themes amongst the outcomes to make their decision about what intervention to explore further. The term 'starting point' is appropriate here, as the review does not cover all possible interventions, and those included may not be feasible depending upon school resources. Yet when staff are often overwhelmed by the mass of information available, Paper 1 helps to provide a focus and interventions to explore before seeking out further information.

The findings of Paper 2 may support the school to evaluate their current school practices and explore the identified pupil outcomes. It may be helpful to celebrate the practices and outcomes identified as positive, as well as consider areas of improvement. This critical appraisal could help the school to develop policies, identify training needs and foster staff development. It may also impact their current relationship with the EPS who delivered the initial training, in terms of planning future training for staff and other systemic ways of working, including policy development and whole school practices. For example, the school

could work with the EPS around developing relationship or behaviour policies and facilitating the co-production of these with the staff team and pupils. A further example could include the school revisiting their whole school approaches, and evaluating them with staff and pupils in order to develop key aspects of practice. These examples could form part of an inset day or staff meeting time, and staff could collect pupil views through classroom activities or school council meetings.

The inclusion of pupil views within Paper 2 highlights the value of providing pupils a way of expressing their thoughts. It may be something the school want to continue to develop to ensure pupils are actively involved in the development of school practices, enabling pupils to feel heard, and to provide staff with confirmatory or developmental information. In relation to the pupil views previously gathered, the school may want to share a child-friendly poster summarising the research with pupils involved by way of feeding back their involvement and this could also be used to formulate further discussions with pupils and staff within the schools.

Implications at the organisational level

Both Papers 1 and 2 have implications at the organisational level of the EPS, providing EPs with research to support their EBP in regards to attachment, and associated social, emotional and mental health difficulties. This may be through influencing the training package they offer, projects worked on within the EPS, or individual EP's work with schools via consultation or systemic school work. For example, the EPS could adapt their service level offer to include policy development, which is likely to be something schools may not have otherwise thought about seeking EP support for. The EPS could develop template policies which support schools adapt their traditional behaviour policies to be more relational, and EPs could work with their schools to meet their individual needs. The EPS could also think about the current development or project groups and how the research may influence these in future, for example seeking practice-based research areas around interventions and whole school approaches.

Paper 2 in particular could be used by the EPS to develop and inform future training. The descriptions of strategies and approaches that are valuable can be shared, and the pupil outcomes can be used to motivate and engage staff with the practices. The theme around training could help to evaluate the current training offered and identify areas for

development in future. The EPS can also use the facilitators and barriers identified to enhance the training and support schools to implement the whole school approaches as best they can. These factors will also be useful in discussions with senior leaders or those organising the training to emphasise the conditions required for the implementation to be successful.

At a greater strategic level, Paper 2 provides evidence to the Local Authority (LA) of the benefit to the time and resources that have been focussed towards training and development for schools in attachment aware approaches. Those individuals and teams making decisions about budgets can use the research findings to justify decision making when allocating time and financial resources to training and development for schools and similar projects. The research may also be useful in the development and training of other staff teams within the LA such as behaviour support and the virtual school, to ensure individuals have an awareness of the findings for their work with schools. The fact that the schools involved in the research were local, makes it more relatable and realistic that findings could be generalisable to other schools within the area.

Implications at the professional level

Aside from general EPS implications, the findings from Papers 1 and 2 have the possibility of influencing the individual practice of EPs, particularly in relation to having research focussed on specialist provision. Using examples from Paper 2 may help to focus discussions with staff during consultations regarding individual children in specialist settings but also mainstream settings about transferring successful strategies and approaches to their environment. Individual EPs may want to refer to the findings of Paper 2 during their delivery of training, or use it when developing training, particularly when more bespoke approaches may be required by specialist provisions. The Paper 2 findings also help EPs in their planning meetings and discussions with schools about systemic work such as policy development and identifying training needs. For those with less experience of working with attachment aware schools, findings may also provide EPs with the awareness of what this can look like within specialist provisions, and increase their confidence when approaching these topics in schools.

Educationalists from other schools may find the research useful when evaluating their own individual or school practices. For example, specialist provision staff may explore

comparisons with their own experiences and seek to adopt practices or approach senior leaders to consider whole school development. For staff in mainstream schools, the findings help to offer an idea of what can be achieved with some of the most vulnerable pupils, and create opportunities to develop individual or school practices to further support pupils in their care.

The findings offer senior leaders within schools a rationale for putting time and resources into attachment aware whole school approaches, particularly in an environment where there is such pressure on academic outcomes. The facilitators and barriers also provide useful factors for leaders to consider when developing a successful whole school approach, and demonstrating what is required at each level.

This research has contributed to a limited but growing evidence base which may be used by EPs, educationalists and other professionals when working on projects or further research. This will in turn have implications for wider professionals and the CYP themselves who could benefit from attachment informed ways of working.

Strategy for promoting and evaluating the dissemination and impact of research

The following section describes dissemination based on the framework developed by Harmsworth et al. (2001). However there are many which could have been chosen from, with a systematic review by Wilson et al. (2010) identifying 33 different dissemination frameworks. The framework chosen suggests dissemination can be considered at three levels; for awareness, for understanding, and for action. As the research is hoped to be disseminated to a range of individuals who will have varying interests in the content, this framework was chosen as it allowed the researcher to carefully consider the methods of dissemination that were appropriate at the different levels and for different target audiences. The researcher aimed to disseminate to raise awareness and interest in the research, targeting those who may find the content useful but who did not require a detailed understanding. Some of these individuals may then seek further detail, as well as the researcher targeting dissemination to groups where a detailed understanding of the research would be beneficial. The dissemination methods to promote action are therefore different but may target some of the same individuals at the previous two levels, but are more so focussed on those who are in a position to instigate change.

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Dissemination for awareness

To support the raising of awareness for the research of Paper 2, the project will be summarised into a single A4 page (see Appendix 25). This will highlight the main learning points surrounding the key themes discovered in an easy-to-read format. This will be shared with the adult participants directly and the key contact at the school involved will distribute this to the staff team. The EPS commissioning the study will receive a copy of the summary to share with their other schools within the LA. The one-page summary will also be shared with SENCos from LA schools at a SENCo forum to raise awareness directly with attendees, and direct them to key contacts should they have any further questions. A similar summary for Paper 1 will also be created and shared with the EPS and SENCos.

The involvement of pupil views in the Paper 2 research have steered dissemination at a pupil level. A summary of the pupil views will be constructed into a child-friendly poster which can be displayed on the wall at school, or used to initiate discussions with pupils about further developing their experiences and approaches used within school.

Dissemination for understanding

The one-page report for Papers 1 and 2 mentioned above will be circulated alongside the full papers to EPs at the commissioning EPS, to enable individual EPs interested in the research summaries to read the full articles at their leisure in order to gain a deeper understanding. This information will also be shared with Principal EPs (PEPs) nationwide to ensure they receive the information directly and can share the information with EPs at their own services and use research for targeted projects. The reports and papers will be sent directly to the Attachment Research Council (ARC), with a cover letter asking for their support in distributing the research to their vast audience of people interested in attachment, whether in a newsletter, via Twitter or other platform they see appropriate.

Alongside the distribution of the one-page summary of Papers 1 and 2 at the SENCo forum, the author will arrange an allocated timeslot at the meeting to share the research in more depth and provoke a discussion amongst attendees about practices at their schools, both current and developing. There would also be time for attendees to ask any questions they had about the research, in order to gain a deeper understanding.

To hopefully reach a wider audience of EPs nationally, a blog post will be created on Edpsy.org.uk, sharing a more detailed summary of the research for Papers 1 and 2, with links to the actual papers attached for those who want to develop a more detailed understanding of the projects. This post would be shared on social media platforms such as Twitter by the author, in the hope that others will share to their audiences also.

Dissemination for action

The methods listed above are hoped to affect change, for example, it is hoped that by circulating to PEPs, this will lead to a revisited focus on attachment or the research being shared and used to develop current projects within the EPS such as training delivery. Within the research schools, the author intends to have time within a staff meeting to share findings and answer any questions. Here, pupil views will be shared in more depth to motivate staff and affirm school practices, in order to help build on good practice further. The pupil views summary poster displayed within school should be shared with the school council for them to discuss and provoke discussions between pupils and staff about how to develop school experiences further. Staff can then use these to shape discussions in staff meetings or to develop an understanding of staff training needs.

In order to maximise action for the commissioning EPS and LA, the author will meet with key stakeholders within the LA to discuss the research in Paper 2, and answer any questions they have about the project. This meeting will also allow for the potential implications to be shared and future developments within the LA discussed. Within the EPS, alongside EPs receiving the summary and full articles for Papers 1 and 2, the author will be allocated time within a team meeting to give a verbal overview of findings and future implications. This time slot would also include time to ask questions, raise reflections, and provoke discussion amongst the team about the implications for the schools they work with.

Papers 1 and 2 have both been submitted to journals for publication, to enable a wide variety of interested individuals access to the research. These may include EPs, educationalists, academics, and other psychologists amongst a longer list of roles who may use journals and databases to search for research. These individuals are likely to be looking for evidence to support their development of practices and theories, and therefore the research will be able to affect action across a wide variety of professions and locations, and at different levels such as research, organisation and group levels.

A perhaps more direct method for instigating action will be the dissemination at conferences, where the audience have the opportunity to ask questions and discuss how to implement change with other EPs and find out more about practices across services. Due to the location of the school involved in Paper 2, the most appropriate local conference space is the North West CPD network. Furthermore, following contact with ARC, the author intends to disseminate research in a similar format at an ARC North region workshop.

A tool solely for action is to be developed using the research findings from Paper 2, which intends to support the evaluation of current school practices, and development needs can be identified. This aims to be in the form of an easy-to-use checklist adapted from the themes linked to approaches and strategies used within the research schools, and the facilitators and barriers identified. This would also be informed by theory and other research about attachment and trauma informed whole school approaches. Whilst the target audience for this evaluative tool would be specialist provisions due to the nature of the research setting, it would also be useful for mainstream schools when evaluating their provision to help support vulnerable pupils. This would initially be shared with the research school and other specialist provisions or mainstream settings within the LA as part of a pilot, distributed via the EPS to their link schools and at SENCo forum. Informal feedback would be gathered from the individuals involved via a simple online questionnaire. The tool would then be refined and shared via the same dissemination methods already discussed, including Edpsy.org.uk, PEPs, Twitter, and SENCo meetings, to hopefully reach a wider target audience who may find it useful. The tool would act as complimentary to existing tools due to the focus on specialist provision and a simple tool to guide initial exploration of school practices.

Conclusion

This paper has explored the influence of EBP and PBE on practices and research, and discussed the implications and strategies for dissemination of the current research. A key point this has highlighted is the continuous nature of research and dissemination which informs the environment that practitioners work in, as well as the outcomes experienced for service users in many areas including Educational Psychology. The paper also highlights the importance of the EP role within the forming of evidence, and its flexibility in contributing to research whilst working as a practitioner psychologist.

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Appendices

Appendix 1: Ethical approval confirmation

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: 2021-11416-18199

19/03/2021

Dear Miss Emma-Louise Jones, , Dr Emma Harding

Study Title: Exploring the impact of attachment aware approaches in a special school setting and the key factors affecting implementation

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 15/03/2021 09:09 . 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
Additional docs	Draft Interview Schedule v1 26.02.21	26/02/2021	1
Consent Form	Consent Form v1	26/02/2021	1
Participant Information Sheet	PIS v1	26/02/2021	1
Advertisement	Recruitment poster DRAFT v1 26.02.21	26/02/2021	1
Letters of Permission	Draft accompanying flyer e-mail v1 26.02.21	26/02/2021	1
Additional docs	DMP confirmation e-mail 26.02.21	26/02/2021	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.

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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,

Dr Kate Rowlands

Environment, Education and Development School Panel PGR

Reporting Requirements:

You are required to report to us the following:

1. [Amendments](): Guidance on what constitutes an amendment
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Updated 25th February 2022

Appendix 3: Example of search records

Database	Total records	Total checked	Red	Amber	Green
ERIC	1606	100	62	25	13
EPIP (journal)	217	100	81	17	2
PsycInfo	14788	100	91	6	3
BEI	307	100	73	14	13 (-2 duplicates)
Harvesting		9			5
EThOS	70	70			8
		2 duplicates across database+EPIP searches			42 (-2 duplicates)

Reference Harvesting					
Title	**Author**	**Year**	**Journal**	**Abstract**	**Criteria**
Assessing effectiveness of nurture groups in Northern Scotland	Isabel Shaver Kirstie McClatchey	2013	Support for Learning	The aim of this small-scale study was to assess the effectiveness of nurture groups in Northern Scotland. Data were collected from children (N = 19) and staff (N = 5) from three nurture groups. Pre- and post-nurture group Boxall Profile information was also assessed for 33 children across two of the nurture groups. Analysis of the Boxall Profiles found that nurture group children had made significant gains. The majority of children reported that they feel happy and enjoy attending the nurture groups. Nurture group staff reported improvements in the children, and that parents are positive about the nurture groups. However, staff did report a number of challenges that the nurture group face. Overall, this study contributes to the evidence that nurture groups can be an effective intervention for improving social, emotional and behavioural outcomes for children. https://doi.org/10.1111/1467-9604.12026	- nurture group - school-based - intervention
The use and frequency of verbal and non-verbal praise in nurture groups	Maria Bani	2011	Emotional and Behavioural Difficulties	Nurture groups are a form of provision for children with social, emotional, behavioural and learning difficulties. The study examines the interactions between children and staff – in particular, the frequency and effects of verbal and non-verbal praise – and discusses how this contributes to its effectiveness as a positive intervention instrument for all children. Results from structured observations confirmed that interactions in four nurture groups were positive and likely to enhance the self-esteem of pupils. Staff in all nurture groups used a higher frequency of specific verbal praise compared to non-verbal praise, despite results from children's responses to praise revealing that nearly a half of the children responded to non-verbal praise by continuing with appropriate behaviours. An interesting and unexpected finding revealed that as time passed the frequency of both verbal and non-verbal praise reduced. The study highlights how the frequency of certain behaviours such as non-verbal praise can impact on children's behaviour.	- nurture group / praise as intervention - school-based
"Do Nurture Groups Improve the Social, Emotional and Behavioural Functioning of at Risk Children?"	Seth-Smith, F., N. Levi, R. Pratt, P. Fonagy, and D. Jaffey.	2010	Educational & Child Psychology	Nurture groups are teacher-led interventions which seek to address the difficulties of children exhibiting a range of emotional and behavioural problems by establishing more adaptive relationships with adults and peers. This study investigates changes in social, emotional and behavioural functioning in children within a nurture group and comparison condition. Significant changes were found in nurture group children's Total Strength and Difficulties Questionnaire scores, and along with an increase in 'pro-social' behaviour, a decrease in 'peer difficulties' and 'hyperactivity' relative to the comparison group. Significant changes were found in most strands of the Boxall Profile whilst ratings of nurture group children's academic levels also improved significantly more than those of the comparison group. The discussion considers the implications of these results and the methodological constraints. It is concluded that nurture groups are a promising teacher-led intervention for social and emotional difficulties. The authors recommend a randomised controlled study to further explore the routes by which these groups effect change.	- nurture group - school-based - comparison data

Appendix 4: Example of criteria check table

	Title	Author	Year (2010-2020)	Database	English-speaking country	School age 5-18	Pre & post measures	Comments
1	Assessing effectiveness of nurture groups in Northern Scotland	Isabel Shaver Kirstie McClatchey	2013	Harvested	x	x	x	
	The use and frequency of verbal and non-verbal praise in nurture groups	Maria Bani	2011	Harvested				Focus on praise and not the effects
	"Do Nurture Groups Improve the Social, Emotional and Behavioural Functioning of at Risk Children?"	Seth-Smith, F., N. Levi, R. Pratt, P. Fonagy, and D. Jaffey	2010	Harvested	x	/	x	Ages 4-8, mean 5:9
2	'It's small steps, but that leads to bigger changes': evaluation of a nurture group intervention	Kerry Vincent	2017	Harvested	x	x	x	
3	Investigating the fidelity and effectiveness of Nurture Groups in the secondary school context	Robyn Grantham and Fiona Primrose	2017	Harvested	x	x	x	
	Nurture groups in secondary schools : perceptions of children, parents and staff	Garner, Jennifer	2010	EThOS	x	x	-	Focus groups/ interviews
4	Building the attachments between a group of withdrawn and passive children and a 'secure base' in the school : how can we shift a child's internal working model?	Ubha, Neerose	2010	EThOS	x	x	x	

Appendix 5: Weight of Evidence (WoE) scoring

Study	WoE A		WoE B					WoE C	WoE D		
	%	Score /3	Clarity of definition of participant sample	Clarity of described intervention	Validity of outcome data presented	School staff involvement in intervention	Total /4	Score /3	Total /10		
Vincent, K. (2017) *attachment in intro	70	3	1	1	1	1	4	2	9	Low 1 to 3	
Grantham, R. & Primrose, F. (2017) *attachment in intro	72.5	3	1	0	1	1	3	2	8	Med 4 to 7	
Felver, J. et al (2019) *no mention of attachment	86.2	3	1	1	1	0	3	1	7	High 8 to 10	
Cunningham, L., K Hartwell, B., & Kreppner, J. (2019). *abstract but not intro	85	3	1	0	1	1	3	2	8		
Coleman, M. (2020) *in intro	75	3	1	0	0	1	2	2	7		
McCree, M., Cutting, R., & Sherwin, D. (2018) *mentioned in findings	82.5	3	1	1	1	0	3	2	8		
Eames, V., Shippen, C., & Sharp, H. (2016) *mentioned intro and discussion	75	3	1	1	1	0	3	2	8		
Salisbury, S. (2018) *in title	85	3	0	1	1	1	3	3	9		
Ubhaa, N., & Cahillb, S. (2014). *in title	75	3	1	1	1	1	4	3	10		
Francis, Y., Bennion, K., & Humrich, S. (2017) *mentioned in abstract, intro, discussion	90	3	1	1	1	1	4	2	9		

In title/abstract:

High = 3 (WoE A)   High = 4   3 = specific mention of attachment

Medium = 2 to 3   2 = mention of social/emotional skills, nurture or resilience

Low = 1   1 = broader behavioural/wellbeing

OR

2 = attachment theory links made in intro?

High = Attachment focus in title

Medium = Attachment link in abstract/intro

Low = Mentions social/emotional skills, resilience or nuture

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<div align="center">

Educational and Psychology Research Group
Critical Appraisal Review Frameworks

Qualitative Research Framework

</div>

The University of Manchester Educational Psychology Critical Appraisal Review Frameworks were first developed in 2011 (Woods, Bond, Humphrey, Symes & Green, 2011). Since then the frameworks have been developed and extended as flexible tools for the critical appraisal of a wide range of qualitative and quantitative research that may be drawn upon by practising psychologists. This 2020 version of the qualitative research framework is designed to support critical appraisal of qualitative research, whether broadly an evaluation or investigation study.

The frameworks have been widely used and adapted in many published systematic reviews of evidence. Recent versions of the qualitative research framework have been used, or adapted for use, in evidence reviews by Akbar & Woods, (2019); Tomlinson, Bond and Hebron (2020); Simpson and Atkinson (2019); and Tyrell and Woods (2018).
If using, or adapting, the current version of this checklist for your own review, cite as:
Woods, K. (2020) *Critical Appraisal Frameworks: Qualitative Research Framework*. Manchester: The University of Manchester (Education and Psychology Research Group).

References
Akbar, S., & Woods, K. (2019). The experiences of minority ethnic heritage parents having a child with SEND: A systematic literature review. *British Journal of Special Educational Needs*. https://doi.org/10.1111/1467-8578.12272

Simpson, J., & Atkinson, C. (2019). The role of school psychologists in therapeutic interventions: A systematic literature review, *International Journal of School & Educational Psychology*. DOI: 10.1080/21683603.2019.1689876

Tomlinson, Bond & Hebron (2020). The school experiences of autistic girls and adolescents: A systematic review. *European Journal of Special Needs Education, 35*(2), 203-219. https://doi.org/10.1080/08856257.2019.1643154

Tyrell, B., & Woods, K. (2018). Methods used to elicit the views of children and young people with autism: A systematic review of the evidence. *British Journal of Special Education, 45*(3), 302-328. DOI: http://dx.doi.org/10.1111/1467-8578.12235

Woods, K., Bond, C., Humphrey, N., Symes, W., & Green, L. (2011). *Systematic Review of Solution Focused Brief Therapy (SFBT) with children and families*. (DfE Research Report RR179). Retrieved on 20.4.20 from https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR179

Criterion/ score		R1	R2	Agree %	R1	R2	Agree %	Comment EJ/EH
Clear aim of research *e.g. aim/ goal/ question of the research clearly stated, importance/ utility justified*	**1** **0**	1	1		1	1		
Appropriateness of the research design *e.g. rationale vis-à-vis aims, links to previous approaches, limitations*	**1** **0**	1	1		1	1		
Clear sampling rationale *e.g. description, justification; attrition evaluated*	**1** **0**	1	1		1	1		
Appropriateness of data collection method *e.g. methods link to research aims, rationale for method provided*	**1** **0**	1	.5		.5	.5		No rationale provided for using interviews *Agreed
Well executed data collection *e.g. clear details of who, what, where, how; intended/ actual (if modified) effect of execution on data quality; data saturation considered*	**2** **1** **0**	1	1		1	1		
Analysis close to the data, *e.g. researcher can evaluate fit between categories/ themes and data, participant 'voice' evident*	**2** **1** **0**	1	2		2	2		*Found info on analysis pg 306
Evidence of explicit reflexivity *e.g.* • *impact of researcher (vis-à-vis cultural/ theoretical position; researcher-participant relationship)* • *limitations identified* • *data validation (e.g. inter-coder checks/ peer moderation/ consultation)* • *researcher philosophy/ stance evaluated* • *conflict of interest statement included*	**4** **3** **2** **1** **0**	2	2		2	2		Limitations are identified Impact of researcher is considered

Criteria	Scale			Mean %			Mean %	Comments
Negative case analysis, *e.g. e.g. contrasts/ contradictions/ outliers within data; categories/ themes as dimensional; diversity of perspectives.*	**1 0**	0	0		0	0		Only positive things reported
Evidence of researcher-participant negotiation of meanings, *e.g. member checking, methods to empowering participants.*	**1 0**	0	0		0	0		
Valid conclusions drawn *e.g. data presented support the findings which in turn support the conclusions; comparison to previous studies*	**1 0**	1	1		1	1		
Emergent theory related to the problem, *e.g. links to previous findings/ explanation of changes or differences/ abstraction from categories/ themes to model/ explanation.*	**1 0**	1	1		1	1		
Transferable conclusions *e.g. contextualised findings; limitations of scope identified.*	**1 0**	1	1		1	1		
Evidence of attention to ethical issues *e.g. presentation, sensitivity, minimising harm, feedback*	**1 0**	0	1		1	1		*found pg 306
Comprehensiveness of documentation *e.g. schedules, transcripts, thematic maps, paper trail for external audit*	**1 0**	.5	0		.5	.5		None present *Pg 316 interview questions
Clarity and coherence of the reporting *e.g. clear structure, clear account linked to aims, key points highlighted*	**1 0**	1	1		1	1		
Total	*Max* 20	12.5	13.5	Mean % agree	14	14	Mean 100% agree	

Kevin Woods, 23.4.20

![MANCHESTER 1824]

The University of Manchester

Doctorate in Educational and Child Psychology
Critical Appraisal Review Frameworks

Quantitative Research Framework

The University of Manchester Educational Psychology Critical Appraisal Review Frameworks were first developed in 2011 (Woods, Bond, Humphrey, Symes & Green, 2011). Since then the frameworks have been developed and extended as flexible tools for the critical appraisal of a wide range of qualitative and quantitative research that may be drawn upon by practising psychologists. This 2020 version of the quantitative research framework amalgamates previous quantitative frameworks to support critical appraisal of quantitative research, whether broadly an evaluation or investigation study.

The frameworks have been widely used and adapted in many published systematic reviews of evidence. Recent versions of the quantitative research frameworks have been used, or adapted for use, in evidence reviews by Flitcroft and Woods (2018); Simpson and Atkinson (2019); Tomlinson, Bond, & Hebron (2020); Tyrell & Woods (2018).

If using, or adapting, the current version of this checklist for your own review, cite as: Woods, K. (2020) *Critical Appraisal Frameworks: Quantitative Research Framework*. Manchester: The University of Manchester (Education and Psychology Research Group).

References

Flitcroft, D., & Woods, K. (2018). What does research tell high school teachers about student motivation for test performance? *Pastoral Care in Education, 36*(2), 112-125. https://doi.org/10.1080/02643944.2018.1453858

Simpson, J., & Atkinson, C. (2019). The role of school psychologists in therapeutic interventions: A systematic literature review, *International Journal of School & Educational Psychology*. DOI: 10.1080/21683603.2019.1689876

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Author(s): Cunningham, Larissa; K Hartwell, Brettany; Kreppner, Jana
Title: Exploring the impact of Nurture Groups on children's social skills: a mixed-methods approach.
Journal Reference: Educational Psychology in Practice

Criterion	Score	R 1	R 2	Agree %	R 1	R 2	Agree %	Comment
Design (evaluation studies only)								
Use of a randomised group design	**2 1 0**	0	0		0	0		Repeated measures
(i) Comparison with treatment-as-usual or placebo, **OR**	**2 1 0**	0	0		0	0		
(ii) Comparison with standard control group/ single case experiment design	**1 0**	0	1		1	1		*misunderstanding of SCED
Use of manuals/ protocols for intervention/ training for intervention	**2 1 0**	2	1		1	1		Six principles of nurture * no description of a manual
Fidelity checking/ supervision of intervention	**2 1 0**	1	0		0	0		*not mentioned
Data gathering								
Clear research question or hypothesis *e.g. well-defined, measureable constituent elements*	**1 0**	1	1		1	1		
Appropriate participant sampling *e.g. fit to research question, representativeness.*	**1 0**	1	1		1	1		
Appropriate measurement instrumentation. *e.g. sensitivity/ specificity/ reliability/ validity*	**2 1 0**	2	1		1	1		Pg 378 – reliability of CPRM questionable. measures subjective – teacher judgement
Use of multiple measures	**2 1 0**	2	1		2	2		CPRM, TOPSS + qualitative interviews
Comprehensive data gathering *e.g. multiple measures used; context of measurement recorded (e.g. when at school vs at home)*	**1 0**	1	1		1	1		
Appropriate data gathering method used *e.g. soundness of administration*	**1 0**	1	1		1	1		
Reduction of bias within participant recruitment/ instrumentation/ administration *e.g. harder-to-reach facilitation; accessibility of instrumentation*	**1 0**	0	0		0	0		
Response rate/ completion maximised	**1 0**	0	1		0	0		*I can't find this?

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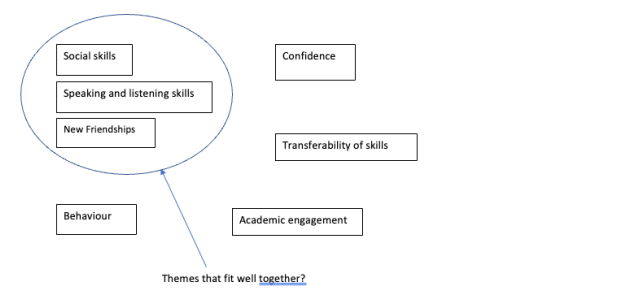
	Score			Mean % agree			
e.g. response rate specified; piloting; access options							
Population subgroup data collected *e.g. participant gender; age; location*	**1 0**	1	1		1	1	
Data analysis							
Missing data analysis *e.g. Level and treatment specified*	**1 0**	0	0		0	0	
Time trends identified *e.g. year on year changes*	**1 0**	0	1		1	1	*Time 1 and time 2
Geographic considerations *e.g. regional or subgroup analyses*	**1 0**	0	0		0	0	
Appropriate statistical analyses (descriptive or inferential) *e.g. coherent approach specified; sample size justification/ sample size adequacy*	**2 1 0**	2	2		2	2	
Multi-level or inter-group analyses present *e.g. comparison between participant groups by <u>relevant</u> location or characteristics*	**1 0**	0	0		0	0	
Data interpretation							
Clear criteria for rating of findings *e.g. benchmarked/ justified evaluation of found quantitative facts*	**1 0**	1	1		1	1	
Limitations of the research considered in relation to initial aims *e.g. critique of method; generalizability estimate*	**1 0**	1	1		1	1	
Implications of findings linked to rationale of research question *e.g. implications for theory, practice or future research*	**1 0**	1	1		1	1	
	Total score			Mean % agree		Mean % agree	
Total (investigation studies) (max=20)						100%	
Total (evaluation studies) (max=29)		17	16		16	16	

Appendix 8: Example of scoring record

	Title	Author	Year (2010-2020)	Journal	Database	English-speaking country	School age 5-18	Pre & post measures	Peer reviewed	Comments	Qual Score /20	Quant Score
1	Assessing effectiveness of nurture groups in Northern Scotland	Isabel Shaver Kirstie McClatchev	2013	Support for Learning (Nasen)	Harvested	x	x	x	?		11.5 57.5% EH 11.5	11.5/29 39.6%
2	'It's small steps, but that leads to bigger changes': evaluation of a nurture group intervention	Kerry Vincent	2017	Emotional and behavioural difficulties	Harvested	x	x	x	x		14 EH 14 70%	-
3	Investigating the fidelity and effectiveness of Nurture Groups in the secondary school context	Robyn Grantham and Fiona Primrose	2017	Emotional and behavioural difficulties	Harvested	x	x	x	x		14.5 72.5%	15.5/29 53.5%
4	Building the attachments between a group of withdrawn and passive children and a 'secure base' in the school - how can we shift a child's internal	Ubba Neecose	2010		ETHOS	x	x	x	Thesis	See number 15	19.5	

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Appendix 9: Example of synthesis process

Step	Example	Comment
RQ1:		
1. Identifying interventions		Identified using title and abstract of articles.
RQ2:		
1. Coding of findings from each study		'Findings' text was copied to a word document and highlighted with initial codes assigned.
2. Codes organised into developing themes		Codes from Step 1 were grouped to help identify potential themes.
3. Development of themes		Initial themes developed from the codes in Step 2 were further refined e.g. grouping of similar themes relating to 'social skills', and those relating to 'wellbeing'.

4. Extracts reviewed					Themes and extracts were reviewed to ensure appropriate representation, with each article's extracts added to the corresponding codes/themes, as taken from the original coded text in step 1.

Developed Theme	Initial theme	Codes	Extracts
Social skills	Speaking & Listening skills	Better listening skills Better listening and speaking skills Better listening skills Better listening skills	Vincent (2017): • Beehive staff, for example, described children as being better at listening and speaking... • They made comments relating to specific pupils such as, 'he's better at listening and letting others speak' (T4)... • In response to a question about what he had learned since coming to the Beehive, one child replied, 'I've learned to listen to everybody, and making new friends' (P10). • ...all three parents described their children as better listeners.
	Social skills	Improved social skills Improved social skills Willingness to share/take turns Appropriate social talk during snack time Constructive interaction with siblings in the home Turn-taking skills improved Sharing toys and peer working Sharing and turn taking	Vincent (2017) • Better social skills... • Being able to play and interact positively with other children requires a complex range of skills: the ability to listen to others and to communicate one's own thoughts and feelings, the ability to compromise, share and take turns and the ability to express empathy (Smith 1998). Most of the children had not yet acquired these skills when they entered the Beehive but progress in this area was identified by all participant groups as an important outcome. • Beehive staff, for example, described children as being better at listening and speaking, and more willing to share and take turns. • "You wouldn't believe the change ... the actual talk at the table, not listening over each other, using the cutlery right, sharing, waiting their turn." (NG1) • Parental reports indicated that in the home setting, children were interacting with siblings in more constructive ways...
Relationships	New friendships	Made new friends	Vincent (2017) • In response to a question about what he had learned since coming to the Beehive, one child replied, 'I've learned to listen to everybody, and making new friends' (P10).

5. Final themes identified					Final themes were decided e.g. amalgamating 'social skills' and 'relationships' into one overarching theme.

Refined theme	Developed Theme	Initial theme	
Social Skills and relationships	Social skills	Speaking & Listening skills	Be Be Be Be
		Social skills	Im Im Wi Ap sn Co sib Tu Sh Sh
	Relationships	New friendships	Ma

Appendix 10: British Journal of Special Education author guidelines

Author Guidelines

The Journal and submission of articles for publication:
The *British Journal of Special Education* (*BJSE*) is the quarterly journal of nasen. nasen draws its membership from the entire range of professionals who are responsible for educating and supporting children and adults with special educational needs. *BJSE*'s Editor therefore welcomes contributions focusing on any aspect of policy, provision or practice that relates to the pre-school, school or post-school experiences of those with special educational needs, whatever the degree of learning difficulty or disability. *BJSE* also welcomes articles relating to inclusion, inclusive education and international practice in relation to inclusive education and / or the experiences of individuals with Special Educational Needs.

An article can only be considered for publication in *BJSE* on the understanding that it has not yet been published and that it is not being considered for publication elsewhere. Authors are expected to confirm the originality of their work when submitting articles for consideration and to ensure that all necessary permissions to publish have been obtained. Successful authors will be expected to sign a copyright assignment agreement and to provide brief biographical notes. All articles considered for publication in *BJSE* are subjected to peer review.

Articles based upon empirical research should contain a clear indication of the rationale for the research; the methods used; the findings; and the implications of the findings for future practice. Authors must ensure that their work has been carried out within an ethical framework such as that provided by the British Educational Research Association.

Presentation
Manuscripts should be submitted following the guidelines on ScholarOne Manuscripts.

All articles should be between 4000 and 6000 words including references. *BJSE* does not use footnotes or appendices. Materials such as tables, graphs, diagrams, flow charts and examples of pro formas, schedules or recording formats can be included in articles as Figures or Tables. Illustrative materials should be selected carefully to support points made in the text of an article. Articles should be lively and engaging, clearly argued and concisely written in plain English in order to be accessible to a diverse readership. When technical terms prove essential, the writer should provide brief explanations supported by contextual descriptions or examples. Prospective authors should avoid language that can be seen as discriminating against people on account of disability, race or gender.

References
References should be selective and easily accessible. Sources should be indicated in the manuscript by giving the author's surname with the year of publication in brackets; *BJSE* does not use footnotes. Page numbers should be given for direct quotations. Full details for all references should be listed in alphabetical order of authors' names in a section at the end of the article. The following examples cover the kinds of references most frequently used in *BJSE* and can be used as a style guide:

DfES (Department for Education and Skills) (2001) *Special Educational Needs Code of Practice*. London: DfES.

Dyson, A (2001) 'Special needs in the twenty-first century: where we've been and where we're going', *British Journal of Special Education*, 28 (1), 24-29.

Goldbart, J. & Rigby, J. (1989) 'Establishing relationships with people with PMLDs.' Paper presented to the University of Manchester Department of Child and Adolescent Psychiatry Regional Study Day, 10 April 1989.

Lewis, A. & Norwich, B. (2001) 'A critical review of systematic evidence concerning distinctive pedagogies for pupils with difficulties in learning', *Journal of Research in Special Educational Needs*, 1 (1) [online at **http://www.blackwell-synergy.com/**].

Mittler, P. (2001) 'Preparing for self-advocacy', in B. Carpenter, R. Ashdown & K. Bovair (eds) *Enabling Access - effective teaching and learning for pupils with learning difficulties* (second addition). London: David Fulton Publishers.

Tilstone, C., Florian, L. & Rose, R. (eds) (1998) *Promoting Inclusive Practice*. London: Routledge

Guidelines for Submission to the *British Journal of Special Education*
BJSE has adopted ScholarOne Manuscripts, for online manuscript submission and peer review. The new system brings with it a whole host of benefits including:

• Quick and easy submission
• Administration centralised and reduced
• Significant decrease in peer review times

From now on all submissions to the journal must be submitted online at **http://mc.manuscriptcentral.com/bjse**. Full instructions and support are available on the site and a user ID and password can be obtained on the first visit. If you require assistance then click the Get Help Now link which appears at the top right of every ScholarOne Manuscripts page. If you cannot submit online, please contact Graham Hallett in the Editorial Office (**editorsbjse@gmail.com**).

Making Contact
Further guidance for authors can be provided on request. It is often an advantage for prospective contribut**o**rs to discuss the length, content and emphasis of a proposed article with the Editor prior to submission. Queries should be addressed to:

Fiona Hallett & Graham Hallett
Editors
Email: **editorsbjse@gmail.com**

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For authors choosing OnlineOpen

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Visit http://authorservices.wiley.com for more details on online production tracking and for a wealth of resources including FAQs and tips on article preparation, submission and more.

Appendix 11: Participant recruitment poster

Attachment Aware Schools
Research Project — Staff needed!

What is it about?

Your school has been identified as successfully implementing attachment aware approaches. I have been commissioned by ▮▮▮▮▮▮▮▮ to research this area in relation to the training they have been providing schools in the LA. This research is part of my thesis project for the Doctorate in Child and Educational Psychology and aims to be published in a peer-reviewed journal. The research hopes to answer questions around how the approaches have impacted pupil outcomes and school practices, as well as key factors affecting implementation. This will contribute to the limited research base, help develop training and support wider education practices.

What would I need to do?

Take part in a remote interview lasting 45-60 minutes. This would be via Zoom/Teams, audio recorded and be at a time that suits you. All information is anonymized, but if at any point during the process you wished to withdraw, you are welcome to do so. Questions would be sent in advance to enable reflection prior to the interview.

Why should I participate?

- Reflecting on practice is a valuable part of CPD.

- The opportunity to be part of research that will contribute to the under-researched area of attachment aware approaches within special schools.

- You will be entered into a prize draw to win a shopping voucher.

What do I do next?

Send an e-mail to Emma Jones at emma-louise.jones-3@postgrad.manchester.ac.uk before **7th May**. After you have read the information sheet and provided consent, we can arrange a suitable time for the interview.

If interested or you have any further questions, please contact Emma Jones at:

emma-louise.jones-3@postgrad.manchester.ac.uk (Year 2 Trainee Educational Psychologist)

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Appendix 12: Extract from transcription

Interviewer: Before we start the questions, would it be OK if you just clarify your role and how long you've been at the school.

Respondent: I've been here about two years now. I was school counsellor – person-centred trained – but I have had some training in play therapy so most of my work is with the primary school children and it's around play therapy, but I do also offer some counselling to some secondary children.

Interviewer: OK, wonderful. Are you based across all three sites then?

Respondent: I don't go to [School A] at the moment. The majority of the time I'm at [School B], but I do go to [School C] on Thursdays.

Interviewer: OK, brilliant because that's kind of the…the school that we're focusing on for this project. OK fabulous. To start with then, the first question was what attachment-aware approaches or strategies do you recognise that are used either in your own practice or within the school?

Respondent: I think in my own practice, it…attachment-aware, for me, means very much like being consistent…particularly with the younger children, you know, like that 'You can rely on me. I'm going to be there. It's going to be the same time and the same day every week,' you know, so that they can rely on me. There's no anxiety… 'Are you going to let me down? Are you going to be there for me?' So I like to keep the same time and the same day for children every week so that they know…that I'm going to be there. And if I'm not going to be there then…then to let them know…and to prepare for endings, you know, if I'm coming towards an ending…and like the Year 6…just coming up to their ending where they're going to be leaving the school, so very much counting down, you know…it's coming to the end, 'Your time here at the school is coming to an end. Your time with me is coming to an end.' You know, so there's no shocks…leaving, not feeling abandoned. Yeah, so for me, it's about being consistent and…being reliable… 'We're going to be there for you.' And I think, you know…the school's very good at that as well. I do feel we're quite child-centred, you know, their overall unique experiences are taken into account of…in how we work with them.

Interviewer: Yeah, OK, brilliant. Just from a conversation that I had with a staff member…I'm just wondering if there's any of these things that you recognise…I mean possibly slightly…different to your role maybe…but just if you're aware of any of them. If I just read some out to you, so…restorative conversations…emotion coaching, PACE approaches…nurturing approaches, timeout spaces, forest school activities…some equine therapy apparently. Do any of those kind of…is there anything that you recognise as being used within school there?

Appendix 13: Interview schedule

'Exploring the impact of attachment aware approaches in a special school setting and the key factors affecting implementation'

<u>Interview Schedule</u>

1. What attachment aware approaches/strategies do you recognise are used in your own practice/within the school?
   e.g. restorative conversations (proforma, draw/discuss), staff responses e.g. emotion coaching/wondering aloud, reflective approaches, PACE approaches (playfulness, acceptance, curiosity, empathy), nurturing approaches e.g. same class having meals together, social communication curriculum e.g. teamwork/communicating appropriately, PSHE, safe spaces/time out, forest school activities with youth workers, equine therapy separate from school

2. On a scale of 0-10, where 0 is 'no impact' and 10 is 'high impact', what impact did the attachment awareness training from the LA have on changes in school? Briefly explain your answer.

   This was a full day session on 4th September 2018, then 11th March 2019 and 3rd September 2019.

3. How do you think pupil outcomes (e.g. behaviour, exclusions, attendance, attainment etc) are impacted by these approaches/strategies? *E.g. EBD scale data*

4. Please share an anonymous example of how a pupil has benefitted from these approaches e.g. progress/changes since first attending.

5. How do you think school and staff practices (e.g. policies, routine, strategies, training etc) have been impacted by these approaches/strategies?

6. Do you think pupils are aware of the approaches/strategies used within school and if so, do they see them as beneficial?

7. What three attachment aware practices already discussed do you think pupils will benefit most from?

8. What three attachment aware practices already discussed do you think school/staff benefit most from?

9. What factors have been most helpful or effective in implementing attachment aware approaches/strategies?

10. Are there any barriers that have impacted the implementation of the programme?

Appendix 14: Examples of pupil voice activity responses

Please share 2 or 3 ways that school has helped make a difficult situation better or easier for you. *(please don't put your name on this sheet – your answers are anonymous!)*

1. moved classroom

2. gave me a second chance

3. listen to me when I need to speak to someone

Please share 2 or 3 ways that school has helped make a difficult situation better or easier for you. *(please don't put your name on this sheet – your answers are anonymous!)*

sometimes i find school difficult but some staff make it easier

they give you resolutions to areas of issues

when i had depression they helped get therapy at cams which didn't help but i got a government ownsip that did
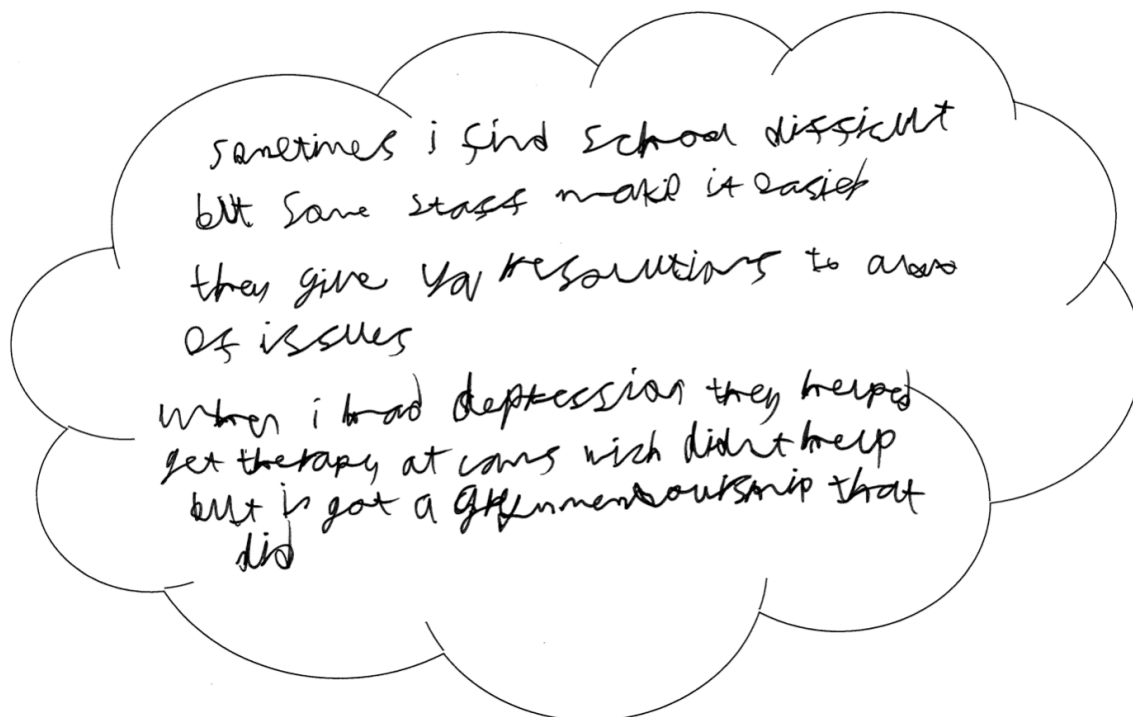
Appendix 15: Pupil voice instructions for staff and activity template

MANCHESTER 1824
The University of Manchester

Exploring the impact of attachment aware approaches in a special school setting and the key factors affecting implementation

Instructions

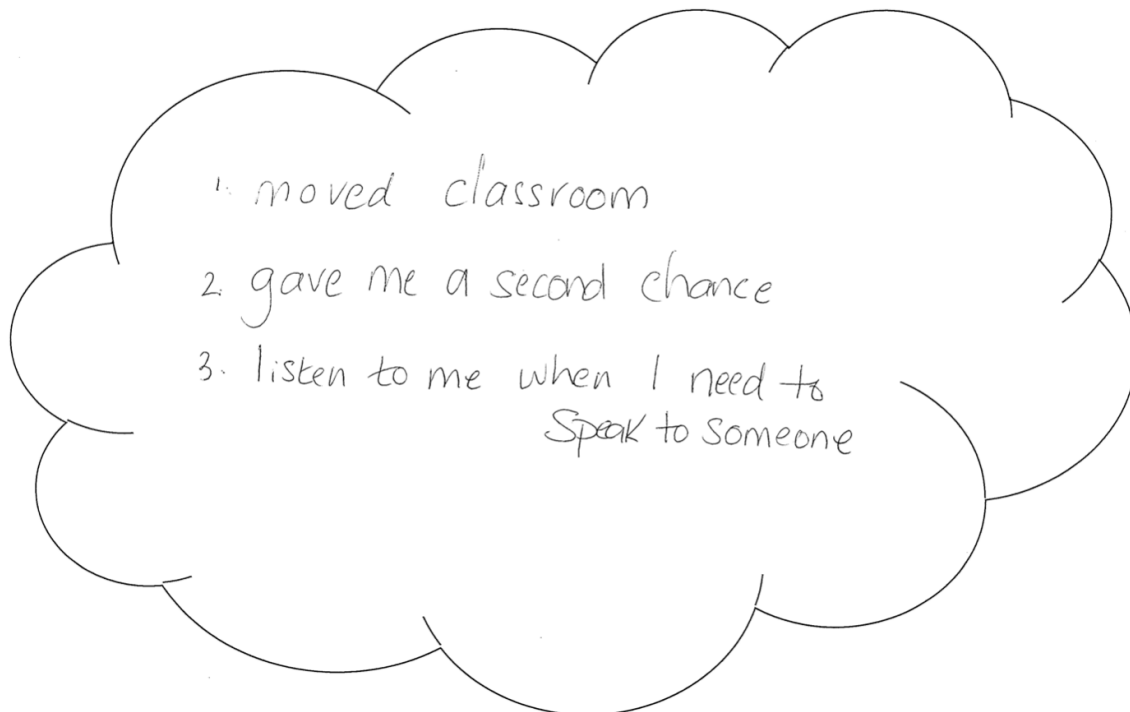**Please ensure these steps are followed to ensure fidelity within the data collected**

1. Read this statement from the researcher to the group or individual:

"Hi, my name is Emma and I am collecting some information about your school for my research at the University of Manchester. It would be great to hear things that have helped make challenges or difficult situations better or easier for you at school. If you would like to tell me about your ideas, either write them on the cloud template or tell an adult and ask them to write for you. I hope lots of you will share 1, 2 or maybe even 3 ideas! I hope to explore your ideas and share some of them in my research project, but don't worry only you and the others with you at the time will know what you wrote. Thank you for your time."

2. Pupils may benefit from discussions to help focus their ideas and this is fine, and some may need a bit more support. This could include reminding pupils of situations if they are struggling to think, or prompting them to explain their ideas further. The focus should be on things that have helped them through difficult situations or periods of time e.g. specific things staff have done or practices within the school. For example "I get help when I'm upset" lacks detail, so encourage the pupil to think about what that 'help' looks like and why it is helpful.
3. Encourage the pupil to write down or say their ideas for an adult to scribe onto the template (or other paper). Please encourage pupils to think of 2 or 3 ideas, but there is no pressure if they can only think of one. (Pupils can use more than one sheet if needed.)

PLEASE <u>DO NOT INCLUDE PUPIL'S NAMES</u> ON THEIR SHEETS.

Potential questions and answers:

- What if a pupil does not want to participate?
This is fine, pupils do not have to share their ideas if they do not wish to.

- What if pupils include people's names?
This is ok, any names will be replaced with a pseudonym if they are quoted in the research.

- What if a pupil wants to participate but can't expand on their ideas?
Encourage them to add detail with prompts, but then collect the response they have given. All responses will be looked at.

- What if they have written it themselves but it's hard to read?
If a pupil's writing is difficult to read, please add notes or attach a second copy where an adult has copied what they have written. Alternatively, pupils could use the word document template to complete it electronically.

Please share 2 or 3 ways that school has helped make a difficult situation better or easier for you. *(please don't put your name on this sheet – your answers are anonymous!)*
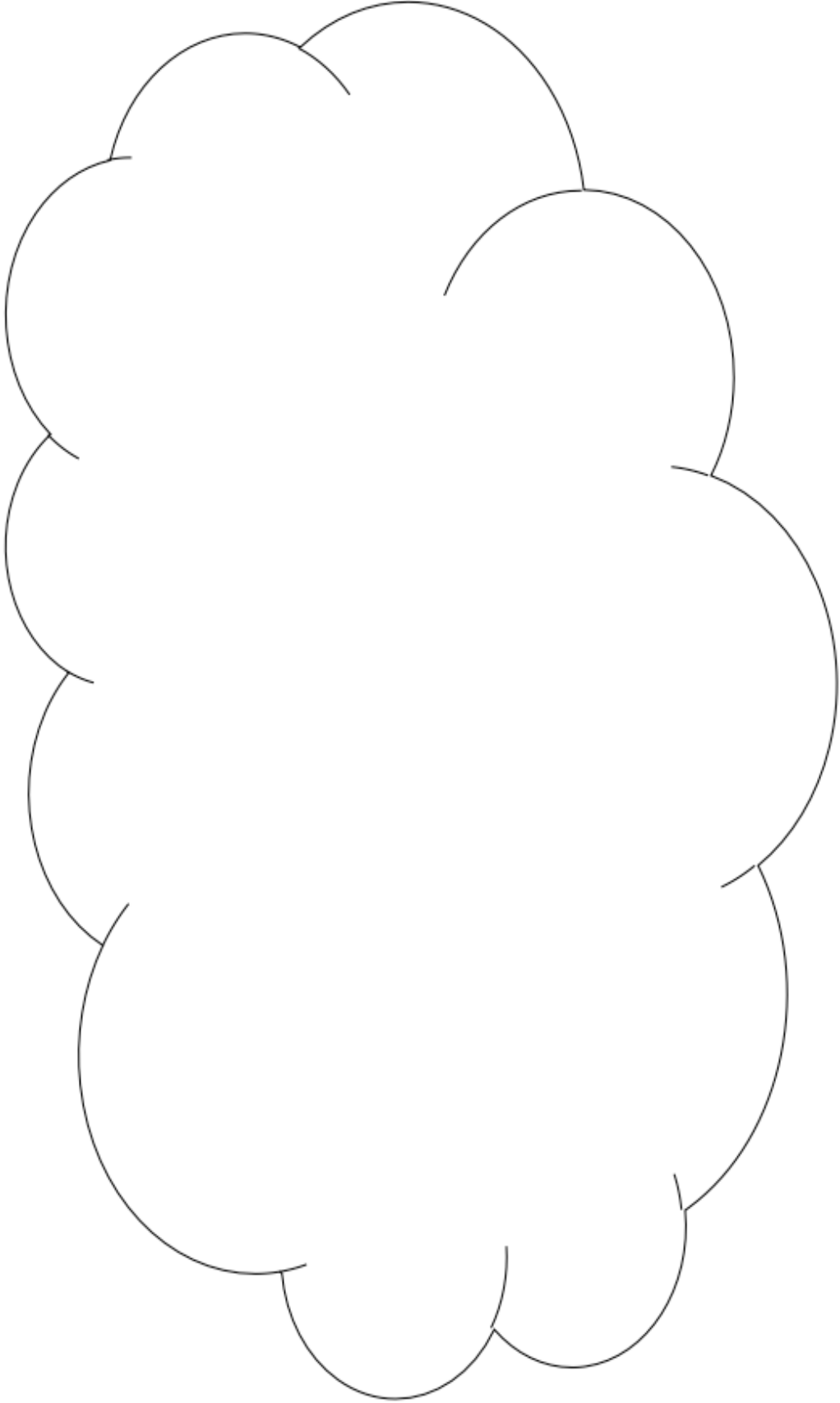
Appendix 16: Example of Nvivo coding

Practical resources helpful

Staff looking for reasons behind behaviour

Key adults

Few pupil exclusions

Nurturing approach

Staff not on board with attachment approaches

Good pupil attendance

Positive male role model

Training too intense

Training overloaded staff

Pupils aware of staff-pupil relationships

Planning next steps for the school

'Every day is a new day'

External provision offered

Calming impact of external provision

Positive impact on pupil at home

Spaces away from main classroom

Consistent familiar staff throughout the day

Supportive staff and SLT

Nurture Groups

Outdoor activities

Emotion coaching

Structure and routine

Supportive conversations between staff

Limited by time to work on changing & implementing school approach

Chances to catch up & improve the day

Impact of training

Social communication curriculum

PACE

Good attainment

Staff-pupil relationships

Restorative practices

Attachment focus group across sites

Case Study 2

Coding Density

Highlighted text was coded for 'emotion coaching' and 'PACE'

Helpful aspects of training

Respondent 2: I think…I think the relationships again has still got to be the top one because… that…if you've got a relationship with a child, that makes your lives so much easier…because they are more likely to listen, to respond, to learn…you're not constantly butting heads or fighting, there's less sort of conflict 'cause you're understanding them and where they come from. I think that is, again, just really important and it just makes a nice atmosphere for people to work in as well. I think the restorative practices probably benefit staff as well, even though they can be quite time-consuming, what it means is you're not…yes…you're going to have to do things a couple of times but you're not…three years later, still having the same problem with the same children because you've made that effort to put the time in…so that has an impact on sort of conflict and… just reduction of negative behaviour generally. So I think that's really useful just because you've not got that sort of constant conflict and falling outs and…so it's worth putting the time into that one. I'm not really sure really what…in terms of the other ones…I think they're pretty much on…an… like equal footing really because the emotion coaching fits in a lot with the pace. I mean the nurture groups, but that doesn't apply to this site, so if you ask somebody at primary, they'd probably say that the nurture group and that approach has a really positive impact…because some of those children are just not ready to be in a formal classroom environment. So really, it's all about the relationships and…and sort of restorative practices which is part of that really.

Interviewer: That's fine. I know you mentioned about the nurture groups…kind of specifically within primary but actually, as all the classes being like their own nurture groups…so do you think in terms of…like what the school benefits from, that kind of nurturing kind of approach…is that potentially something that would be third?

Respondent 2: Absolutely and that's what I always say to people because people always… 'Oh, you're therapeutic…' We're not a therapeutic provision, we're a nurturing provision, that's what we do. We try to fill in the gaps really of the stuff they don't necessarily get from parents or haven't had from parents previously, which is basically nurturing, isn't it?

Interviewer: Yeah. OK, thank you. So question 9, what factors have been most helpful or effective in implementing attachment aware approaches and strategies? And I know, like you said, this has kind of run through the school for quite a while…but I guess in maintaining those even or thinking about when you were implementing the emotion coaching…some of the restorative things…kind of what helped it to become part of the school?

Respondent 2: I think the fact that we were given…specific things to use. So we had the specific resource for the restorative practice so that was something that…we've got it, we can even adapt that, you know, if you've got different classes and things. So it's easy when you're given something specific to work with…the same with the emotion coaching where we have those scripts to use. So being given concrete examples and resources was really, really helpful. I think it helped that there were a core group of staff and particularly, it's something that's supported by the senior leaders in the school…so actually…I always find these conversations really tricky, and I've had this conversation with [Isobel] before, where you forget what you do because actually, it's just what we do here. So…so like all this might make us attachment aware, but actually, this is just us doing our jobs…For us, this is just like normal stuff that all children need, but it's that understanding that it's not always done everywhere else. But…you know…that senior leaders were really behind the fact that, you know, these things are key, so the relationships are key and every…you know, the way we treat the…all that kind of stuff was really important. So having the support of key staff…I think because actually…if we've got staff who aren't doing… what's expected and following things this

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Appendix 17: Example of initial theme review process

Step 4.1 Initial themes and Codes (taken from Nvivo)		
Theme: Barriers to whole school attachment-awareness	**Theme: Pupil Outcomes**	**Theme: Strategies and Approaches**
'Too much' attachment to staff discouraged Attachment approaches not supported by staff or SLT Consistent keyworker not supported COVID as a barrier COVID preventing cross-site communication Creative practices of staff not supported Lack of attachment as school or SLT priority Lack of trust from other staff Limited by time to work on changing & implementing school approach Limited staff awareness of attachment difficulties Limited staff use of strategies Not all staff looking through attachment lens PRU Model preventing attachments Staff not following policies Staff not fully engaged with restorative practices Staff not giving approaches enough time to work Staff not on board with attachment approaches Staff not working together Staff unaware of PACE Strategy effectiveness can change day-day Training overloaded staff Unhelpful or inappropriate staff approaches	Calming impact of external provision Few pupil exclusions Good attainment Good pupil attendance Improvements in pupil behaviour Increased pupil engagement Observable positive changes in pupils over time Positive impact on pupil at home Pupil less anxious Pupil remaining in class Pupil-pupil relationships Pupils achieving post-16 Pupils building resilience Pupils develop skills outside of academia Pupils developed empathy and awareness of others' needs Pupils developing self-regulation strategies Pupils developing skills for community interaction Pupils feel safe in class Pupils feeling like a team Pupils feeling ok to ask for help Pupils feeling shame & related outcomes Pupils listening to key adults Pupils prepared for college Pupils respond well to restorative conversations Pupils seeking to repair relationships with staff Reintegration to mainstream	'2.30 students' 'Every day is a new day' 'Safe' spaces Adaptations to curriculum Addressing individual needs ASD communication awareness Chances to catch up & improve the day Child-centred working Communication between staff beneficial Consistency Consistent familiar staff throughout the day Consistent with boundaries Counselling support Differentiated learning to build self-esteem Driving in car a space to talk and calm Emotion coaching Emotional support for pupils Equine therapy External provision offered Helpful staff approaches High expectations and high support for pupils High praise for pupils Key adults Learning from home Making pupils aware of changes Nurture Groups Nurturing approach Outdoor activities Outreach support PACE Pastoral team staff Positive male role model Preparation for endings Reassuring pupils it's ok to ask for help

Appendix 18: Example of further theme review process

Theme: Strategies & Approaches

Sub-theme: Staff Approaches	Code #	P1- 11	P2- 8	P3- 13
References				**Part-icipant**

Node	References	Participant
'Every day is a new day'	Files\Participant 1 (Pastoral) - § 2 references coded [0.94% Coverage] Reference 1 - 0.69% Coverage yeah and I do think, you know…staff are really good here in terms of like every day is a new day so someone might have been absolutely vile and hideous, but the next day is a new day…you know, so you don't have that…sort of shaming and stigma. Reference 2 - 0.24% Coverage And no shaming, you know…that new day…every day is a new day…it's…it's important. Files\Participant 2 (Management) - § 1 reference coded [1.12% Coverage] Reference 1 - 1.12% Coverage every day's a new day…so…you know…and yeah, so even if a child's had a bad day…you know, you end the day with, 'Right, nice to see you. Tomorrow is going to be a better day. I know it is…because I know you can do better,' or I can…you know, putting some kind of positive slant on it really. But yeah, we don't…we don't…we try and deal with things when they arise because I know a lot of the children with attachment issues, they would struggle if, you know, three weeks on Tuesday we'll have a meeting about what happened, it doesn't work. So…you know, we want…children…to leave knowing that things have been dealt with and they've not got that anxiety hanging over them overnight as well.	1,2,3

Appendix 19: Pupil voice theme analysis

#		Themes mentioned #/11 (*link to interview coding*)
1	1. Moved classroom A 2. Gave me a second chance B 3. Listen to me when I need to speak to someone C H	**A)** Moving location – 3 (*safe spaces*)
2	Got me on mechanics 1 day a week to help me D Member of staff calls at my house to help me and my mum E	**B)** Another chance/rules – 2 (*chances to improve/new day*)
3	Moved my class A I spend 1 day a week at the fire station on a 12 week course D	**C)** Listen – 3 (*nurturing/emotional support/showing interest/relationships*)
4	Helped me calm down F Bent the rules a little B	**D)** Alternative education time – 3 (*external provision*)
5	Calmed me down F Let me play football I	**E)** Outside school support/help – 2 (*outreach support*)
6	1. Fidget toys I 2. One to one room A 3. Going to the rabbit room I	**F)** Help/time to calm – 6 (*emotion coaching/emotional support/space away from class/relationships*)
7	Sometimes I find exams difficult. Teachers try to help me with work in lesson, they encourage me to have a go. G Sometimes I find other pupils difficult. Staff will tell pupils off if they are not being nice. Staff will ask me if I am ok. H Sometimes I can do an activity or have a laptop that I like to make me feel better. F	**G)** Help with academic work – 2 (*high expectation high support/addressing individual needs/differentiated learning*)
8	Sometimes I find school difficult but some staff make it easier. They give you resolutions to a lot of issues. H When I had depression they helped me get therapy at CAMHS which didn't help but I got a gym membership that did. E	**H)** Staff provide emotional support – 5 (*emotion coaching/emotional support /relationships*)
9	I found mainstream school difficult and I got really depressed. They could have listened to me or asked if I was ok. C Sometimes I struggle with school because of how I'm feeling.	**I)** Misc supportive strategies – 3 (4) (*Pastoral team*)
10	- Staff will let me have some quiet time F - Sometimes I will speak to the welfare team I - Staff let me know they are [there?] and want to keep me safe at school. H When I am sad in school staff will try and support me. I get a chance to speak and some staff really listen.C H I will have time to calm down if needed.F When in class I get 1-1 support. When I struggle with my schoolwork I will sometimes get 1-1 support. My teacher will explain the tasks again. G To make school easier I go to a youth fire team programme 1 day a week. D	
11	They should leave us to calm down. F	

Appendix 20: Ethical approval confirmation for amendment

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

Dear Miss Emma-Louise Jones,

Thank you for submitting your amendment request for project: 2021-11416-20714 ; entitled: Exploring the impact of attachment aware approaches in a special school setting and the key factors affecting implementation 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	Pupil voice information v2	07/10/2021	2
Additional docs	Opt out text message	07/10/2021	1

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

Exploring the impact of attachment aware approaches in a special school setting and the key factors affecting implementation

Participant Information Sheet (PIS)

You are being invited to take part in a research study which aims to explore how attachment aware approaches have impacted pupil outcomes, school practices and any key factors affecting their implementation. This research forms part of the researcher's thesis for the Doctorate in Child and Educational Psychology.

Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully before deciding whether to take part, and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Thank you for taking the time to read this.

About the research

➢ **Who will conduct the research?**

Emma Jones, Trainee Educational Psychologist (TEP), Doctorate in Child and Educational Psychology, School of Environment, Education and Development, The University of Manchester in collaboration with ### Educational Psychology Service (EPS).

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

The purpose of this research is build on the currently limited research area surrounding attachment aware approaches in special schools, and support the development of the EPS's delivery of Attachment Awareness training within the Local Authority.

The school you work at was approached by the EPS and agreed to take part in the research. Staff views are significant in answering the research question and therefore staff members are being recruited for interview. It is hoped approximately 3 to 5 staff members will participate.

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

The research will be presented as part of the researcher's doctoral thesis. It is anticipated that findings will also be published in peer reviewed journals, as well as informal dissemination to key stakeholders including your school and the wider education community e.g. via social media, blogs. It is also possible the research findings could be presented at conferences and referenced in future training by the EPS.
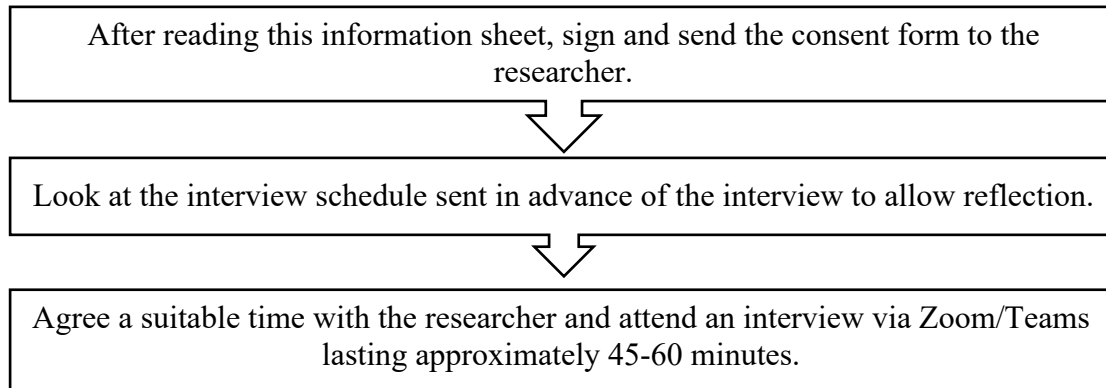
➢ **Who has reviewed the research project?**

The project has been reviewed by the School of Environment, Education and Development at The University of Manchester.

 Who is funding the research project?

The project is funded through the Department for Education (DfE) Initial Training for Educational Psychologists bid.

What would my involvement be?

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

After reading this information sheet, sign and send the consent form to the researcher.

Look at the interview schedule sent in advance of the interview to allow reflection.

Agree a suitable time with the researcher and attend an interview via Zoom/Teams lasting approximately 45-60 minutes.

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

There is no direct compensation, however participants will be entered into a prize draw for a £20 Amazon voucher. This is also an opportunity for development through reflection and to contribute to research that may inform education practices in future.

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

It is up to you to decide whether or not to take part. If you do decide to take part, please e-mail the researcher at emma-louise.jones-3@postgrad.manchester.ac.uk with your signed consent form. If you do decide to take part you will be given this information sheet to keep. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised as we will not be able to identify your specific data. This does not affect your data protection rights. If you decide not to take part you do not need to do anything further.

Audio recording of interviews is essential to participation, however if at any time you feel uncomfortable you are free to ask the recording to be stopped.

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 and signature (on consent form)
- Voice recording obtained via interview

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

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

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

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings.
If you would like to know more about your different rights or the way we use your personal information to ensure we follow the law, please consult our Privacy Notice for Research (https://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:
Only the researcher and their supervisor at The University of Manchester will have access to your personal information, and audio recordings will be anonymised as soon as possible during transcription by a university-approved transcriber. A digital copy of your consent form will be stored on the university's secure drive for up to 5 years as this is the standard retention period.
Data will be stored initially on an encrypted usb device, before being transferred to the university's secure server (COVID-19 restriction depending). The audio files will be stored on the encrypted usb device during data analysis, and transferred using a secure online tool to the transcriber.

Please note that whilst comments during interview will not be directly attributed to yourself due to anonymisation, due to the small number of participants, there is the potential for some information to infer your identity to those familiar with the school and project. Please be assured that any names of people, places or other personally identifiable information will be anonymised and likely replaced by a pseudonym during transcription.

Additional information regarding remote interviews:

Your participation in this research will be conducted via Teams/Zoom and your personal data will be processed by Microsoft/Zoom. This may mean that your personal data is transferred to a country outside of the European Economic Area, some of which have not yet been determined by the European Commission to have an adequate level of data protection. Appropriate legal mechanisms to ensure these transfers are compliant with the UK General Data Protection Regulation are in place. The interview will be audio recorded via a Dictaphone, and therefore no recordings will be made or stored on the above third party platforms, and stored on University of Manchester managed file storage as soon as possible following the completion of data collection.

Potential disclosures:
If, during the study, you disclose information about misconduct/poor practice, we have a professional obligation to report this and will therefore need to inform your employer/professional body.

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:

Dr Emma Harding
emma.harding@manchester.ac.uk
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 Ethics Manager, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing:
research.complaints@manchester.ac.uk or by telephoning 0161 306 8089.
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 (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(s):
Emma Jones
emma-louise.jones-3@postgrad.manchester.ac.uk
Dr Emma Harding
emma.harding@manchester.ac.uk

MANCHESTER
1824
The University of Manchester

Exploring the impact of attachment aware approaches in a special school setting and the key factors affecting implementation

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 26/02/2021) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis.	
3	I agree to the interviews being audio recorded.	
4	I agree that any data collected may be included in anonymous form in publications/conference presentations.	
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 understand that there may be instances where during the course of the research information is revealed which means the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.	
7	I agree to take part in this study.	

Data Protection

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

_____   _____   _____
Name of Participant   Signature   Date

_____   _____   _____
Name of the person taking consent   Signature   Date

[Consent forms will be stored digitally on an encrypted usb device and then deleted once transferred to the university's secure drive (COVID-19 restrictions depending). Any paper copies/e-mails will be shredded/deleted.]

Appendix 23: Opt-out text message sent to parents by school

"Staff from school will be asking pupils to share their views about what helps them at school for a researcher from University of Manchester. If you don't want your child to be asked, please reply 'No' to this text."

Appendix 24: Example thematic map development and reviewing of themes

Thematic Map 1: 4/1/22

Barriers
- Leadership
- COVID
- Staff
- Logistics

Pupil Outcomes
- Skills
- Wellbeing
- Learning
- Behaviour for Learning
- Relationships

Strategies & Approaches
- Specific Interventions
- Staff Approaches
- School Approaches
- Relationships

Merge specific interventions into school approaches? Or separate more school approaches into specific interventions?

Merge sub-themes? Merge overarching theme into PUPIL OUTCOMES or STRATEGIES & APPROACHES theme with 'perceptions' sub-theme?

Perceptions of Pupil Views
- Approaches staff think pupils are aware of
- Approaches staff think pupils value

Facilitators
- Staff
- School

Training
- Training offer
- Training impact/outcomes

Merge to TRAINING & IMPROVEMENTS theme? Or incorporate into facilitators/barriers? Or just incorporate into discussion?

Ways school could improve

Case Examples

Pupil Views

Appendix 25: One-page summary of T2 findings

'Exploring experiences of whole school attachment and trauma aware approaches in a specialist provision'

The following page aims to provide a brief summary of the findings resulting from the research project with ### EPS and the University of Manchester. Please see ### for further information.

What approaches are used in school?
- *Staff approaches* e.g. starting afresh, reliability, nurture, showing interest and seeking understanding.
- *School approaches* e.g. off-site provision, pastoral support, home support, calm spaces, emotion coaching, restorative conversations, key adult, social communication curriculum, meet & greet, structure and routine.
- *Relationships* e.g. behaviour/relationship policy, consistent staff members, developing relationships with staff, parents and pupils.
- *Perceptions of pupil views* e.g. aware of strategies, value support, adults listening is important.

What is the impact of these approaches?
- *Learning* e.g. fewer exclusions, better attendance, progress and attainment, reintegration to mainstream, transition to college.
- *Relationships* e.g. pupil-pupil relationships develop, increased tolerance, staff-pupil relationships support positive choice making, better at repairing relationships
- *Behaviour for learning* e.g. improved behaviour, increased engagement, remaining in class, confident to ask for help
- *Wellbeing* e.g. less anxious, feel safe, increased resilience, positive home impact
- *Skills* e.g. learning appropriate behaviours/discussions in community, social skills, self-regulation strategies, empathy

What are the facilitators and barriers to a whole school approach?
- *Facilitators*
  - *Staff* e.g. naturally caring and nurturing, team approach, colleague support, senior leadership support
  - *School* e.g. attachment focus group, flexible timetable, clear expectations and behaviour policy, practical resources from training available
- *Barriers*
  - *Staff* e.g. limited awareness and trust in approaches, opinion differences limiting staff collaboration, not giving approaches enough time to see benefits
  - *Leadership* e.g. approaches not prioritised, limit staff creativity/autonomy
  - *Logistics* e.g. COVID-19 restrictions, development time limited, PRU model of short-term placements
- *Training and improvements*
  - *Training offer and impact* e.g. theory useful but intense, practical resources and strategies, built upon previous training and practices
  - *Future Improvements* e.g. adaptations to training delivery, school-wide prioritising, revisit policies, refresh training, development of awareness within mainstream schools