Using Implementation Science with Whole School Approaches

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

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Contents

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List of Acronyms

Many acronyms are used within this thesis. To support readability, acronyms will be re-introduced in each paper. In the case of positive behaviour support, there are multiple variations used across this thesis. The below list contains acronyms used throughout the thesis.

Action research meeting	AR
Active Implementation Framework	AIF
Applied Social Science Index and Abstracts	ASSIA
Assistant educational psychologist	AsEP
Association of Educational Psychologists	AEP
British Psychological Society	BPS
Child and Adolescent Mental Health Services	CAMHS
Children and/or young people	CYP
Cognitive behavioural therapy	CBT
Department for Education	DfE
Education Endowment Foundation	EEF
Education Resources Information Centre	ERIC
Educational psychologist	EP
Educational Psychology in Practice	EPiP
Emotional literacy support assistant	ELSA
Emotionally based school non-attendance	EBSN
Evidence-based practice	EBP
General Data Protection Regulation	GDPR
Health and Care Professions Council	HCPC
Journal of Research in Special Educational Needs	JORSEN
Local authority	LA
National Institute for Health and Care Excellence	NICE
Plan, Do, Study, Act	PDSA
Positive behaviour support	PBS
Practice-based evidence	PBE
Preferred Reporting Items for Systematic Reviews and Meta-Analyses	PRISMA
Prevention in School	PS
Principal educational psychologist	PEP
Public Health England	PHE
Randomised control trial	RCT

Responsive Classroom	RC
Schoolwide Positive Behaviour Interventions and Supports	SWPBIS
School-Wide Positive Behaviour Support	SWPBS
Senior leadership team	SLT
Special educational needs and/or disabilities	SEND
Special educational needs coordinators	SENCos
Standards of proficiency	SoP
Systematic literature review	SLR
Trainee educational psychologist	TEP
Walk away, Ignore, Talk it out and Seek help	WITS
Weight of evidence	WoE

Thesis Abstract

Whole school approaches to support children and young people's (CYP's) mental health and wellbeing are much advocated. Implementing whole school approaches includes multiple systems and is complex. Implementation Science can be used to facilitate the use of whole school approaches. This thesis outlines how implementation science can be used for whole school approaches, particularly around mental health, wellbeing and emotionally based school non-attendance (EBSN).

A systematic literature review (SLR) focused on the facilitators and barriers to implementing whole school mental health and wellbeing approaches. The results led to the creation of a determinant framework, which incorporates elements of Implementation Science.

Action research took place over the course of a year within a large, mainstream secondary school. The action research focused on the implementation of whole school EBSN guidance. Findings highlighted facilitators and barriers, and also the impact of the implementation efforts.

The thesis concludes by exploring the connections between evidence-based practice (EBP), practice-based evidence (PBE), implementation and dissemination. A targeted dissemination strategy for the current research is outlined in the hope that change can occur in relation to whole school implementation for mental health, wellbeing and EBSN.

Declaration

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

Funding

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Dedication

For Mum and Rob. You believed in me, made this possible, got me through, provided me with chocolate, and are my biggest cheerleaders.

"The teacher is the primary implementer; therefore, understanding the factors that hinder and facilitate teacher implementation is especially important in increasing the use of EBIs [evidence-based interventions] in schools." (Forman et al., 2013)

Acknowledgements

I would not be at this point in my journey without the support of and help from my family and friends. My family have taught me how to be stubborn and work hard if I want something. Without that stubbornness and work ethic I would not have completed the thesis, or even applied to the doctorate. Thank you. Thank you for understanding why I had to disappear for a few months. I cannot wait to spend time with everyone and be an involved auntie again. And special mention to Lynne, thank you for your proof reading skills.

I promise 100% that I will not apply for another doctorate or PhD. I am no longer the "eternal student" (thanks, Dad), and will finally be Dr Sarah, educational psychologist. Maybe one day all my friends and family will understand what an educational psychologist actually does.

My fellow trainees have carried me through this course. My thesis support group of trainees has been such an asset: a wealth of wisdom, advice and much needed laughter. After all, "we're all just having a go," aren't we?

Dr Catherine Kelly, thank you for your research wisdom. Thank you for containing my panic, reigning me in when I went off track, and getting me to the finish line. I am much closer to being a researcher than I was when I started. I will be happy to be out the other side of this iterative process though.

I am so grateful to my dog, Juniper. She helped me to boundary my time and finish, or pause, every day at 5pm so she could be fed and walked. I have done some of my best thinking during dog walks.

This research would not exist without my participants. I owe a huge, heartfelt thank you to the local authority and "United High School". You put so much work, time and effort into this research. Your passion and care for the students struggling with EBSN needs to be highlighted. Who knows how many more students would be out of school without your daily patience and support.

Finally, thank you to everyone who has learnt far more than they ever wanted to about EBSN and implementation.

Now, time to rest and have some much needed adventures…

Thesis Introduction

The researcher believes in making research accessible to a non-academic audience. It is expected that the current research will be used by education professionals in their practice. This thesis may also be of use to an academic audience. For this reason, the language and terminology used will be explained at the first use, and traditionally academic language will be limited.

One aim of the current research is to contribute to the growing evidence-base regarding the implementation of whole school approaches, particularly in relation to emotionally based school non-attendance (EBSN). Additional aims relate to bridging the research-to-practice gap (Forman et al., 2013; Sanetti & Collier-Meek, 2019) and increasing capacity within schools to meet the needs of students. Increasing capacity so that school staff can support students is important because they know the students well, and are there consistently, which helps to build important relationships. When thinking about EBSN, the system (school) is often a contributing factor (Higgins, 2022; Rae, 2020), and so it can be part of the solution.

The thesis is presented in three parts. Paper One outlines a systematic literature review (SLR). The findings from Paper One, and the researcher's newly acquired knowledge of implementation research were incorporated into the action research in Paper Two. The framework developed in Paper One, is updated in Paper Two, highlighting the similarities between the findings in both pieces of research. Implementation and dissemination are closely linked, and this is explored in Paper Three, incorporating information from Papers One and Two. Paper Three also highlights the importance of effective research dissemination and includes a targeted strategy for sharing the research.

Wider Context

It is important to acknowledge the context in which the research took place (2021 to 2022). There was a global pandemic which actively impacted on education: the majority of students worked from home. Some students discovered that this way of working was better for them, and they found the return to in-person learning incredibly challenging. Some children and young people (CYP) never physically returned to school; persistent absence rates were at their highest in the Spring term of 2022 (27.2% of CYP in schools; The Centre for Social Justice,

2023). The Association of Educational Psychologists (AEP) emphasised how CYP with special educational needs and/or disabilities (SEND) were disproportionately impacted by the pandemic, partly because of the current education system, including its curriculum and assessment methods (Lowther, 2023).

There is research outlining the significant mental health challenges for school students and how it impacts on their attendance (Department for Education [DfE], 2023; The Centre for Social Justice, 2023). Possible reasons for increased mental health challenges include: a focus on "zero tolerance" in schools (reducing their capacity for flexibility), a change to the curriculum (increasing the pressure on exams), and the societal challenges of poverty and inequality (Bodycote, 2023; Lowther, 2023).

Government guidance has recently been updated to include specific advice relating to CYP struggling with attendance due to mental health needs (DfE, 2022, 2023). Whole school approaches have been suggested as a method of supporting students with mental health difficulties within school (Public Health England [PHE] & DfE, 2021). And although there has been a significant rise in implementation research (an increase of 870% between 1998 and 2017; Albers et al., 2020), there have been challenges with implementation in school settings. This disconnect has led to specific guidance targeting implementation at different levels: whole school, targeted and specialist (Education Endowment Foundation [EEF], 2019).

Educational psychologists (EPs) have a broad role, with the five core areas being identified as: assessment, intervention, consultation, research and training (Fallon et al., 2010). EPs are well placed to support schools with mental health, EBSN and implementation of whole school approaches. The AEP recommend that EPs be included in future plans for educational reform because of their specialist training (AEP, 2023).

Positioning of the Research

Research Commissioning Process

The principal EP (PEP) at the commissioning local authority (LA) identified a need for evaluation and further development of their EBSN guidance. They proposed the research through the University of Manchester's research commissioning process.

A pilot study (Ward, 2021) evaluated the use of the LA's EBSN guidance within four primary schools and two secondary schools. Findings suggested that the secondary schools included in the focus groups (n=2) had more difficulty than primary schools implementing the whole school EBSN guidance (see Appendix 1 – Findings From Pilot Study). This aligned with information gathered by the LA as part of their own evaluations. The pilot study provided direction for both the SLR and empirical research.

Initially, the aim of the SLR was to explore the implementation of whole school approaches focused on EBSN. Scoping searches revealed that there were very few papers. The SLR focus then became whole school interventions focused on mental health and wellbeing. These whole school interventions would be the most similar in structure and content to EBSN guidance.

Data Access

Participants in the pilot project (Ward, 2021) were chosen based on a pool of schools who had received training on the EBSN guidance. Secondary schools from this group were invited to participate in the current research. Expressions of interest were followed up and after a meeting with a participant and a member of the senior leadership team (SLT) at their secondary school, they agreed to be part of the empirical research.

Researcher's Background

The researcher has an undergraduate degree in Spanish Studies with Psychology from Lancaster University. She also has a Master's Degree in Cognitive Neuroscience and Specific Educational Needs (neurociencia cognitiva y necesidades educativas específicas) from the University of Valencia, Spain. She then worked as a teaching assistant before becoming an assistant educational psychologist (AsEP). When working as an AsEP, the researcher worked with students who struggled to attend school. Supporting students with EBSN and their schools has also been part of her role as a trainee educational psychologist (TEP). Throughout this research, the researcher has reflected on her personal experience of attendance when she was in school and sixth form. She now identifies those times of inconsistent and low attendance as a form of EBSN: ranging the spectrum from leaving class to non-attendance.

Axiology, Ontology and Epistemology

Ontology refers to reality, including perceptions of reality (Al-Saadi, 2014; Scotland, 2012). Epistemology relates to knowledge and how it is created, shared (Scotland, 2012) and understood (Al-Saadi, 2014). Axiology connects research with values (Cohen et al., 2018). The researcher believes that her values influenced all aspects of the research.

A critical realist position was taken for this research. Critical realism assumes that reality is shaped by values and, whilst there is a real world existing independent of constructs, individuals construct their own understanding of the world from a unique perspective (Danermark et al., 2005). Action research, the methodology used in the empirical research, aligns with a critical realist position because it includes cycles of reflection, which develop knowledge through active examining of the situation (Scotland, 2012). Critical realism interrogates values and assumptions to engage in social action (Scotland, 2012). Social action is visible throughout this thesis by the creation of a workable framework, active dissemination of ideas, and clear implications for practice, with the objective of achieving change.

As this research explored different perspectives and experiences, it is important to accept, in line with a critical realist position, that different perspectives of reality are equally valid. Fletcher, (2016) expresses the importance of examining the social conditions and wider context which cause trends to appear as they do. The wider context has played a large role in this thesis and demonstrates how research cannot be separated from the cultural and political landscape (Scotland, 2012). For example, without the backdrop of school closures during the Covid-19 pandemic, budget cuts, a decrease in mental health services and the political landscape of "zero tolerance" in schools, would EBSN be such a challenge? Context was closely examined in Papers One, Two and Three.

Power differentials are important within social change and critical realism, and it should be noted that there was a power imbalance between the stakeholder group and the action research group in Paper Two. The staff in the stakeholder group were members of SLT, whereas the action research group contained teachers, teaching assistants and pastoral staff. The action research group did not have the power to bring about significant change within the school at an organisational level, but the stakeholder group could. Also, by researching the issue, the

researcher had a significant influence on the research design, the findings and how she approached the research.

Reflexivity

The researcher's values include being person-centred, learning, social justice, accessibility and inclusion. These values can be found throughout the thesis in the decisions made and how the information is presented. Although the research process was reflexive and included personal reflection and questioning, Paper One and Paper Two were not written as reflexive accounts. This decision was based on the fact that the researcher wanted the written accounts to be helpful for a broad audience. The focus on the findings, linked to implications for practice should support school staff as well as external professionals, including educational psychologists.

The model included in Paper One, and further developed in Paper Two, is another example of the researcher's values through providing a visual model which incorporates key findings. People are busy and may not have time to read a full thesis, they may skim read to find the relevant information for them. Because of this, Paper One and Paper Two will be submitted to journals as individual articles. A brief article on an education website, or a blog will also be written to reach a broader audience. More information about this strategy can be found in Paper Three.

Implementation Guidance

Implementation Science is a complex field, with many different models, frameworks and theories. One challenge of implementation guidance is that it aims to represent Implementation Science in a smaller, manageable format. Implementation guidance in essence is a simplification.

When thinking about implementation guidance and schools, guidance is optional. This means that schools may read the guidance, but do not need to enforce it. With regards to whole school approaches, including EBSN, it is typically at the decision of the leadership team as to whether they implement them or not, and how that implementation occurs. It is important for schools to understand the purpose of guidance, the relevance, and how it could help their setting. Without this knowledge, there may not be a reason for them to consider implementing the guidance.

Ethical Considerations

The research followed the Manchester Institute of Education's Ethical Practice Policy and Guidance (2014). The research also adhered to the British Psychological Society's (BPS) Code of Human Research Ethics (BPS, 2014) and the Health and Care Professions Council's (HCPC's) Standards of Conduct Performance and Ethics (HCPC, 2016).

An ethics application was submitted to, and approved by, the University of Manchester (see Appendix 2 – Confirmation of Ethical Approval). The research was classified as low risk. A Participant Information Sheet was provided to participants (see Appendix 3 – Participant Information Sheet) which outlined the research and reminded participants of their right to withdraw. Informed consent was gained for all staff members directly involved in the research (see Appendix 4 – Consent Form).

All data gathered was subject to the General Data Protection Regulation (GDPR; Information Commissioners Office, 2018). Data was stored securely on the university's encrypted P Drive, and audio recordings were deleted at the earliest opportunity once an anonymised transcript had been written. Participants in the research should not be identifiable within this thesis.

Implications for the Research

The implications from the thesis include highlighting areas for future research, school development plans, EP involvement with EBSN and implementation, and LA strategies for EBSN and whole school approaches.

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Paper One: A Systematic Literature Review of the Barriers and Facilitators to Implementing Whole School Mental Health and Wellbeing Interventions

Submitted to the Journal of Research in Special Educational Needs

(JORSEN; see Appendix 5 – Author Guidelines for JORSEN)

Abstract

A systematic literature review (SLR) of the barriers and facilitators to implementing whole school mental health and wellbeing interventions was carried out to answer the research question: What do stakeholders identify as the barriers and facilitators to implementing a whole school mental health and wellbeing intervention? Systematic searches were carried out between July and August 2021 focused on facilitators and barriers to the implementation of whole school mental health and wellbeing interventions. Ten papers were identified, and a thematic synthesis was undertaken.

Four analytic themes were identified with 14 descriptive themes. The analytic themes were school-level systems; systems around the school; feasibility; and embedding into day-to-day processes. A new framework for implementation at a whole school level is proposed, incorporating findings and previous research. Implications for policies and practice are discussed, along with suggestions for future research.

Keywords: implementation; whole school; review; intervention; education; mental health; implementation framework

A Systematic Literature Review of the Barriers and Facilitators to Implementing Whole School Mental Health and Wellbeing Interventions

Whole school interventions, which move beyond learning and teaching to pervade all aspects of the life of a school or college, are promoted as effective in bringing about and sustaining mental health benefits (Public Health England [PHE] and the Department for Education [DfE], 2021). However, in a meta-analysis Durlak and Du Pre (2008) concluded that the implementation of interventions in real world settings, rather than the effectiveness of the intervention itself, affects outcomes. To date, implementation frameworks for schools typically focus on specific universal or group programmes with little guidance on the implementation of practice at a whole school level. This systematic literature review (SLR) therefore aims to synthesise qualitative research evidence to identify the barriers and facilitators to implementing whole school interventions which focus on mental health and wellbeing.

Implementing Whole School Approaches to Support Mental Health and Wellbeing

Weare, (2015, p. 5) shares a definition of a whole school approach as a "multi-component approach, which encompasses and mobilises the totality of the school experience to promote well-being and address mental health issues". A whole school mental health approach can be effective in promoting social and emotional wellbeing when a supportive leadership and management team is linked with:

- The curriculum and teaching

- Student voice

- Staff development

- Identifying need and monitoring the impact of interventions

- Parents and carers

- Support and referrals

- An ethos and environment that promotes respect and values diversity (PHE & DfE, 2021).

Additionally, since the Covid-19 pandemic, levels of mental health needs have increased, and wellbeing has decreased in school-aged children (DfE, 2023; PHE & DfE, 2021) making the effective implementation of whole school approaches to support mental health and wellbeing all the more pertinent.

Implementation

Fixsen et al. (2005, p. 11) define implementation as "a specified set of activities designed to put into practice an activity or program of known dimensions," and explain that "implementation occurs in the context of community" (2005, p. 8). Implementation research aims to reduce the research-to-practice gap by taking place in the context in which the intervention will be provided (Fenning & Nellis, 2023; Nilsen & Birken, 2020; Sanetti & Collier-Meek, 2019). Ogden and Fixsen (2014) note that implementation research is transferable across contexts.

Between 1998 and 2017, the number of studies including "implementation" and related terms in academic publications increased by 870% (Albers et al., 2020). This increase in research has led to many different frameworks including: the Generic Implementation Framework (Moullin et al., 2015); the Consolidated Framework For Implementation Research (Damschroder et al., 2009); and the Active Implementation Framework (AIF, Farmer et al., 2023; Fixsen et al., 2019a). However, an implementation framework for schools is yet to be widely adopted.

In 2005, Fixsen et al. carried out a large-scale (n=1,054) review which synthesised existing implementation research across a range of fields including management, medicine, mental health, and social care; producing core implementation components which form a key part of the AIF (Farmer et al., 2023). The AIF incorporates the following aspects:

- Usable Innovations
- Implementation Stages
- Implementation Drivers
- Implementation Teams
- Improvement Cycles
- Systemic Change.

Stages of Implementation

Implementation research includes a range of models and frameworks relating to the stages of implementation. One frequently used model suggests that there are four implementation stages, which take place over two to four years (Bertram et al., 2015; Fixsen et al., 2019b): exploration; installation; initial implementation; and full implementation. The stages are not discrete, linear stages, they often overlap and repeat. In the UK context, the Education Endowment Foundation (EEF; 2019) outline four similar stages of implementation: explore; prepare; deliver; and sustain.

Factors Influencing Implementation

Durlak and DuPre's meta-analysis (2008) focused on prevention and health promotion programs for children and adolescents in the community and identified 11 common contextual factors which influence implementation. These include funding; work climate; leadership; administrative support; and training. Similarly, key drivers for implementation have been identified across competency, organisational and leadership factors (Farmer et al., 2023).

Implementation and Change in Schools

Chiodo and Kolpin (2018) provide a review of the challenges of implementing evidence-based prevention programmes in a classroom-based setting. They use Durlak and DuPre's framework (2008) to demonstrate the multiple levels of influence within settings, including school culture, programme, teacher and organisational factors. Chiodo and Kolpin conclude that while most school-based prevention programmes focus on individual pupils, students are nested within classrooms and schools, which are in turn nested within broader organisations and communities. Their review built on earlier research which reviewed literature on factors specifically linked to teachers' implementation within schools (Han & Weiss, 2005). These systems, even when not a specific part of the intervention, can nonetheless have important effects on the process of implementation and student outcomes. The current SLR adds to these reviews by focusing specifically on the implementation of whole school approaches to support mental health and wellbeing.

Objectives

The current SLR aims to identify stakeholder perspectives regarding the facilitators and barriers to implementing whole school approaches to support mental health and wellbeing to answer the following research question: what do stakeholders identify as the barriers and facilitators to implementing a whole school intervention? The term "stakeholders" in this context refers to school leaders, teachers, teaching assistants and professionals such as school psychologists. The papers in the current review did not include parental or child voices as part of the research, so parents and children are not included under the term "stakeholders".

Methodology

Systematic Literature Review

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Page et al., 2021) was used to structure the review process and thematic synthesis was used to analyse commonalities between papers (Barnett-Page & Thomas, 2009).

Search Strategy and Information Sources

Between July and August 2021, systematic searches of the following databases were undertaken (see figure 1); Education Resources Information Centre (ERIC), PsycInfo, EBSCO host, Web of Science, and Applied Social Science Index and Abstracts (ASSIA). Appendix 6 outlines the development of search terms. The final search terms used were:

	("program* implement*" OR "intervention implement*")
AND	("challeng*" OR "struggl*" OR "barrier*")
AND	("effective" OR "success*" OR "increas*" OR "enabl*")
AND	("school based" OR "school wide" OR "whole school")

Figure 1

Screening Process, from Page et al. (2021)

	Identification of studies via databases and registers	Identification of studies via other methods

Identification

Records identified from:
Databases (n = 6524)
Registers (n = 0)
→
Records removed *before screening*:
Duplicate records removed (n = 2487)

Records identified from:
Journals (n = 27)

Screening

Records screened
(n = 4037)
→
Records excluded by the researcher (n = 3874)

Reports sought for retrieval
(n = 163)
→
Reports not retrieved
(n = 2)

Reports sought for retrieval
(n = 27)
→
Reports not retrieved
(n = 0)

Reports assessed for eligibility
(n = 161)
→
Reports excluded (n = 152):
Pre 2008 (n = 27)
Not peer-reviewed (n = 5)
Not whole school (n = 52)
Not mental health, wellbeing or bullying intervention (n = 28)
Not focused on implementation barriers and facilitators (n = 38)
Not empirical research (n = 2)

Reports assessed for eligibility
(n = 27)
→
Reports excluded (n = 26):
Not empirical research (n = 2)
Not focused on implementation barriers and facilitators (n = 8)
Not whole school (n = 16)

Included

Studies included in review
(n = 10)

Inclusion and Exclusion Criteria

Copies of 190 papers were sought for retrieval, however two papers were not found. The remaining 188 papers were then screened using inclusion and exclusion criteria (see Table 1). Appendix 7 includes the development of the inclusion and exclusion criteria and the principal reason for exclusion of 178 of the papers. Ten papers remained to be included in the SLR.

Table 1

Inclusion and Exclusion Criteria

Inclusion	Exclusion
Whole school intervention* (mental health, wellbeing or bullying)	Physical health and academic whole school interventions
Focus on barriers and facilitators to implementation of intervention	Pre-2008
Peer-reviewed	Not empirical research
English	Not a whole school intervention*

*According to the author's definition, see Appendix 8 – Researcher's Whole School Definition.

Quality Assessment, Data Extraction and Synthesis

The ten papers were assessed for methodological quality (weight of Evidence A; Gough, 2007) using a qualitative research framework (see Appendix 9) by Woods (2020). Scores of 0 to 6.9 were classified as low, 7 to 12.9 as medium, and 13 to 20 as high.

As this SLR was concerned with stakeholder perspectives regarding the facilitators and barriers to the implementation of whole school approaches; qualitative data was analysed. Due to variation in where the relevant qualitative findings were presented within the papers, both the findings and discussion sections were imported into Nvivo 12 software (QSR International Pty Ltd., 2018).

The three steps of thematic synthesis (Thomas & Harden, 2008) were followed: 'line-by-line' inductive coding; the development of descriptive themes; and the generation of analytical themes (see Appendix 10 – Paper One Coding Strategy).

Findings

Study Characteristics and Summary of Findings

The included studies were published between 2008 and 2016. Six were based in the USA, and one study in each of the following: Sweden, New Zealand, Canada and Norway. All interventions were at the deliver or sustain stage of implementation (EEF, 2019), with the time frame ranging from the first year to the sixth year of implementation. See Table 2 for study characteristics.

Table 2

A Summary of Included Studies

Author(s), Date and Location	Research Questions or Aims	Intervention	Methodology and participants	Summary of findings	Weight of Evidence (WoE) A Score
Anyon, Nicotera & Veeh (2016) USA	What factors constrained or enabled high-fidelity implementation of Responsive Classroom (RC) in one diverse urban public school?	Responsive Classroom (RC) An intervention to "strengthen teachers' abilities to manage problem behavior with student-centred and developmentally appropriate strategies" (p.82).	Convergent mixed-methods design. Focus groups. A public school in the USA with an age range from Kindergarten to 8th grade. 34 participants in focus groups. 24 teachers participated in classroom observations. 19 teachers completed the Classroom Practices Frequency Survey.	Key themes related to: • Compatibility between the intervention model and the organisation's mission and values. • Flexibility of the intervention to adapt to local needs. • Ability to integrate the intervention into existing structures and routines. • Shared vision and buy-in. • Intervention support system.	12.75 (Medium)
Coffey & Horner (2012) USA	What factors support sustainability of implementation of Schoolwide Positive	Schoolwide Positive Behavior Interventions and Supports (SWPBIS)	Mixed-methods design.	An educational innovation is more likely to be implemented and sustained with fidelity if it has support from an administrator who encourages communication about the core	6 (Low)

		Behavior Interventions and Supports (SWPBIS)?	SWPBIS promotes "good" behaviours and discourages "problem" behaviours.	Two open-ended questions on the "sustainability survey". 117 schools from 6 states in the USA. Data from 429 schools who completed the Schoolwide Evaluation Tool. Data from 932 schools who completed the Team Implementation Checklist.	features and uses data to plan and make changes. Predicted factors to explain sustainability: • Administrative support, communication, data-based decision making and regeneration. • The largest number of respondents named leadership as a helping factor to sustain implementation.	
Coyle (2008) USA	Explore the feasibility of constructing a readiness scale for schools considering implementation of the Olweus Bullying Prevention Programme.	Olweus Bullying Prevention Programme Includes individual and systems-wide approaches to prevent and reduce bullying.	A case study design which used: interviews, observations, informal conversations, field notes and school documents. Nine key informants from the school were chosen for in-depth interviews.	School culture characteristics that impeded programme implementation: • Local community's lack of openness to change. • Lack of diversity within the local community. • School's size that impedes teacher/student connection. School culture characteristics that supported implementation: • Adherence to programme fidelity. • Structures and practices that support programme fidelity. • Use of common language about bullying. • Established norms against bullying that match rules. • Realistic expectations for pace of implementation. • Caring, warmth, connection and collaboration. • Central focus on learning. • Structures and practices that support learning.	11 (Medium)
Ertesvåg, Roland, Sørensen Vaaland,	Investigate which conditions in schools helped them to continue the program	The Respect Program "A whole school approach to prevent	Qualitative. Semi-structured interviews on two occasions.	Continuation after initial implementation in these areas: • Quality of initial work. • Leadership.	11.5 (Medium)

Størksen & Veland (2009) Norway	successfully after the end of the 1-year implementation period. The study also looked at which strategies and structures promoted change beyond the implementation phase.	and reduce problem behavior" (p. 323).	3 elementary schools and 1 junior high school.	• Collective effort. • Planning and adjustment.	
Flannery, Sugai & Anderson (2009) USA	Learn how implementers described their efforts to adopt and use School Wide Positive Behavior Support (SWPBS) in high schools.	School Wide Positive Behavior Support (SWPBS)	Mixed-methods design. The Survey of Positive Behavior Support Implementation in High Schools. Members of SWPBS teams in high schools. 43 respondents across 12 different states in the USA.	Two broad themes were relevant: • Administrative support. • A data-based decision-making system.	6.25 (Medium)
Ingemarson, Bodin, Rubenson & Guldbrandsen (2016) Sweden	How do teachers perceive themselves as providers of the programme and how does this affect implementation? How do the teachers perceive the programme characteristics and how does this affect implementation?	Prevention in School (PS). A universal preventative positive behaviour intervention.	Qualitative. Semi-structured interviews. 13 teachers.	Important factors for implementation: • Professional identity, programme understanding, experiencing change. Factors negatively impacting implementation: • Ambiguities regarding the boundaries. • Opposition against the theoretical underpinnings. • Unclear nomenclature in a core component.	13.25 (High)
Leadbeater, Gladstone & Sukhawathanakul (2015) Canada	Opportunities and challenges for sustainability.	Walk away, Ignore, Talk it out and Seek help (WITS). Aims to help elementary school children learn	Qualitative. Semi-structured questionnaire used within interviews.	Within school influences: • Leadership and staff buy in. • Processes of embedding the program and creating a common language. • Ongoing communication. • Managing organisational stability and change.	14.25 (High)

				strategies on how to promote kindness and effectively manage peer victimization such as discrimination and bullying.	24 participants (7 principals, 1 vice principal, 9 teachers, 2 counsellors, 2 librarians, 2 community leaders).	Influences of the external context: • Maintaining community connections. • Policy environment change. • Competing programs. • Program characteristics and support. • Enhancing perceived value. • Ongoing support from program developers.	
Lohrmann, Forman, Martin & Palmieri (2008) USA	Technical assistance providers' observations and perspectives about which factors influenced or explained school personnel's resistance to implementing the universal level of SWPBS.	Schoolwide Positive Behavior Support (SWPBS)	Qualitative. Semi-structured interviews. 14 technical assistance providers from 10 states in the USA.	5 barrier conditions that contribute to resistance: • Lack of administrative direction and leadership. • Sceptical that the universal intervention is needed. • Hopelessness about change. • Philosophical differences. • Staff felt disenfranchised from each other, the administrator, or the mission of the school.	10.75 (Medium)
Mendenhall, Iachini & Anderson-Butcher (2013) USA	Explore stakeholder perceptions regarding the barriers and facilitators related to the successful adoption and implementation of a comprehensive school improvement model that emphasises expanded school mental health. The study also looked at whether perceptions differed depending on stakeholders' roles.	Ohio Community Collaboration Model for School Improvement An expanded school improvement framework, used in relation to expanded school mental health.	Qualitative. Semi-structured interviews. 40 stakeholders (6 after-school programme coordinators, 3 school district administrators, 9 school administrators, 7 student support staff, 8 teachers, 4 community members, and 3 parents).	Perceived barriers: • Lack of buy-in. • Student home life. • Understanding expanded school improvement efforts. • Time constraints. • Other (lack of funding and resources, negative attitudes, tension among school staff, staff turnover). Perceived facilitators: • Professional development. • Leadership. • On-site consultation. • Other (readiness for change, stakeholder collaboration, communication with other schools). Analysis of perceived barriers and facilitators by role:	13.25 (High)

				• District administrators mentioned those related to sustainability and long-term feasibility. • School administrators mentioned logistics of implementation. • School staff were concerned about the importance and longevity of efforts. • Student support staff wanted the project to succeed. • After-school programme coordinators focused on school people and resources. • Community members and parents spoke about the people involved in the project.	
Savage, Lewis & Colless (2011) New Zealand	To investigate the themes that emerged relating specifically to the implementation of Positive Behaviour Support (PBS) in the school.	School Wide Positive Behaviour Support (SWPBS)	Qualitative. Semi-structured interviews. 11 participants (2 principals, 2 deputy principals, 2 teachers, 1 support staff, 2 behaviour teachers, 1 special education adviser, 1 educational psychologist).	5 implementers: • School Readiness for implementation. • Student empowerment. • Community input/contextual fit. • Professional learning. • Using data to inform practice.	7.5 (Medium)

Inductive, iterative coding created 110 codes which were then merged, compared, grouped and recategorized into four analytical themes with 14 descriptive themes (see Figure 2).

Descriptive codes can be identified both as a facilitator and a barrier depending on the context. For example, leadership was a facilitator when there was buy-in and commitment, however it was a barrier when leadership was inconsistent or not involved in the implementation process. Each organising theme and its descriptive themes will be discussed in turn.

Figure 2

Analytic and Descriptive Themes

- Leadership
- Prioritising intervention
- Collecting and using data
- Accountability
- Staff turnover
- Student involvement

School-level systems

- Integrated into practice and policies
- Regular communication, reviews and planning

Feasibility

Embedding into day-to-day processes

Systems around the school

- Parents and the community
- State involvement

- Administrative and technical support
- Staff compatibility
- Setting compatibility
- Professional development

Key

Organising theme

Bidirectional arrows demonstrate interactions between organising themes

School-Level Systems

Leadership

Leadership was highlighted as an important barrier and facilitator to the implementation of whole school interventions in all but two of the studies (Coyle, 2008; Ingemarson et al., 2016). In Coffey and Horner, leadership was a key factor (2012, p. 416): "when asked what had helped their SWPBIS implementation to sustain, the largest number of respondents named leadership".

One of the main findings in Anyon et al. (2016, p. 87) was "the importance of cultivating strong principal buy-in prior to program implementation." Leadership support for the intervention can

facilitate implementation through leading by example (Flannery et al., 2009), giving direction to the program work, and making changes at an organisational level (Ertesvåg et al., 2010).

Prioritising Intervention

Whether the whole school intervention was prioritised over other tasks and interventions was mentioned in all papers except for Coyle (2008) and Ingemarson et al. (2016). Anyon et al. (2016, p. 84) quotes a school leader saying that, "[i]t's not one new thing; it's always five new things that we're working on".

Staff were frequently overcommitted and overwhelmed by competing priorities (Flannery et al., 2009). Prioritising the intervention helped to maintain the visibility of the intervention through regular staff meetings, protected time, providing support, and professional development (Coffey & Horner, 2012; Ertesvåg et al., 2010; Flannery et al., 2009; Lohrmann et al., 2008).

Collecting And Using Data

In the studies, data was used to: be more objective when looking at behaviours; monitor outcomes and demonstrate that interventions were working; highlight where specific interventions may be needed; and make decisions (Coffey & Horner, 2012; Savage et al., 2011). A facilitator mentioned in Flannery et al. (2009, p. 181) was having a "system that allows for consistent review and analysis of data". On the other hand, barriers to implementation were that individuals needed to learn "how to use data effectively", make meaning from the data, and provide the data in a timely manner (Flannery et al., 2009).

Accountability

One factor reported as challenging implementation was, "[if the] program was not monitored and used frequently, it disappeared" (Flannery et al., 2009, p. 181). A principal in Ertesvåg et al. (2010, p. 337) noted the importance of accountability, "It is like students and homework. Unless they are very interested in the subject, students will not do their homework if we don't check up on them…. Grownups are the same." Leadbeater et al. (2015) found that accountability encouraged staff to use the intervention even when they had competing demands.

Staff Turnover

Staff turnover was identified as a barrier in five of the papers (Coffey & Horner, 2012; Ertesvåg et al., 2010; Flannery et al., 2009; Leadbeater et al., 2015; Mendenhall et al., 2013). Staff turnover impacts on consistency and the extent of implementation, "Participating schools experienced

high rates of staff turnover, including routine rotations of school principals. Keeping the program alive required transferring the responsibility for implementation from person-to-person" (Leadbeater et al., 2015, p. 127). If actions were not taken to induct and train new staff into the intervention, then it was unlikely to continue.

Student Involvement

Four papers mentioned the importance of student involvement (Ertesvåg et al., 2010; Flannery et al., 2009; Leadbeater et al., 2015; Savage et al., 2011). Students were involved through consultation, implementing elements of the intervention, sharing concerns and areas to develop, as well as through student leadership roles.

Flannery et al. (2009) found that student involvement could lead to positive peer pressure, gave them a feeling of empowerment and provided them with a voice in the implementation process. On the other hand, some schools in Flannery et al. (2009) reported: experiencing high levels of student mobility; feeling as though older students did not buy-in to the intervention; and that the students who were involved did not accurately represent the student population.

Systems Around the School

Parents and the Community

Flannery et al. (2009) outlined the ways in which communities and parents were involved in the implementation process: accountability; a parent group; community networks; moving away from "an 'us' versus 'them' approach"; and collaboration. Savage et al. (2011) described the process and importance of involving the Māori community to empower parents and to facilitate cultural appropriateness of the SWPBS intervention. "Community involvement in both schools was considered essential to the successful implementation, development and continued sustainability of SWPBS" (Savage et al., 2011, p. 32).

Leadbeater et al. (2015) reported the difficulties in recruiting community members due to having a "transient community", with one school dropping the community component of the WITS programme due to this challenge. Mendenhall et al. (2013) found that a lack of community and parental buy-in was a barrier to implementation. Coyle (2008, p. 113) identified the community as "the biggest barrier recognized by staff".

State Involvement

State involvement included the wider region requesting that schools implement a specific intervention, providing support such as state-wide workshops (Flannery et al., 2009) and educational policies to comply with (Leadbeater et al., 2015). Coffey and Horner (2012, p. 417) reported "the message that [the intervention] is important and an expectation for schools' led to sustainability." Leadbeater et al. (2015, p. 127) also highlighted in their research that state involvement "could enable long-term sustainability".

Feasibility

Administrative and Technical Support

This theme was included in all but three of the papers (Coyle, 2008; Ertesvåg et al., 2010; Ingemarson et al., 2016) and referred to advice, practical support such as inputting data, and guidance around the whole school approach. Additional ways in which support was found to be helpful included paperwork and organisational duties, "Respondents stated that implementing almost all parts of SWPBS was difficult without administrative support"
(Flannery et al., 2009, p. 180).

Staff Compatibility

Compatibility between the intervention and personal beliefs of staff was highlighted in all ten papers as both a barrier and a facilitator. According to these studies, the intervention must be compatible with staff beliefs for it to be feasible. In relation to implementing SWPBS, Savage et al. (2011, p. 32) wrote that:

> The participants contended that unless teachers believed in the effectiveness of the programme they would not change their classroom practice…. Therefore participants saw teacher belief in the programme as the key to their willingness to change and invest in supporting change.

Ertesvåg et al. (2010) mentioned the importance of the rationale for the intervention; when staff acknowledged the need for the intervention and how it would address their needs, then they were more likely to implement it.

Setting Compatibility

The majority of papers included in this review highlighted the importance of the intervention being compatible with the culture and ethos of an education setting. "Our findings suggest that the match between the ethos of a school and the intervention is an important factor to assess when choosing an intervention," (Anyon et al., 2016, p. 87). The papers which were not represented within this theme were Coffey and Horner (2012) and Ingemarson et al. (2016).

The examples mentioned relate to interventions based on PBS, and how behaviour is viewed and has previously been managed within that school. If a school's previous process took an opposite approach to behaviour management (e.g., zero tolerance, or very punitive approaches), then it would be difficult to implement a PBS approach without a significant shift in culture, which takes time. If the approaches align then, it was implied, the changes required for implementation should be less significant.

Professional Development

Six of the ten papers noted the importance of professional development (Anyon et al., 2016; Ertesvåg et al., 2010; Flannery et al., 2009; Ingemarson et al., 2016; Mendenhall et al., 2013; Savage et al., 2011). Mendenhall et al. (2013, p. 6) reported that, "eighteen [of 40] of the stakeholders identified professional development as necessary for the success of complex school improvement efforts." Although this theme primarily speaks about the importance of skills in relation to the whole school approach, wider professional development is mentioned as a facilitator and barrier to whole school implementation.

Embedding into day-to-day Processes

Integrated into Practice and Policies

The papers demonstrated the integration of interventions into practice and policies through references to schools having a common language, updating their policies to incorporate the whole school intervention and all staff taking a consistent approach (Anyon et al., 2016; Coyle, 2008; Ertesvåg et al., 2010; Flannery et al., 2009; Ingemarson et al., 2016; Leadbeater et al., 2015). Coyle, (2008, p. 114) wrote that, "This school had already moved beyond merely putting the core components of the program in place and creating a scheduling structure to support its success. There was a shared common language and understanding of terminology."

Regular Communication, Reviews and Planning

The importance of regular communication, reviews and planning for successful implementation was mentioned by a variety of participants in the included papers (Flannery et al., 2009; Leadbeater et al., 2015; Lohrmann et al., 2008). In Leadbeater et al.'s study (2015, p. 126) it was reported that:

> Several participants elaborated on the theme of requiring ongoing communication and renewing of commitments to sustain the program. They described the need for regular discussions at staff meetings to set priorities for the program, envision its future use, and identify what is working and areas for improvement.

Flannery et al. (2009, p. 183) linked planning to ensuring that the school also had the "manpower to implement plans". Lohrmann et al. (2008) referred to the importance of staff when it comes to reviews and planning. Celebrating staff involvement in planning also helped with buy-in to the continuation of the intervention (Lohrmann et al., 2008).

Discussion

The SLR synthesised qualitative research evidence on stakeholder perceptions of the barriers and facilitators to implementing whole school interventions related to mental health, wellbeing and bullying. Four overarching themes were identified: school-level systems; systems around the school; feasibility; and embedding into day-to-day processes.

Implementation Frameworks

Han and Weiss (2005) summarised implementation research and identified "essential ingredients" to sustainable teacher-led mental health programs in schools such as: acceptability to schools and teachers; programme effectiveness; whether it was feasible to implement on an ongoing basis with minimal (but sufficient) resources; flexibility and adaptability. Key drivers for implementation have since been grouped as competency, organisational and leadership factors (Farmer et al., 2023; Fixsen et al., 2009). Integrating the themes identified in the current review with existing frameworks has produced a model for implementation of whole school approaches to support mental health and wellbeing (see Figure 3).

Figure 3

A Model for Implementation of Whole School Approaches
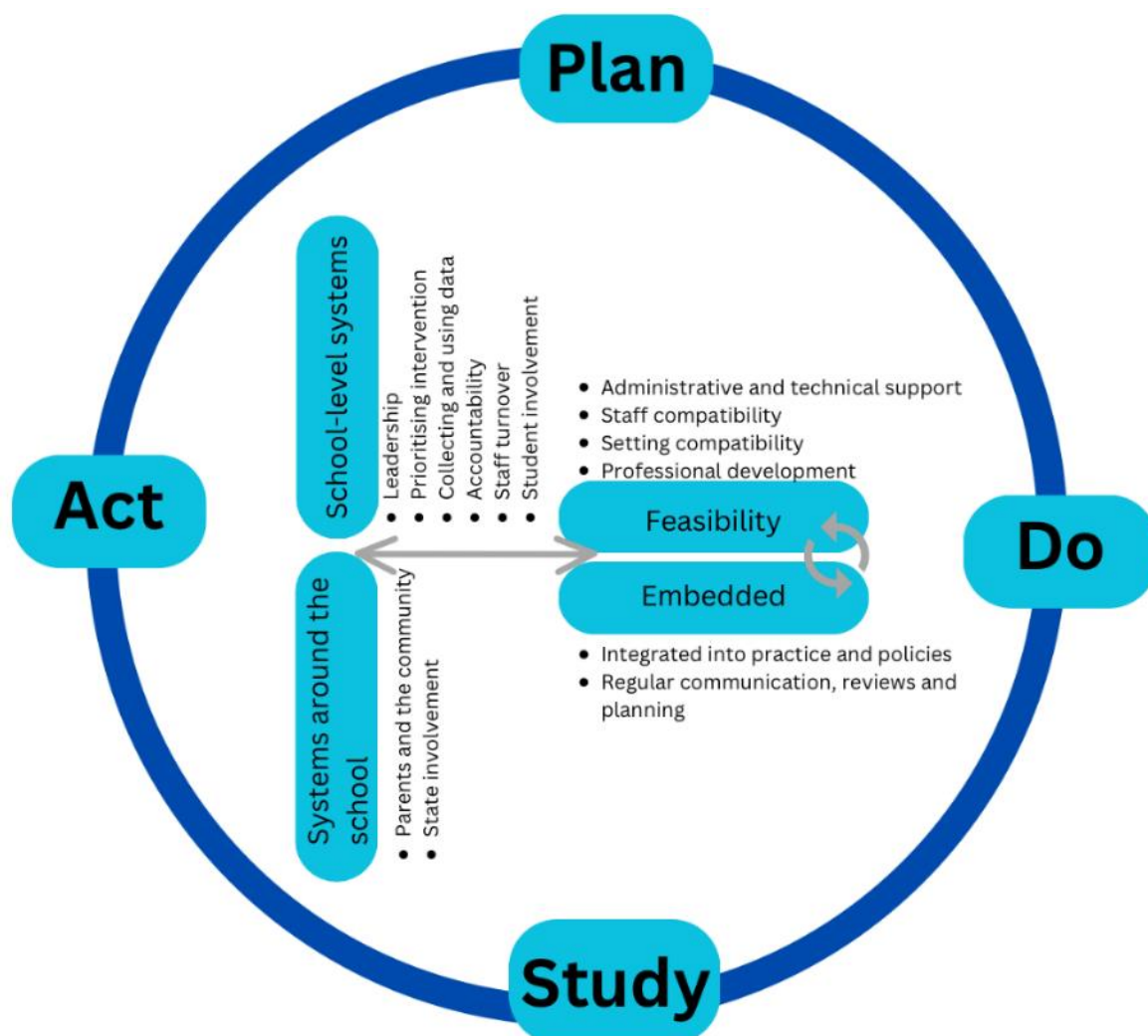
Implementation is a process, not an event (EEF, 2019), so elements to keep the process moving throughout all stages of implementation were included in the framework. The lines around the outside relate to cyclical models of implementation (EEF, 2019; Farmer et al., 2023). Implementation is impacted by the interactions of factors and is not a linear process, as indicated by bidirectional arrows.

Leadership was a key implementation factor identified in this review; from general 'principal buy in', leading by example, to giving direction and making changes at an organisational level. For successful whole school implementation, senior leadership teams should: prioritise whole school change; provide the resources to implement that change; work with staff to promote buy-in before implementation; and have structures in place to collect, analyse and use data.

Existing implementation frameworks contain less detail regarding leadership, but organisational drivers are those which develop, support, and sustain an environment that is conducive or "hospitable" to adopting new practice (Farmer et al. 2023) and, as here, they are integrated with leadership. PHE and the DfE (2019) describe leadership as essential to ensuring whole school approaches are accepted, embedded and monitored for impact, alongside being referenced in improvement plans and a range of relevant policies. Policies should be developed with the involvement of pupils, staff, parents and carers.

The framework shows that school-level systems and systems around the school sit together, and they are influenced by the feasibility of the whole school approach. As the approach becomes more embedded in the school, it becomes more feasible (Leithwood & Day, 2008). An example of this can be seen when new staff members come in, they will be more likely to support the whole school approach because they see it as more compatible with the school culture and ethos overall, because more adults will already be using it. The feasibility of changes to practice is a key factor and encompasses the interlinked aspects of compatibility with staff beliefs and school ethos as well as professional development opportunities.

Whole school approaches or interventions come with learning and professional development which is dependent on the individual and the system (Hauge, 2019) and compatibility with the individual's personal beliefs can then lead to behaviour change. Teachers who feel that they have an active role in the reforms are more likely to view those reforms more positively (Garcia-Huidobro et al., 2017). However, training alone as a method of development has not been found to be effective, yet continues to be used (Chidley & Stringer, 2020). Fixsen et al. (2009) suggest that the opportunity to practise newly learnt skills, receive feedback and coaching is more effective than teaching alone, particularly in relation to implementation. When coaching in the job was added to training then about 95% of teachers used new skills in the classroom, compared to 5% (Joyce & Showers, 2002). Leithwood and Day (2008) outline different models of teacher learning, and specifically mention the importance of learning within a community, and with mentoring or coaching.

Successful implementation at a whole school level also requires time and repeated revisiting to integrate and embed elements of the intervention into existing processes and procedures within the school so that they become part of the day-to-day activities (Fixsen et al., 2021; Forman et al., 2013; Nilsen & Birken, 2020). Embedding elements of the intervention is highlighted as a key part of

implementation. In Fixsen et al.'s model, the "Full Implementation Stage" is recognised as "a time when you embed an intervention in an organization" (Fixsen et al., 2021, p. 6).

Implications for Policies and Practice

Possible implications from this review relate to policies for whole school development. Whole school change requires a multilevel approach and considerations are needed at each level, including the local context (Farmer et al., 2023; LaDuke et al., 2023).

Stakeholders and professionals supporting whole school interventions should be aware of research, including the facilitators and barriers to effective implementation in schools, because they play an important part in the implementation process (Fenning & Nellis, 2023). Educational psychologists (EPs) are well placed to support the implementation of whole school interventions due to their knowledge of systems work, evidence-based practices, using data and their work with families (Fallon et al., 2010; Forman, 2019). Given the increase in mental health needs within schools (DfE, 2023), using EPs to facilitate the implementation of whole school mental health approaches would be a positive use of their time.

Future Research

Only one of the ten studies (Coffey & Horner, 2012) included a large sample size (n=932 and n=429), so future research would benefit from larger sample sizes so that implications can be transferable to a larger population. The papers included in this review focused on behaviour management, mental health or bullying, with many papers US-based and centred around interventions which used a PBS approach. Future research could focus on other national contexts and areas of school life which would benefit from a whole school approach, for example emotionally based school non-attendance (EBSN).

Strengths and Limitations of the Current Review

The papers included in this review came from a search which spanned various countries over a fourteen-year period (2008 – 2021), however none of the papers were from the United Kingdom. Each country has its own educational system and culture and (Coyle, 2008; Flannery et al., 2009; Leadbeater et al., 2015; Savage et al., 2011). Given the importance of the specific culture where implementation is taking place (Farmer et al., 2023; Moullin et al., 2015), the findings of the current

review can be used as a starting point for schools to implement whole school approaches, and then adapted to suit specific needs and communities.

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Paper Two: Exploring the Implementation of Whole School Emotionally Based School Non-attendance (EBSN) Guidance in a Secondary School

Prepared for in accordance with the author guidelines for submission to the Educational Psychology in Practice (EPiP) journal (see Appendix 11 – Author Guidelines for EPiP).

Abstract

The current study used action research within a large mainstream secondary school in the Northwest of England to support the implementation of emotionally based school non-attendance (EBSN) guidance as a whole school approach. The two research questions were:

1. What do school staff perceive as key factors (facilitators and barriers) influencing implementation of EBSN guidance in their school context?

2. How do school staff perceive the impact of implementing the EBSN guidance?

The key factors identified as influencing implementation in the school context were leadership and compatibility of practice and expectations; staff knowledge, perceptions and attitudes; and resources. These themes require communication, cohesion and consistency, and they sit within the current context as well as internal and external systems, including parents and the community.

Five main areas were highlighted in relation to the impact of implementing the guidance: additional resources; change in knowledge, perceptions and actions of individuals; change in whole school approach or policy; identifying and meeting needs; and outcomes for students. Key reflections are explored, including mapping the findings of the current study onto the framework created in Paper One relating to facilitators and barriers to implementing whole school approaches. Implications for practice and ideas for future research are outlined.

Keywords: whole school intervention, whole school approach, education, action research, emotionally based school non-attendance (EBSN), emotionally based school avoidance (EBSA), implementation

Exploring the Implementation of Whole School Emotionally Based School Non-attendance (EBSN) Guidance in a Secondary School

Introduction

During the Covid-19 pandemic, UK education settings were physically closed to many students from March to September 2020 and again from January to March 2021. Recent research has found an increase in mental health needs among children and young people (CYP) following the pandemic and the return to school (Rider et al., 2021; The Centre for Social Justice, 2023). Many local authorities (LAs) anticipated that extended school closures and the emotional consequences of the pandemic may impact emotionally based school non-attendance (EBSN). The current research took place during the first full academic year (2021/22) after two years of disruption in education.

Emotionally Based School Non-attendance (EBSN)

EBSN is when a CYP experiences a strong emotional reaction, typically anxiety, which creates significant barriers in attending their education setting (Elliott & Place, 2019; Finning et al., 2019; Rae, 2020). Attendance alone cannot be used to identify EBSN because it occurs across a spectrum, from full attendance to persistent non-attendance (Higgins, 2022; Thambirajah et al., 2008). EBSN behaviours can be verbal (pleading, crying or noncompliance), physical distress or upset, avoidance, threats to harm themselves or others, and making the parent feel guilty (Munkhaugen et al., 2017; Thambirajah et al., 2008).

Heyne et al. (2019) conducted a literature review to explore the wide range of terminology and definitions used from 1932 to 2016 to describe students who did not attend school. Examples included: school phobia; school refusal; school reluctance; truancy; emotional absenteeism; parent-condoned school refusal; school anxiety; and absenteeism. CYP have their own opinions about the terminology used to describe their attendance difficulties, seeming to disagree with the phrases "refusal" and "avoidance" (Corcoran & Kelly, 2023). The research was situated in an LA where CYP were asked about terminology as part of constructing their EBSN guidance, and they preferred the term "emotionally based school non-attendance" (Anonymous LA, 2018). Therefore, this is the term that will be used within the current paper.

The variation in terminology makes it difficult to accurately measure the prevalence of EBSN (Heyne et al., 2019). It is estimated that EBSN affects 1-2% of the UK school population (Cline et al., 2015; Nuttall & Woods, 2013). Attendance data, however, suggests that considerably more CYP are "severely" (more time is spent out of school than in school) or "persistently" (10% or more of school is missed) absent from school since the Covid-19 pandemic (The Centre for Social Justice, 2023). This data is for all absences, and it is difficult to identify which of those absences are caused by EBSN.

EBSN arises from the interaction of factors in different contexts: the individual, their family, their education setting and the wider community (Thambirajah et al., 2008). EBSN can happen gradually over time or following one event (Rae, 2020). The causes behind each case of EBSN are unique, therefore the approach taken to support the CYP must be individualised (Kearney & Graczyk, 2014; Nuttall & Woods, 2013). Bagnell (2011) and Finning et al. (2019) suggest that anxiety disorders are likely one of the most common underlying causes of EBSN. Depression and social phobias are also common causes of EBSN (Ek & Eriksson, 2013). Individuals who experienced trauma during the pandemic, or have anxiety around the health of themselves or others, can find the return to school difficult and anxiety-provoking (Rae, 2020).

In Higgins' (2022) doctoral research, reasons for attendance difficulties were explored in a systematic literature review (SLR), and a piece of empirical research. The reasons behind school attendance difficulties across the 10 participants were found to be primarily school-based, except for children with caring responsibilities. School-based reasons included: bullying and social isolation, a lack of support, sensory difficulties, and perceived irrelevance of the curriculum. Relationships, both with peers and adults in school, were found to be key to school attendance. Emergent literature mentions the idea of school-based trauma and the mainstream school environment not being appropriate for some CYP (Bodycote, 2023; Fisher, 2023; Fricker, 2023).

Research is beginning to explore the perspectives of students who experience EBSN and what helped them to return to school. Factors include: relationships (Corcoran et al., 2022; Higgins, 2022), having a safe environment (Neilson & Bond, n.d.), and a sense of agency or control (Neilson & Bond, n.d.; Williams, 2021).

Research emphasises the importance of taking a whole school approach (Nuttall & Woods, 2013; Thambirajah et al., 2008). The researcher defines a whole school approach as impacting on all school practices, including the environment, the ethos, leadership, systems, policies, relationships

with students, parents and the community. Whole school approaches are multi-component and go beyond a curriculum (see Appendix 8 – Researcher's Whole School Definition).

The Department for Education (DfE) released updated guidance relating to improving attendance, including when it may be EBSN (DfE, 2022). The guidance includes a tiered approach, starting with a universal (suitable for all) approach, and then targeted and specialist recommendations for those who need it. Additional guidance for students whose mental health is impacting their attendance, also highlights taking a whole school approach (DfE, 2023).

Cognitive behavioural therapy (CBT) with exposure techniques is the primary intervention used to improve attendance following a period of EBSN (Elliott & Place, 2019; Heyne et al., 2020). EBSN guidance often includes activities related to CBT and exposure therapy, including:

- Psychoeducation about anxiety and the links between thoughts, feelings and behaviours
- Cognitive restructuring to adjust thought patterns
- Identifying triggers and structuring them into a hierarchy
- Gradual exposure to triggers
- Recognising the bodily sensations associated with anxiety and fear
- Relaxation techniques
- Family and parenting support.

A large meta-analysis aimed to explore the effectiveness of interventions used to target "chronic absenteeism" (Eklund et al., 2022). They found that of the behavioural, academic and family-school partnership interventions, all three had small effect sizes. One conclusion was that the effectiveness of interventions targeting attendance are understudied, and they recommend that high quality research is needed in this area.

There is significant variation in how interventions are implemented, and they are often not implemented as designed (Lendrum & Humphrey, 2012). Implementation science aims to support the use of evidence-based interventions in real-world settings, including complex education systems (Farmer et al., 2023). The school context, including variables relating to the organisation, staff, the community and the intervention itself all need to be considered within implementation (Collier-Meek et al., 2019). Taking the context and complexity of the setting into account is important because implementation impacts on the effectiveness of interventions (Durlak & DuPre, 2008). The Active

Implementation Framework (AIF) includes key elements of implementation, including aspects related to leadership, competency (selection of staff, training and coaching), and the organisation (Farmer et al., 2023).

Fidelity relates to implementing the intervention as intended by developers (Lendrum & Humphrey, 2012). Five areas of measuring fidelity (Durlak & DuPre, 2008; Lendrum & Humphrey, 2012) include: adherence to the guidance or instructions, dosage, quality of programme delivery, participant responsiveness and programme differentiation (how different the programme is to the usual way of being). Some interventions have clear guidance on how to implement with fidelity. Interventions with clear boundaries and identified elements which take place in isolation are implemented differently to whole school approaches which work across different systems with multiple elements. The Education Endowment Foundation (EEF 2019) released a guidance report for schools around implementation, which could be used for individual, targeted and universal approaches. Some individual and targeted interventions have clear guidance on how to implement with fidelity, however EBSN interventions do not yet include this guidance. When thinking about implementing EBSN guidance as a whole school approach, there is very little research relating to its implementation, core intervention components and effectiveness.

The Research Context

This research was commissioned by an LA educational psychology service in the Northwest of England. In response to high pupil absence levels, the LA created the 'Emotionally Based School Non-attendance (EBSN): Good practice guidance for schools' (Anonymous LA, 2018). The guidance and associated training aim to support schools in better understanding EBSN and include advice and resources.

A pilot project explored the views of key staff in primary and secondary schools regarding their use of the EBSN Guidance (Ward, 2021). Findings highlighted greater difficulties for secondary school staff than primary school staff in embedding the guidance within their settings as a whole school approach (see Appendix 1 – Findings From Pilot Study). Therefore, the current research explored how the guidance was used in a secondary school. The research school, United High School (pseudonym), is a large secondary school with over 1,500 students.

The research questions were:

1. What do school staff perceive as key factors (facilitators and barriers) influencing implementation of EBSN guidance in their school context?

2. How do school staff perceive the impact of implementing the EBSN guidance?

Methodology

Design of the Study

Action Research

The main aim of action research is to improve practice through bridging the gap between research and practice (Cohen et al., 2018). Action research is collaborative and facilitates the capacity for action, reflection, solutions, sustainability and system change (Morales, 2019). Cohen et al. (2018) note that action research is situationally responsive and flexible, meaning that it is appropriate for research in schools, because schools are complex organisations which require a dynamic approach to research (Elias et al., 2019). Action research includes members of the research site. McNiff and Whitehead (2011, p. 21) claim that, "reliance on any external agency means that a system may collapse if the agency is withdrawn, whereas internal capacity implies the independent and interdependent creation of renewable resources for growth." Plan, do, study, act (PDSA) cycles (see Figure 4) were used within the action research (Farmer et al., 2023).

Figure 4

The Plan, Do, Study, Act (PDSA) Cycles
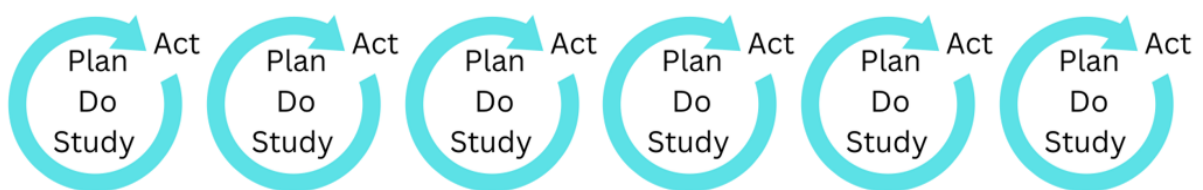
Additionally, the Chidley and Stringer (2020) Implementation Framework was used between and within meetings. The framework supported the researcher's planning (see Appendix 12), in particular around the different levels of outcome for staff practice and school systems, from raising awareness to changing organisational practice.

Ethics

Ethical approval from the host institution was granted. Participants received a participant information sheet and signed a consent form (see Appendix 3 and Appendix 4). Confidentiality was assured, with names and identifying information removed during the transcription process.

Participants

Participants in the pilot project (Ward, 2021) were chosen based on a pool of schools who had received training on the EBSN guidance. Secondary schools from the pilot project were invited to participate in the current research. Expressions of interest were followed up and after a meeting with a participant and a member of the senior leadership team (SLT) at their secondary school, they agreed to be part of the current research.

The secondary school selected the key staff members included in the action research and stakeholder groups. The action research group contained six staff members from the research school, an educational psychologist (EP) from the commissioning LA, and the researcher. Job roles of school staff included: attendance lead, teaching assistant, pastoral, student support and emotional literacy support assistant (ELSA).

The stakeholder group included three members of the school's SLT, the chair of governors, a staff member from the action research team, the principal EP (PEP) from the commissioning LA, an education welfare officer, the EP from the action research group, and the researcher.

A video was made by the researcher and shared with all school staff to raise awareness of EBSN and the action research. The video included information about EBSN, implementation and what the research would involve. Staff were given the opportunity to ask questions.

Data Gathering

Stakeholder and action research meetings were recorded and transcribed by the researcher (see Appendix 13 for an extract from one of the transcripts). Due to a technology malfunction, the second action research meeting was not recorded, however notes made during the meeting were available.

The action research meetings included cycles of PDSA. This included: reviewing previous actions; problem-solving; and planning next steps to drive change. At the end of every meeting, each school-based member of the group had at least one action to complete between meetings, therefore

completing the cycle with "act". At times, additional elements were included in the action research meetings. During the first action research meeting, members of the group were asked to work through an audit which is part of the EBSN guidance. The audit identified areas of strength and possible next steps. The second action research meeting included a Solution Circle (Brown & Henderson, 2012) to problem-solve a challenging EBSN case. Through completing the first Solution Circle with an EP, the action research group were upskilled and able to use the format to support future EBSN cases. The final action research meeting focused on evaluating and reflecting on the year, the action research process and the implementation of the EBSN guidance.

From the second action research meeting, three scaling questions were asked at each meeting regarding how well participants felt the school was progressing in terms of: identification of need; meeting needs; and improving outcomes. The scale was 1 to 10, with 1 being the lowest rating, and 10 being the highest. These questions were the same questions asked within the LA's own evaluations of the EBSN guidance. When the consensus was between two numbers, then it is reported as a decimal, e.g., 5.5. When there was a split decision, the response is reported as a range, stating both ratings e.g., 5-6.

Content Analysis

Qualitative research methods aim to reach an understanding of a particular situation or context from the perspective of individuals experiencing it (Vaismoradi et al., 2013). The current research used qualitative content analysis. Content analysis is an objective and systematic process of coding, where categories describe participants' explicit accounts (Erlingsson & Brysiewicz, 2017) and is suitable for the "reporting of common issues mentioned in data" (Vaismoradi et al., 2013).

The researcher immersed herself in the data through attending the meetings, transcribing, and reading through the transcripts multiple times before, during and after coding. An inductive approach to coding was used, meaning that the coding was based on the data rather than pre-existing ideas or theories (Bengtsson, 2016). It was important for the researcher to be reflexive, which included considering how her knowledge may influence the analysis (Bengtsson, 2016; Erlingsson & Brysiewicz, 2017). The researcher was concurrently carrying out an SLR into the implementation of whole school approaches, and reflexivity prevented that knowledge from influencing the inductive coding process. Coding was an iterative process. The process for inductive coding included: open coding, creating categories and abstraction (Elo & Kyngäs, 2008). Lists of categories were then

created and grouped under higher order headings (see Appendix 13 – Transcript Extract and Paper Two Coding Processfor more information about the coding process).

Comparing the findings from this study to the findings from Paper One, the researcher used a deductive approach to coding. The findings from this can be found in the discussion section and in Appendix 14 – The Overlap Between the Findings from Paper One and Paper Two. A researcher journal was kept, noting key decisions and changes in conceptualisation. NVivo (QSR International Pty Ltd., 2018) software was used to facilitate the analysis.

Trustworthiness

Bengtsson (2016) outlined four ways to demonstrate trustworthiness within qualitative research. The four ways and how the researcher addressed them were:

- Credibility: categories were agreed with the research supervisor and checked with members of the action research group. Negative case analysis took place through asking questions about unexpected answers.

- Dependability: to support the consistency of coding over time, the researcher noted down the boundaries of each category and tracked decisions and changes during the analysis and coding process.

- Transferability: a "thick description" relating to the research context and methods used to collect and analyse data is shared so that others can make judgements about potential transferability of the current research (Lincoln & Guba, 1985; Polit & Beck, 2010).

- Confirmability: quotes have been included for transparency of interpretation, and an audit trail can be found in the appendices.

Findings

This action research took place over the course of an academic year and the findings not only explore results of the content analysis, but also the journey and development of the research group. The findings from the content analysis are organised in themes in relation to the research questions:

1. What do school staff perceive as key factors (both facilitators and barriers) influencing implementation of EBSN guidance in their school context?

2. How do school staff perceive the impact of implementing the EBSN guidance?

What do School Staff Perceive as Key Factors Influencing Implementation of EBSN Guidance in their School Context?

The context of the Covid-19 pandemic, organisational change within the school and high levels of staff absences can be seen to impact across each theme. Internal and external systems, including parents also play a part across each theme. Communication, cohesion and consistency are key in supporting the facilitation of the EBSN guidance within the school. These interactions can be seen in the following thematic map (Figure 5).

Figure 5

Key Factors Influencing the Implementation of EBSN Guidance
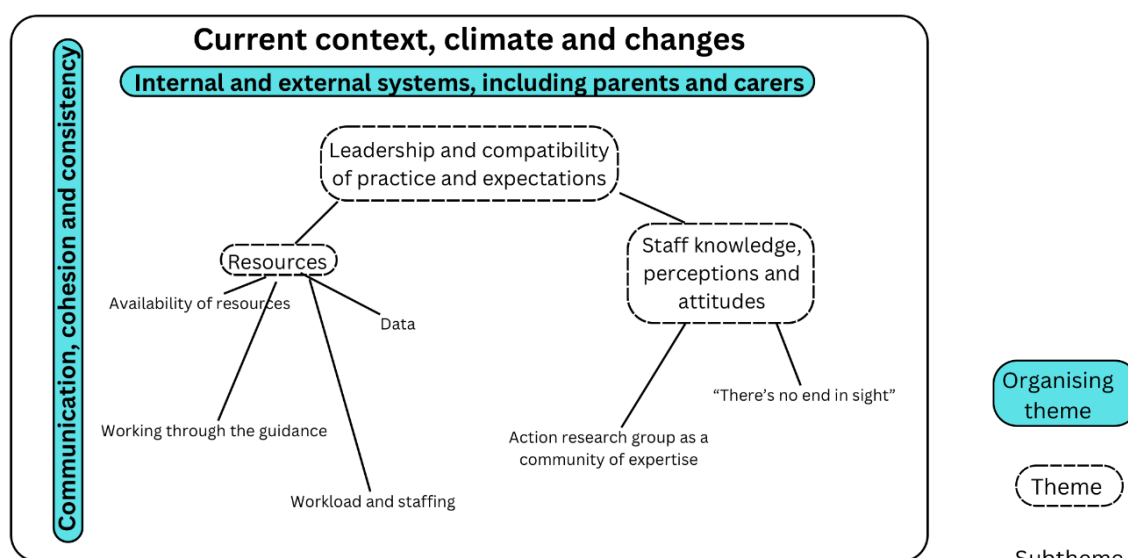
Current Context, Climate and Changes

The research school was one of the largest within its LA. Members of SLT believed that the size of the school impacted on their effectiveness in identifying needs early. The school reported that attendance data was at the lowest it had ever been, a possible reason was that some students found the return to in-person learning following the pandemic very difficult.

As well as the increased focus on the implementation of the EBSN guidance, SLT had several unrelated systemic changes to manage. For example, the school's longstanding head teacher announced retirement, and an interim head teacher was in place. A new emphasis on policies and procedures to support the development of school culture (The United Approach) was being rolled out across the school. The pastoral system was being revised to increase capacity. The attendance lead

left the school during the action research. A new member of staff was hired to specifically support the EBSN approach through morning phone calls and other administrative tasks, however they left the post within two months.

Internal and External Systems, Including Parents and Carers

Internal systems refer to the specific processes and departments within the school, such as SLT, pastoral, attendance, and specific educational needs and/or disabilities (SEND). External systems mentioned were primary schools, Ofsted, alternative provisions, the local authority, external professionals, Child and Adolescent Mental Health Services (CAMHS), the government, parents, and carers.

Parents and carers were mentioned as important in five of the six action research meetings, and two of the three stakeholder meetings. Positive experiences were shared when home and school agreed a plan and followed it. At times it was felt by the action research team that parents "accepted" the non-attendance, "dictated" the terms of attendance or did not understand the actions agreed to increase attendance. The difference in relationships with parents between primary and secondary school was highlighted. For example, parents have more involvement and communication with teachers in primary schools through school drop off and pick up. Parents and carers do not work within the school system and were described as "sometimes they're part of the solution, but sometimes they're part of the problem" (Speaker 4, action research meeting [AR]1). This feeling continued during the action research year, "You need the support from home, and if you haven't got the support from home it's [almost] impossible to sort of get them back in again" (Speaker 5, AR3).

Communication, Cohesion and Consistency

The importance of information sharing, both within and outside of the school, was mentioned throughout the research. Linking in with the current context, one example is that staff members were not able to share information because they then went on sick leave. Different teams would put a plan in place, yet others would not be aware of this plan. The action research group spoke of how "getting that consistency across a big school is challenging," (Speaker 3, AR 3), especially with "rotating staff" (Speaker 5, AR3).

Leadership and Compatibility of Practice and Expectations

Leadership was directly mentioned in relation to implementing the guidance, in terms of its importance in determining the direction and priorities of the school and consequent links with the

compatibility of practice and expectations. On one hand, a facilitator to implementation was that elements of The United Approach complemented the EBSN guidance. On the other hand, The United Approach included a focus on compliance with rules which could cause "friction" with staff who were asked to enforce the rules (Speaker 5, AR4).

The EBSN guidance suggests making school a more enjoyable place by reducing the learning expectations when reintegrating into school. A challenge for leadership is that these CYP might be in year 10 or 11, and expected to take their GCSE exams soon, with significant gaps in their learning. There was a pressure in school to meet their "statutory responsibilities" for full time education. However, it was recognised that increasing the learning expectations could lead to further disengagement with school. This highlights an example of the guidance not being compatible with leadership's priorities.

Staff Knowledge, Perceptions and Attitudes

Staff knowledge, perceptions and attitudes influenced how they approached the EBSN guidance. Participants praised their colleagues who took a relational approach as making a positive difference to how CYP felt about school. In contrast, sometimes participants implied that students with EBSN "were fine":

> One of them came in that hasn't been in for about 3 months, came in for an exam, 'cause high anxiety can't possibly come to school, came in for exam, sat exam, nothing wrong at all. (Speaker 5, AR4)

This discrepancy highlights that even staff who are immersed in the guidance, and in a dedicated space to talk about EBSN, can find it difficult to maintain their EBSN lens, thus resorting to contrasting or longer held beliefs.

"There's no End in Sight"

Staff spoke about sometimes finding the relational approach and the EBSN guidance "a bit frustrating" because of the slow process, and how identifying EBSN does not necessarily make it easier to address. "I'm finding it infuriating in the fact that there's no exit, this is the life, isn't it?" (Speaker 6, AR6).

Frequently mentioned over the year, was disappointment that EBSN was "two steps forward and two steps backwards", and a feeling of "stuckness and not knowing how to move forwards"

(Speaker 1, AR1). Approaches were frequently repeated but with different members of staff which also led to frustration.

Action Research Group as a Community of Expertise

Throughout the year, the action research group became more confident and knowledgeable around EBSN. They reported other staff members asking them for information and support. Their knowledge and experience over this year was seen as a facilitator for implementing the guidance.

Resources

Information within this section can be categorised within four themes: availability of resources; data; working through the guidance; and workload and staffing.

Availability of Resources

Facilitators identified were protected time to provide interventions; form tutors helping with early identification of need; a nurture provision; and the capacity to provide 1-to-1 support for students. Resources which the action research group would have liked more of, were: supervision; training; alternative pathways to GCSEs; and additional ELSAs. The action research group described a conflict between limited resources and a high level of need. "But the problem is we haven't got any resources to focus, and that's the that's the issue, that we can't not work with, you know, the kids who we're working with, we can't," (Speaker 1, AR3).

Resources within the EBSN guidance were used and adapted to be in line with the school, or to streamline into existing processes. The action research group described using existing resources to facilitate direct work with students, for example documents from ELSA training.

Data

Using data to identify students with EBSN was a difficulty throughout the year. A new automated programme was being trialled in the school, which in theory would make using data easier. However, attendance could only be viewed in a one-to-two-week window, making tracking long-term patterns very difficult and time consuming.

Another challenge included accurately identifying the nature of absences, for example was the absence physical illness, because of isolation due to Covid-19, or EBSN? This was described in the second stakeholder meeting by the Deputy Head as "an added layer of complication", particularly when it came to using data to monitor the outcomes of students with EBSN.

Working Through the Guidance

Both the action research and stakeholder groups referred to the guidance as "resource intensive" on account of the amount of time and direct work required in the identification and addressing of difficulties. The time taken to complete paperwork was mentioned as a particular challenge:

> We're genuinely doing all the work, we're just not recording it in the right way, and it's a time constraint. 100% it's a time constraint because it's, you know it's just paperwork isn't it which…But it does need to happen. (Speaker 1, AR3)

At times staff were duplicating paperwork to make sure that key information was seen by the relevant people, for example through EBSN documents, and CPOMS (safeguarding software).

Workload and Staffing

Challenges with workload and staffing were mentioned within each action research meeting as a barrier to implementation. Competing and changing priorities were mentioned as part of this theme, with "less urgent" jobs not getting done. Speaker 3 described school staff's role as "emotionally draining as well as time intensive". This led to staff absences for their mental health. Speaker 1 (AR3) summarised the challenges: "I think we've got to be really, really careful because everybody, class teachers, form tutors cannot take anymore… We cannot, just physically cannot put any more on anybody really."

How do School Staff Perceive the Impact of Implementing the EBSN Guidance?

Figure 6 outlines the key themes of the second research question, "how do school staff perceive the impact of implementing the EBSN guidance?"

Figure 6

The Identified Impact of Implementing the EBSN Guidance
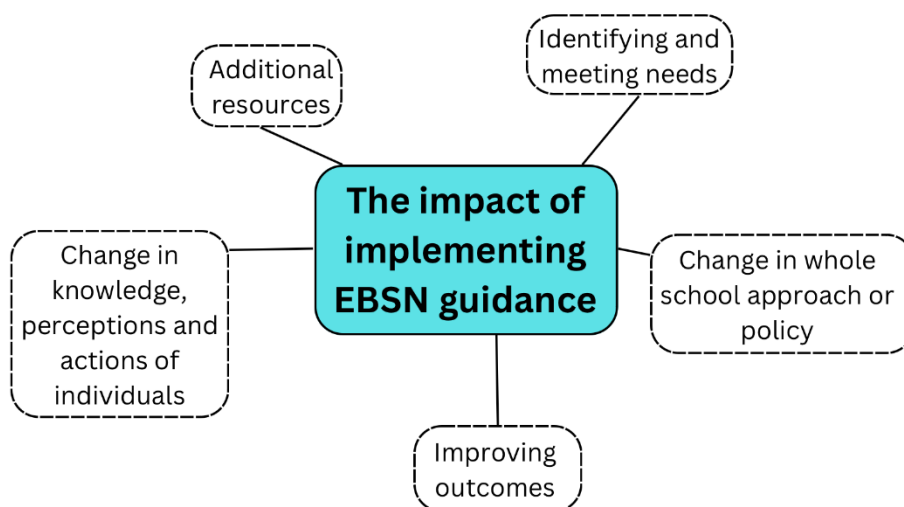
Change in Knowledge, Perceptions and Actions of Individuals

Over the year, the action research and stakeholder groups noted that more staff members across the school were talking about EBSN and recognising early signs in students. Over the year, referrals for CYP presenting with early signs of EBSN were coming from different sources within the school. The group appreciated the support provided from the EP throughout the year, and reflected on how it supported them in moving forward with cases.

In the final action research meeting, Speaker 6 shared that, "more people know about [EBSN] which is really good, more people know about … what we can do and the support we can give, which nobody knew about in September." Changes in language were also noted. People would use "emotionally based school non-attendance" instead of "school refusal" or "school avoidance". This language shift was directly attributed to a better understanding of the guidance. More staff members were also accepting that reasonable adjustments might include a student being in school, but not necessarily attending all of their lessons.

Identifying and Meeting Needs

The scaling question about the identification of need gave rise to discussions around facilitating factors: staff communications around EBSN; conversations with parents and students; morning phone calls; data monitoring systems; increased staff awareness and understanding; and consistent use of EBSN paperwork. Many of the specific resources in the guidance were said to be

useful in helping staff to identify and understand the needs and factors involved for individual students. In the final meeting there was a general feeling that there had been a significant improvement since the beginning of the year with the identification of need (from 5.5 to 7), but there was "still some way to go" (see Table 3).

Table 3

Rating Scales Regarding the Identifying and Meeting Needs

Action Research Meeting	2	3	4	5	6	Change over the year
Rating – identification of need	5-6	5-6	5-6	6.5	7	+ 2
Rating – meeting needs	3.5-4	3.5-4	5	5.5	5.5-6	+ 2.5

The scaling question about meeting needs elicited conversations around the belief that although they were meeting a lot of need, the needs in the school had significantly increased. See Table 3 to see how the scores changed through the research. It was recognised that more support plans were in place for students with EBSN, and staff were becoming more accepting of accommodations.

Change in Whole School Approach or Policy

Participants recognised that SLT changed their approach to attendance through trying to make school more welcoming and focusing on trying to identify activities to "hook students in" to school. Another aspect of this was through adopting a "better late than never" approach, so the staff who greeted students arriving after the register had closed, were welcoming and did not interrogate over reasons for lateness. Another change was removing punitive language in a letter around attendance.

Both the action research and the stakeholder groups mentioned that they felt as though the school had a more consistent and structured approach to EBSN due to the focus during this year. The school found ways to incorporate the contents of the guidance into practice through adding the attendance quadrant (see Figure 7) onto transition paperwork for primary schools; incorporating EBSN practice into learning walks; including EBSN into the attendance policy and procedures; and sharing information with parents through letters, emails and in person.

Figure 7

Attendance Quadrant (West Sussex EPS, 2004, p. 7)

```
                    ┌─────────────────────────────┐
                    │  High / Good School Attendance │
                    └─────────────────────────────┘

                           A        │      B

    ┌─────────────┐                 │                    ┌──────────────┐
    │ Low anxiety │─────────────────┼─────────────────── │ High anxiety │
    └─────────────┘                 │                    └──────────────┘

                           C        │      D

                    ┌─────────────────────────────┐
                    │  Low / Poor School Attendance  │
                    └─────────────────────────────┘
```
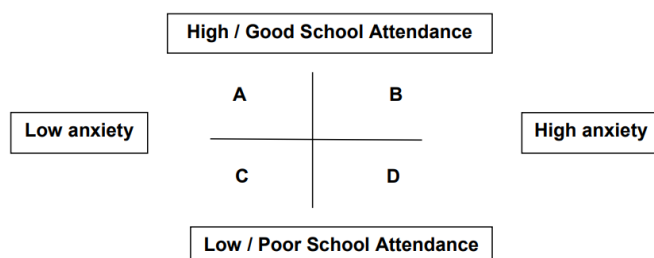
A – the majority of the school population

B – CYP who are anxious but who manage to maintain school attendance

C – CYP who may be considered as truanting as they have low school attendance but do not show signs of emotional need / anxiety as the major factor leading to their non-attendance

D – CYP who present as highly anxious and feel unable to attend school. These CYP are considered to be those not attending because of emotionally based needs.

Additional Resources

Before the action research year, there was one deputy head and the attendance lead promoting EBSN across the school. At the start of the action research year, six members of staff had been allocated to the action research, and they had protected time specifically included as part of their role. A nurture group was set up to support students who needed extra help with the transition to secondary school. When reflecting on their involvement in the action research, the action research group shared that it would have been beneficial to have a member of SLT in the team, so that ideas could have a higher chance of moving forward with sufficient resources.

Improving Outcomes

Specific outcomes for students included: improved attendance; improved understanding of needs; an increased number of student support plans in place; and early identification of some students' needs. The Deputy Head suggested that the actions that had made a positive difference included: the pupil having a main contact in school; parental support with regular meetings; and direct 1-to-1 work in school.

The scaling question relating to improving outcomes prompted discussion around how over the year attendance had improved for some students, but was "worse" for others. See Table 4 for more information about how the ratings developed over the year. In addition to the forwards and backwards nature of EBSN, a challenge relating to this measure was outlined by Speaker 4 and Speaker 1 in the fifth action research meeting:

Speaker 4: I suppose it depends on what you're measuring it on, cause if you're measuring it on individual cases then yes

Speaker 1: But then you could ask us next week and we'd go 'no' because they'd all be off again.

Members of the action research team recognised that the daily interactions and support they provided to students likely helped to keep these students in school, because "if we didn't do what we'd done, then where would we be?" (Speaker 4, AR6).

Table 4

Rating Scales Regarding Improving Outcomes

Action Research Meeting	2	3	4	5	6	Change over the year
Rating – improving outcomes	3-4	5	5-5.5	5.5	6	+ 3

Discussion

Summary of Findings

The current study aimed to explore the implementation of whole school EBSN guidance within a large secondary school in the Northwest of England. The current context, along with internal and external systems, played a significant role in the implementation of the EBSN guidance. Communication, cohesion and consistency was important across the themes of leadership and compatibility of practice and expectations; resources; and staff perceptions and attitudes. The impact of the action research was seen through: additional resources; change in knowledge, perceptions and actions of individuals; change in whole school approach or policy; identifying and meeting needs; and improved outcomes for students.

Key Reflections

EBSN guidance is time intensive, resource heavy and the casework is emotionally draining, which can make it difficult to keep the momentum needed for sustained implementation. The barriers identified as part of the research were present throughout the year. This suggests that knowing what the barriers are is only the first step; actions need to be taken to mitigate their impact.

Moreover, the guidance does not contain clear procedures for an "exit process", which means that some CYP could be receiving specific support for years. There will be situations when reintegration into the same school is not the most appropriate option, or when an alternative type of

education is required (Bodycote, 2023; Fricker, 2023; Higgins, 2022), however, this is not explicit in the guidance.

A personal reflection from the researcher relates to the language she will use in professional practice around EBSN. The emotions, or anxiety, might not be the cause of attendance difficulties, but an indication of something else, for example an inappropriate education setting, a difficult home life, a lack of appropriate support, or social challenges, including bullying. The researcher now aims to use terminology which moves the difficulty from within the child or young person to external factors, for example school attendance barriers.

The findings from this research, map onto the determinant framework created in Paper One. The framework was updated with key findings from the current study (see Figure 8). Additional information about how the findings overlapped can be found in Appendix 14.

Figure 8

An Updated Model for Implementation of Whole School Approaches

Using the action research framework of PDSA (the outer layer of this model, Farmer et al., 2023), implementation of EBSN guidance continued within a large secondary school. All but two of the barriers and facilitators within the model were found in the current study. The factors not explicitly mentioned as barriers or facilitators within the current study were accountability, and student involvement. It could be argued that accountability was implicitly included within the research through the assigning of tasks in each action research meeting, and following up the next meeting.

If there is reliance on external agencies for implementation without internal capacity for continuation, then the system for implementation "may collapse" once external support is removed (McNiff & Whitehead, 2011, p.21). Because of this, and the level of buy-in and prioritising of the intervention, alongside time pressures on staff, the researcher was concerned that without the

presence of external professionals the PDSA cycles to reflect on and review the implementation process would not continue to be prioritised in the new academic year. The risk of collapse demonstrates the importance of targeting school-level factors, including leadership, prioritising the intervention, and accountability. With this in mind, the final stakeholder meeting should have explicitly involved identifying key implementation drivers, and agreeing a plan for how these would be sustained. Making the process of action research, and the reflection cycles, explicit and highlighting their importance in implementation, could help schools to continue implementation without external supports. Frameworks can be used to facilitate this (Chidley & Stringer, 2020; Farmer et al., 2023).

Implications for Practice

Schools

With the increased focus on improving attendance and EBSN (DfE, 2022, 2023), schools using EBSN guidance would benefit from incorporating implementation research. Following implementation stages, and ensuring that sufficient preparation has taken place to increase buy-in amongst leadership and staff will support implementation (Chiodo & Kolpin, 2018; EEF, 2019).

Thinking about EBSN guidance specifically, working closely with parents and external agencies promotes positive outcomes (Corcoran et al., 2022; Higgins, 2022; Rae, 2020). Building these relationships before they are needed should help to reduce the time taken to identify and address EBSN. This is important because the longer CYP are out of education, the harder it is to support them back into school (Thambirajah et al., 2008).

Local Authorities

As more LAs create their own EBSN guidance, they should be reviewed and updated to be in line with the most recent research around pupils' perspectives, how the guidance is used, implementation, and the effectiveness of EBSN interventions. A consistent approach across LAs is important. This includes between departments (attendance, educational psychology, learning and family teams), but also across education settings.

Educational Psychologists

EPs are well placed to use implementation research and their knowledge of EBSN when working with schools (Evans & Bond, 2021; Higgins, 2022). The research school highlighted how helpful it was to have an EP within the action research meetings to provide knowledge, facilitate

problem-solving and link to the research. In this case, EPs can be a valuable support to professional development, which is included in implementation research (and Paper One's framework) as a facilitator.

Future Research

The use of interventions and whole school approaches to support EBSN is an under researched area and would benefit from studies evidencing their effectiveness. Having knowledge of their effectiveness and impact could support stakeholder buy-in, and the allocation of resources. Identifying "core components" of whole school EBSN interventions through research would facilitate implementation as schools would know what exactly needs to be done.

Limitations

One limitation was that the time frame of the research did not allow for detailed planning with school staff around sustaining implementation once external support was removed. Another limitation is that the recording of the second action research meeting failed to save. This meant that there was no transcript, which may have impacted on detailed analysis.

Conclusions

The implementation of whole school approaches matters. There is a higher chance of success when following a set plan, with adequate preparation and buy-in at all levels, particularly leadership (Chidley & Stringer, 2020; Chiodo & Kolpin, 2018; EEF, 2019; Farmer et al., 2023).

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Paper Three: The Importance of Implementation and Dissemination for Professional Practice

The Importance of Implementation and Dissemination for Professional Practice

Paper Three will outline how implementation and dissemination interact with evidence-based practice (EBP) and practice-based evidence (PBE), including in relation to the educational psychologist's (EP's) role. EBP and PBE are a key part of the implementation of whole school approaches. Dissemination research will also be outlined in relation to bridging the research-to-practice gap (Fixsen et al., 2012; Forman et al., 2013; Sanetti & Collier-Meek, 2019).

Papers One and Two focused on the implementation of whole school approaches. Implementation is part of the diffusion – dissemination - implementation continuum (Nilsen, 2020). Nilsen explains that diffusion is passive and unplanned and relates to the process of how an idea spreads over time (Rogers, 2004). Dissemination is active and targeted. It relates to the methods used to share knowledge and ideas stemming from research to target audiences (Sedgwick & Stothard, 2021). This paper will detail a targeted dissemination strategy to share this research with the appropriate audiences.

An Overview of the Concepts of Evidence-Based Practice and Practice-Based Evidence

Evidence-Based Practice

EBPs "are practices and programs shown by high-quality research to have meaningful effects on student outcomes," (Cook & Odom, 2012, p. 136). However, Cook and Odom highlight that EBPs do not necessarily work for everyone. The concept of EBP comes from medical research. Research using randomised control trials (RCTs), meta-analyses of RCTs and systematic reviews are perceived as the "gold standard" of EBPs (Sedgwick & Stothard, 2021).

As outlined in Papers One and Two, an effective intervention requires additional contextual variables for successful implementation. Contextual variables include stakeholder buy-in, resources, community involvement and compatibility. Implementation can positively or negatively affect outcomes (Durlak & DuPre, 2008). One challenge with EBPs in education, is that while many interventions and approaches have an evidence base for their efficacy, their effectiveness in 'real

world' contexts may be limited by the quality of their implementation (Durlak & DuPre, 2008; Horner et al., 2017).

Barends, (2015, p. 204) states that EBP "is about making decisions through the conscientious, explicit and judicious use of the best available evidence from multiple sources". EBP then integrates "the practitioner's expertise and external evidence from the research" (Briner et al., 2009). The use of expertise and experience can also be known as PBE.

Practice-Based Evidence

PBE is an approach to support scientist-practitioners (Overholser, 2015; Woods & Bond, 2014). In his doctoral research, O'Hare (2015), suggested a model of EBP within educational psychology, based on research into evidence-based management. The model includes four overlapping components to be critically considered:

- Evaluated external research evidence

- Evidence from the local context

- Perspectives of those affected by the decision

- Practitioner expertise and judgement

The above model highlights how both research evidence and practice-based evidence are needed (O'Hare, 2015). According to the EBP framework, when considering the "gold standard" of research, qualitative research is not highlighted as a methodology to investigate the efficacy or effectiveness of an intervention. Partly because qualitative research tends to take place in natural settings where variables cannot be controlled (Sedgwick & Stothard, 2021).

Because PBE includes referring to professional experience and expertise, there is a risk that professionals may fall victim to personal biases (O'Hare, 2015). This could be a significant limitation if individuals are not aware of biases, however steps can be taken to mitigate their impact. Steps include looking at all four areas mentioned above, and not prioritising practitioner expertise and judgement. Fixsen et al., (2019a) highlight the importance of being systematic when using examined experience as the basis for PBE. Being systematic helps to reduce the impact of personal biases and strongly held beliefs which may not be based on up-to-date research (Fox, 2011).

Fox (2011) states that psychologists draw on a range of theoretical models as well as evidence-based research, including their professional expertise, which can be used to fill any gaps in

the evidence base. In relation to emotionally based school non-attendance (EBSN), Nuttall and Woods (2013) suggest that findings from explanatory case studies can provide PBE for other professionals to draw on in their own practice.

Evidence and Educational Psychologists

As part of their training, EPs in England complete a doctorate, which includes carrying out research and examining evidence. The inclusion of research supports EPs in becoming scientist-practitioners (Corrie & Lane, 2022; Fallon et al., 2010). Research also makes EPs well placed to continue with research throughout their career in complex, real world situations, including educational settings (Fallon et al., 2010). Woods (2016) identifies applying research evidence to practice as a "core professional skill" for EPs. Although RCTs are seen as the gold standard in evidence-based practice, there are limits to their utility within the work of EPs as scientist-practitioners (Fox, 2011; Freeman & Power, 2007). One limitation is that RCTs are very prescriptive, which is not how EPs practice in their professional life (Fox, 2011).

The American Psychological Association states that EBP in psychology is the "integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (American Psychological Association, 2021). This statement was created in 2005, and is regularly reviewed and updated, with this version reviewed in 2021. The inclusion of "clinical expertise" in their definition seems to support the concept of integrating EBP and PBE.

Practicing EPs are registered with the Health and Care Professions Council (HCPC) as an applied psychologist. The HCPC publishes standards of proficiency (SoPs) for applied psychologists (HCPC, 2015). Standard 12 is to "be able to assure the quality of their practice", and includes 12.1, to "be able to engage in evidence-based and evidence-informed practice, evaluate practice systematically and participate in audit procedures" (HCPC, 2015). Other SoPs also mention using, creating, and evaluating evidence within EP practice (13.31, 13.35, 14.1, 14.26, 14.56, and 14.62), thereby demonstrating the importance of research and using evidence within the role of an EP. The British Psychological Society (BPS) have their own published guidelines for psychologists (BPS, 2017) which connect staying updated about evidence-bases with professional competence.

The Special Educational Needs and Disabilities (SEND) Code of Practice (Department for Education [DfE] & Department of Health [DoH], 2015) is statutory guidance for education. It refers to "evidence-based support" and "evidence-based interventions", which means that people working

within education should be aware of what "evidence-based" means. EPs follow the Code of Practice, and when writing recommendations they should consider the evidence-base.

Evidence-Based Practice and the Implementation of Whole School Approaches

The Education Endowment Foundation (EEF) is an independent charity aiming to support schools in increasing achievement "through better use of evidence" (EEF, 2023). To support school staff in engaging with and using research, the EEF provides breakdowns and summaries of education-related research. The barriers related to teachers engaging with EBP and research are similar to those identified in relation to implementation in Papers One and Two:

- Staff attitudes and willingness to engage with research,

- Time constraints, and

- Expectations from leadership, and school culture (DfE, 2017).

Forman et al. (2013) examine how implementation science and educational psychology can increase the use of EBP in schools. They conclude that schools are complex systems, and without appropriate implementation, the investment into EBP and research will not be used effectively. Fixsen et al. (2019b) state that implementation builds on dissemination activities within the Exploration Stage, which is the initial stage in their model. Although it is important for practitioners to know about the innovation or intervention shared through dissemination, the other integral factors to implementation highlighted in Paper One and Paper Two are also necessary. Recent research has focused on implementation within school settings, including whole school approaches (EEF, 2019; National Institute for Health and Care Excellence [NICE], 2022; Public Health England [PHE] & DfE, 2021).

An Overview of Effective Dissemination and Research Impact

Harmsworth and Turpin (2000) outline three different ways to think about dissemination: for awareness, for understanding, and for action. All three are included in the dissemination strategy outlined below.

Sedgwick and Stothard (2021) state that dissemination strategies must include implementation science to promote sustainable change at an organisational level. Through knowledge gained from the systematic literature review (SLR) and the action research, the

researcher was able to incorporate implementation knowledge into her dissemination strategy, for example targeting senior leadership teams (SLT) in schools to increase buy-in, alongside training with school staff. In the case of Papers One and Two, school staff are the main implementers, so they need to be a priority in the dissemination strategy.

If dissemination is part of the diffusion – dissemination - implementation continuum, then it would be logical in this case to see the adoption of, or successful implementation of, a whole school approach as an outcome of effective dissemination. Journals monitor the impact of dissemination, through the number of views and citations of specific papers. Unfortunately, it is almost impossible to monitor whether change took place following the reading.

Through actively aiming to share the research with relevant practitioners, dissemination is one method of reducing the research-to-practice gap. However, this comes with its own challenges. Weisz et al., (2013) highlight four particular challenges:

- The "implementation cliff". When benefits of the intervention reduce once it leaves the research environment and moves into the real world.

- The "(ir)relevance of research to practice". When interventions or approaches are not implemented as intended.

- The "timeline mismatch". While people are using interventions and approaches in the real world, further research is taking place to develop the intervention. This may take decades, which could lead to implementation without accurate, up to date science. Meaning that outcomes may not improve.

- The "implementation limbo". Where providers aim to reduce the cost of and time required to implement the intervention.

Action research was the design used in Paper Two. Action research includes dissemination as part of the process. Dissemination occurs through regular meetings during the process. Research into dissemination in teaching in Northern Ireland identified that respondents appreciated an engaged form of dissemination, for example peer coaching (DfE, 2017). A review regarding evidence-informed teaching in England found that teachers tended to use research evidence to solve a "problem" (DfE, 2017). As mentioned in Paper Two, there is an increasing need in education settings relating to EBSN, suggesting that school staff may be more inclined to consult research in this area to address the "problem".

Implications of Paper One and Paper Two at Multiple Levels

Effective dissemination of Paper One and Paper Two could lead to long-lasting implications for practice around whole school implementation.

Research Site

Throughout the action research, the researcher's knowledge of implementation from Paper One was incorporated through psychoeducation (sharing knowledge) in meetings. In addition to verbal contributions in meetings, a handout relating to key elements of implementation was shared with the action research group (see Appendix 15). Initial findings and themes were shared with key stakeholders and the action research group in September 2022. A modified version of Paper Two will be shared with the school, with a focus on the findings and the implications of the research for their implementation of the EBSN guidance. The school found it very difficult to implement the guidance, and it is hoped that by knowing key facilitators and barriers, they will be able to build on existing facilitators to further embed the guidance.

The impact of the action research was monitored throughout the research and is explored in Paper Two. The following were identified as directly occurring as a result of the research:

- Additional resources were put into place.

- More needs related to EBSN were identified and met, thus improving outcomes for individual students.

- Changes were made to whole school approaches and policies, particularly the attendance policy.

- Changes in knowledge, perceptions and actions of individuals were noted.

The "implementation limbo" mentioned earlier was a concern for the researcher with regards to implementation of the EBSN guidance, partly because it was identified as being resource intensive. Thinking about the current context, schools do not have an abundance of resources. The researcher learnt that regular, reflective meetings ended once external professionals had left in September 2022.

Organisational and Local Level

The commissioning local authority (LA) have suggested that they will use the research to inform revisions to the EBSN guidance. The LA provide training alongside the guidance which will also include key elements from this research. Moreover, the LA will incorporate implementation

knowledge into their EPs' role in schools. The importance of communication, cohesion and consistency was highlighted within Paper Two. Therefore, the LA said that the findings and implications would also be shared with other departments, including attendance.

The researcher was asked to share her SLR and action research findings with the LA who commissioned the research at a team day for their EPs. The researcher found this valuable because she heard feedback about the importance of her research and listened to real-life examples of how and where it could be used. Implications which she found pertinent related to the contrast between an EBSN approach prioritising wellbeing in school versus a statutory perspective where learning cannot be missed. New attendance guidelines state that schools must provide learning even when a child is not in school. However, EPs reported that schools are concerned that home learning would lengthen the amount of time a child or young person was out of school.

Professional and National Level

Within her practice placement, the researcher has shared information with the EP team. She has also incorporated her research into the service's EBSN training. Information from Paper One about the efficacy of training on professional development (Joyce & Showers, 2002), led to the suggestion of adding coaching or follow up support after EBSN training. The aim is to increase the likelihood of change to practice within schools. The importance of leadership buy-in was found in Paper One and Paper Two, and this led to the suggestion that a shorter session with school leadership teams was needed alongside the longer EBSN training for practitioners. The aim of the leadership session is to increase the level of buy-in, and to emphasise the facilitators and barriers which they could then address, use or mitigate within their own settings.

Journals

Some journals are only available via a subscription. Subscription-only services create a barrier to individuals accessing research through journals. A report into the move towards Open Access publishing (Universities UK, 2017) highlighted that Open Access articles are downloaded more than subscription-based articles. It is university policy that any article from this thesis published in a journal will be Open Access.

Paper One has been submitted to the Journal of Research in Special Educational Needs (JORSEN). The target audience for Paper One is school leaders who can drive change in relation to

whole school approaches. Other education professionals may also be able to use the findings within their own practice, and multiple professionals read JORSEN, including EPs.

Paper Two has been written with the aim of being published in the Association of Educational Psychologists' (AEP) journal, Educational Psychology in Practice (EPiP). The researcher believes that Paper Two will be more relevant for EPs than Paper One given the implications for practice, and their possible role in supporting schools with EBSN guidance implementation.

Articles and Online Sharing

To make the research accessible to the appropriate audiences, primarily school leadership teams (SLT), the researcher would like to publish an article in a magazine which is read by members of SLT, or special educational needs coordinators (SENCos). As highlighted in Paper Two, school staff and SLT have a very high workload and little capacity for additional work, so the researcher believed that a short article would have a higher probability of being read by more people compared to a longer journal article.

The researcher mentioned her research on Twitter and has made professional connections though this. A professional who creates and shares webinars relating to educational psychology asked her if she would share her research through their platform. The researcher has agreed. The researcher has also been approached and asked to record a presentation on her research, which will be incorporated into EBSN training. The recording will also be available to share in other contexts, meaning that there will be multiple opportunities for people to access it.

Presentations and Conferences

The Northwest CPD Day is for EPs, trainee EPs (TEPs), and assistant educational psychologists (AsEPs) working in the Northwest of England. The researcher responded to a call for presentations and shared findings from Paper One, and preliminary findings from Paper Two. Eight people attended the presentation and engaged in discussions around possible implications and next steps for the research. The researcher's contact details were included in the presentation, allowing for follow-up questions to be asked, and possible future collaboration between EP services.

During her second year of training, the researcher presented her research to fellow TEPs from the University of Manchester. This was partway through the action research process, so the information shared included preliminary findings from Paper One, and initial thoughts around Paper Two themes.

Within the researcher's practice placement, she was invited to present her research as part of a broader presentation around EBSN and attendance. Two identical presentations took place over the course of an afternoon, to an estimated 80 people. Due to the timing of the attendance conference (October 2022), the main findings shared were from Paper One. However, a short discussion also took place around the complications (barriers) of implementing EBSN guidance within school settings, in particular secondary schools, allowing the researcher to draw on her Paper Two research. Attendees shared positive feedback for the presentation and said that they found the real-life examples of practice helpful for them to take back to their schools. This made the researcher aware of how relevant her Paper Two findings are for not only the educational psychology community, but the wider education sector.

As new government guidance around attendance was released, EPs at the researcher's practice placement started multiple discussions about supporting EBSN and other barriers to attending school. At a recent EP Team Day, the researcher shared her research as part of a wider presentation around EBSN. The purpose of the presentation was so that EPs could provide training and support to their schools. This means that the research will not only be disseminated by the researcher, but a wider team.

Professional Meetings

Organised by the University of Manchester to share research and to plan future research, these meetings included TEPs, research supervisors and commissioners. The researcher has shared her findings informally within these meetings, as well as highlighting gaps in research. She has also made suggestions for future research based on questions which emerged through the research process. Areas for future research are outlined in Papers One and Two.

The researcher's practice placement is within the Greater Manchester area. There are multiple LA and independent EP services providing input or support related to EBSN. Each service is at a different stage of development in relation to their EBSN offer. An EP at one LA suggested forming a group of EPs working in Greater Manchester, with the aim of sharing good practice and working towards a more cohesive and consistent approach towards EBSN across the region. The researcher has shared her research and provided suggestions based on her research, particularly around the importance of implementation.

Personal Level

Information learnt from both pieces of research has had a significant impact on the researcher's professional practice. With EBSN becoming an increasing area of need within schools (DfE, 2023; The Centre for Social Justice, 2023) it has been present in multiple pieces of casework and conversations with colleagues. The researcher feels more comfortable in her suggestions and recommendations, and in bringing home and school together for meetings. Also, in emphasising the importance of implementation alongside individual suggestions.

As reflected in Paper Two, the researcher has given careful thought to the language she uses around EBSN. Moving forwards professionally, she would like to use the language of school attendance barriers, in order to change the focus from within-child to external factors.

A Specific Strategy for Promoting and Evaluating the Dissemination and Impact of Paper One and Paper Two

Harmsworth and Turpin (2000) highlight that dissemination should not wait until the research is completed. The researcher also presented her research before it was complete. The reason behind this was because opportunities occurred with the appropriate audience, and the researcher believed that some information was more helpful than no information. The dissemination strategy aimed to meet all three types of dissemination mentioned in Harmsworth and Turpin (2000), and each is outlined in Table 5.

Table 5

Activities in the Dissemination Strategy

Level	Purpose	Target Groups	Vehicle	Timing
Research site	Awareness	School staff	A recorded presentation was shared with school staff	September 2021
	Awareness, understanding and action	School leadership team	Stakeholder meetings as part of the action research process	September 2021, March 2022, September 2022
	Awareness, understanding and action	Action research team	Action research meetings as part of the research	September 2021, November 2021, January 2022, March 2022, May 2022, July 2022, September 2022
Organisational and local level	Awareness, understanding and action	EPs and TEPs	EP Team Day	February 2023
Professional and national level	Awareness, understanding and action	EPs, school leaders and school staff	Journals, websites, social media	TBC
	Awareness and understanding	TEPs	Whole cohort day	March 2022
	Awareness and understanding	School staff	Attendance conference	October 2022
	Awareness and understanding	EPs, TEPs and AsEPs	Northwest CPD Day	December 2022
	Awareness, understanding and action	EPs and TEPs	EBSN research meetings	Ongoing
	Awareness, understanding and action	EPs and TEPs	EBSN practice meetings	Ongoing
	Awareness, understanding and action	EPs and TEPs	Placement team meeting	April 2023

	Awareness and understanding	EPs and TEPs	Within placement	Ongoing
	Awareness, understanding and action	EPs, TEPs, AsEPs, and other professionals	A recorded presentation on an EBSN training course	TBC

Conclusions

Effective dissemination is important for increasing implementation. The research in Papers One and Two is relevant for a broad range of educational professionals, including SLT, SENCOs, teachers, and EPs. For this reason, dissemination will be a continued journey for the researcher. The nature of some of the dissemination activities, for example one-off presentations, makes it difficult to fully know the impact of the research. However, for those recurring methods of dissemination, such as the action research itself, conversations with colleagues, and research meetings, some impact has already been identified.

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Appendix 1 – Findings From Pilot Study
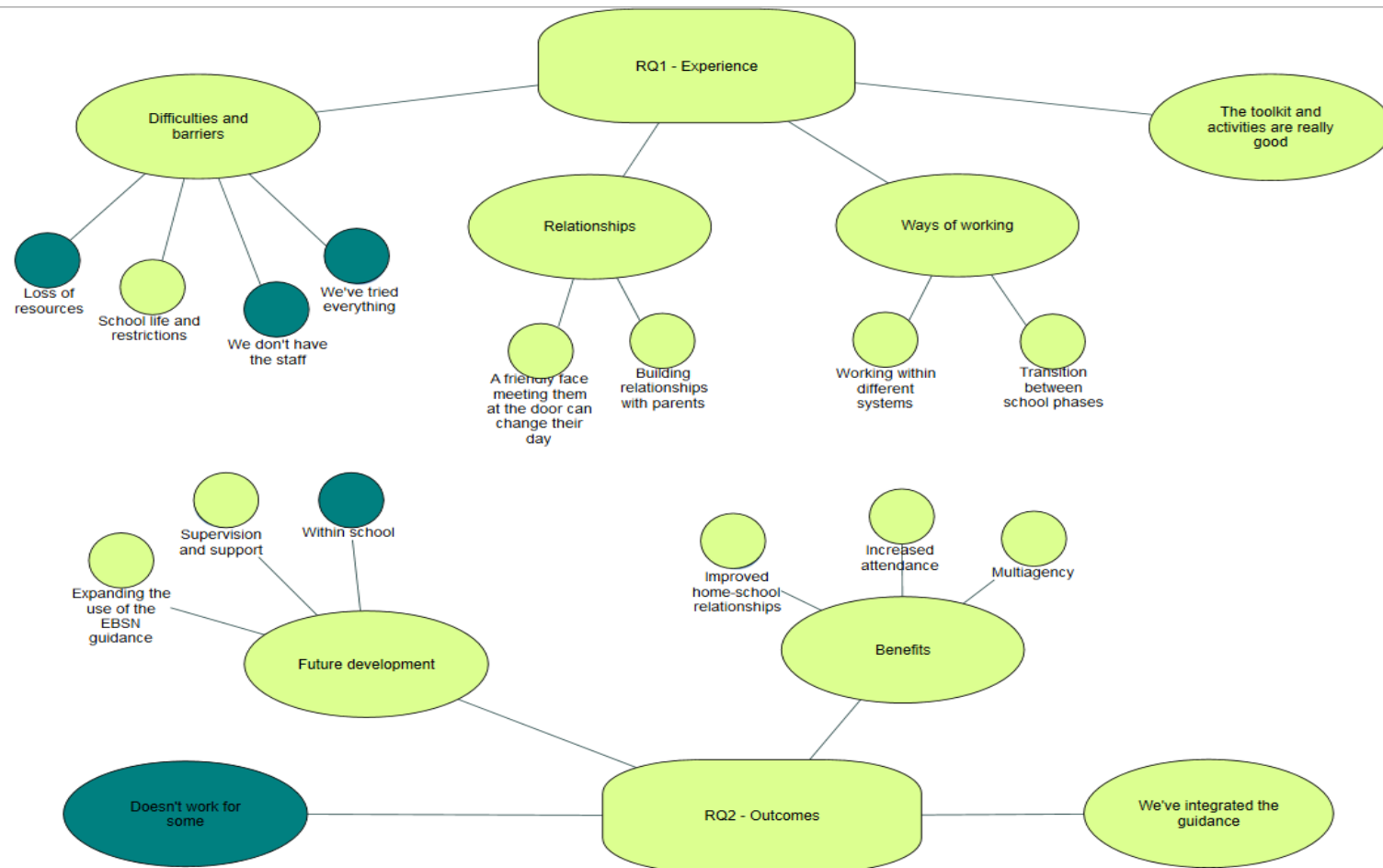
Themes within dark green circles were only from the secondary focus group.

Appendix 2 – Confirmation of Ethical Approval

Environment, Education and Development School Panel PGR

School for Environment, Education and Development
Humanities Bridgeford Street 1.17

The University of Manchester

Manchester

M13 9PL

Email: PGR.ethics.seed@manchester.ac.uk

Ref: 2021-12747-20399

26/08/2021

Dear Miss Sarah Ward, , Dr Catherine Kelly

Study Title: Embedding the "Emotionally Based School Non-attendance: Good practice guidance for schools" within a mainstream secondary school through using action research

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 18/08/2021 09:19 . 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
Letters of Permission	Action Research handout	18/05/2021	1
Participant Information Sheet	Participant Information Sheet v1	08/06/2021	1
Additional docs	Example focus group schedule - Action research group	26/07/2021	1
Additional docs	Example focus group schedule - Stakeholder group	26/07/2021	1
Additional docs	Example of questionnaire	26/07/2021	1
Additional docs	Participant debrief sheet v1	26/07/2021	1
Additional docs	Support Protocol v1	26/07/2021	1
Data Management Plan	DMP v2	09/08/2021	2
Consent Form	Consent form v2	09/08/2021	2

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

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

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

Reporting Requirements:

You are required to report to us the following:

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

Appendix 3 – Participant Information Sheet

Action research to implement the Good Practice Guidance around emotionally based

school nonattendance (EBSN)

You are being invited to take part in a research study about the implementation of the (EBSN) Good Practice Guidance for Schools within your school as part of a University of Manchester student doctoral project.

I will be working closely with your school and 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, if you would like more information or if you have any other questions. Thank you for taking the time to read this.

About the research

Who will conduct the research?
Sarah Ward – Trainee Educational Psychologist (TEP)
Manchester Institute of Education
School of Environment, Education and Development (SEED)
Ellen Wilkinson Building
The University of Manchester
Oxford Road
Manchester
M13 9PL

I will be working alongside a supervisor from the University of Manchester and an Educational Psychologist (EP) from your LA.

Why is this research being carried out?
This research is being carried out with the general aim that by the end of the academic year 2021/22 the EBSN guidance will be more embedded within your school as a whole school approach, this should lead to fewer students absent from school due to EBSN and increased attendance. The work done over the next academic year will be transferable to other whole school aims in the future as staff will be upskilled in this area of problem solving and evaluating impact.

Why have I been chosen?
You have been asked to take part because your role involves working with students who have or are at risk of EBSN, or because you have expressed an interest in learning more and supporting the implementation of the EBSN guidance within your school.

Will the outcomes of the research be published?
Findings will be included in an academic paper drafted by the researcher as part of the Doctorate of Educational and Child Psychology Programme at the University of Manchester and with the intention of publishing in a relevant journal.

Who has reviewed the research project?

The research has been reviewed by the researcher's supervisor at the University of Manchester and has been designed along with an EP from your LA. The research project will be dynamic, meaning that the final details will be agreed with stakeholders from your school. An ethics application has been approved by the University of Manchester and the study is classed as low risk.

What would my involvement be?

What would I do if I choose to participate?
Participation in this project may be a one-off instance or ongoing. Your involvement will be agreed with you beforehand to make sure that you are comfortable with what you are being asked. Activities will vary depending on the phase of the project and the specific challenge being addressed, activities may include questionnaires, staff meetings, speaking with parents, carers or students, observations, whatever works within your role and resources. You may be involved in research planning, collecting information, carrying out direct work with young people and/or their families, or speaking with the researcher about your role and understanding of EBSN.

Will I be paid for participating in this research?
No, participation is voluntary.

What happens if I don't want to participate or if I change my mind?
It is up to you to decide whether to take part. If you change your mind before your participation, or during the project then you can withdraw with no impact to yourself or school by contacting Sarah Ward.

If you decide to participate and then change your mind after a specific activity, for example an interview then your information can be removed up until the point at which data analysis starts. Once data analysis has started then your data will be anonymised and it will not be possible to identify your specific data within the analysis. This does not affect your data protection rights. If you decide not to take part, then you do not need to do anything further.

Data protection and confidentiality

What information will be collected about me?
In order to participate in this research project we will need to collect information that could identify you, called "personal identifiable information". Specifically, we will need to collect:
- Your name
- Your email address
- Your job role

If an interview, focus group or meeting is recorded then your voice may be recorded to facilitate a transcription, and then your name will be anonymised, and the recording deleted as soon as possible. A pseudonym will be used as often as possible to protect your anonymity.

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 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 the audio recording before it is deleted.

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](#).

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 the university is responsible for making sure your personal information is kept secure, confidential and used only in the way you have been told it will be used. All researchers are trained with this in mind, and your data will be looked after in the following way:
- The transcript will be anonymised at the time of writing
- The audio recording will be deleted at the earliest opportunity
- Your data will be retained by the University of Manchester for 5 years
- You will only be contacted with the findings or to participate in future research if you have consented specifically

All data will be stored securely on an encrypted drive at the University of Manchester. Data will be archived at the University of Manchester for a period of five years following completion of the project, and then destroyed. Summaries of findings from the project may be shared via email with participants who have provided consent. Data will be used to inform project reports and within journal publications. Data will be collated and anonymised at the earliest opportunity.

When would my data not be confidential?
If you were to make a statement that gave the researcher a cause to believe that you or someone else is at risk of serious harm or if you disclose information about misconduct or poor practice then I may have a professional obligation to inform your employer or professional body. If you disclose information about any current or future illegal activities, I have a legal obligation to report this and will therefore need to inform the relevant authorities.

Your data may be accessed by individuals from the University of Manchester to review the study information for auditing or monitoring purposes, or in the event of an incident.

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.

Where will the research take place?
The research will take place within your school with the option for virtual meetings over Microsoft Teams or Zoom.

What if I want to make a complaint?
If you have a minor complaint, then in the first instance you need to contact the researcher on:
sarah.ward-6@postgrad.manchester.ac.uk

If you would like to make a complaint to the researcher's supervisor then please contact Dr Catherine Kelly on:
catherine.kelly@manchester.ac.uk

If you would like to make a **formal complaint**, or if you are not satisfied with your response from the researcher, then please contact the Research Practice and Governance Co-ordinator by either writing to:
The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL,
or by emailing: governance@manchester.ac.uk**,**
or by telephoning 0161 275 7580 or 275 8093

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

What do I do now?
If you have any queries about the study or if you are interested in participating, please contact the researcher. Thank you for reading.

Contact details
The main researcher is Sarah Ward:
Email: sarah.ward-6@postgrad.manchester.ac.uk

The research will be overseen by a qualified educational psychologist, Dr Catherine Kelly:
Email: catherine.kelly@manchester.ac.uk

Due to the current Covid-19 pandemic, both Sarah and Catherine are working from home so cannot provide a phone number for contact.

Appendix 4 – Consent Form

Participant Consent Form

Action research to implement the Good Practice Guidance around emotionally based school nonattendance (EBSN)

Participant consent form

If you are happy to participate in the research, then please complete and sign the consent form below.

Activities	Please initial or tick each box
I confirm that I have read the attached information sheet on the above study and have had the opportunity to think about the information, ask questions and had these answered.	
I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself or my school. 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.	
I agree to focus groups or interviews I am involved in to be audio recorded.	
I agree that any data collected may be included in anonymous form in publications / conference presentations.	
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.	
I agree that any anonymised data collected may be used in a future study.	
I understand that there may be instances where during 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.	
I agree to take part in this study.	

The following activities are optional, you may participate in the research without agreeing to the following:

Activities	Please initial or tick each box
I agree that the researcher may contact me in the future about related research projects.	
I agree that the researchers may retain my contact details to provide me with a summary of the findings for 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:
Date: Signature:

Name of researcher:
Date: Signature:

Please return the completed consent form to sarah.ward-6@postgrad.manchester.ac.uk and it will be stored securely on a University of Manchester drive.

Appendix 5 – Author Guidelines for JORSEN

The *Journal of Research in Special Educational Needs* publishes scholarly papers based on original research as well as critical reviews and theoretical essays. This includes submissions from a range of colleagues within the SEN field and across the disability community. Authors are asked to be sensitive to the diverse international audience of the *Journal of Research in Special Educational Needs* and explain the use of terms that might be meaningful or have a specific meaning in a particular national context. The use of jargon should be avoided and technical terms defined. Standard stylistic conventions based on British spelling and form should be followed.

Sections

1. [Submission and Peer Review Process](#)
2. [Article Types](#)
3. [After Acceptance](#)

1. Submission and Peer Review Process
 New submissions should be made via the Research Exchange submission portal at the following web address **https://wiley.atyponrex.com/journal/JORSEN**. Should your manuscript proceed to the revision stage, you will be directed to make your revisions via the same submission portal. You may check the status of your submission at any time by logging on to submission.wiley.com and clicking the "My Submissions" button. For technical help with the submission system, please review our **FAQs** or contact **submissionhelp@wiley.com**.

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Before you submit, you will need:

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- Statements relating to our ethics and integrity policies, which may include any of the following *(Why are these important? We need to uphold rigorous ethical standards for the research we consider for publication)*:
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    o conflict of interest disclosure
    o ethics approval statement
    o patient consent statement
    o permission to reproduce material from other sources
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All listed authors should have contributed to the manuscript substantially and have agreed to the final submitted version. Review **editorial standards** and scroll down for a description of authorship criteria.

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Please find the Wiley preprint policy **here**.

2. Article Types

Article Types	Descriptions	Word Count
Original Article	Reports of original research, with methods, findings and conclusions.	Articles should normally be between 6,000 and 8,000 words, excluding the title page, references and figures/tables.
Editorial	To convey an opinion, or overview of an issue, by the Editor or someone invited by the editor	
Media Review	Short review on the usefulness/quality of one or more books or other media, to aid readers in decision-making	6,000 - 8,000 words, excluding the title page, references and figures/tables
SENCO Policy Paper	Public statement of what a representative group of experts agree to be evidence-based and state-of-the-art knowledge on an aspect of practice/policy.	6,000 - 8,000 words, excluding the title page, references and figures/tables
SEN Policy Research Forum	Public statement of what a representative group of experts agree to be evidence-based and state-of-the-art knowledge on an aspect of practice/policy.	6,000 - 8,000 words, excluding the title page, references and figures/tables

References: References should be listed in full at the end of the paper in alphabetical order of authors' names, set out as below:
Book:
Kornblum, W. & Smith, C. K. (eds) (2004) Social Problems in Schools. (5th edn). Milton Keynes: Open University Press.

Chapter in book:
Roof, C. (ed.) (2000) 'Behavioural difficulties in children.' In R. Davies & D. Galway (eds), Listening to Children, pp. 108–20. London: Fulton.

Journal:
Hadaway, C. (1981) 'The English school environment: proposed changes.' Cambridge Journal of Education, 20 (1), pp. 77–89.

Electronic resources:
Belson, K. C. (2005) 'Auditory training for autistic children.' Paediatrics, 102, pp. 41–3. <<a href='http://www.aap.org/policy.html'>http://www.aap.org/policy.html> (accessed 18 January 2005).

Others:
Firth, G. (2004) Developmental Process in Mental Handicap: A Generative Structure Approach. Unpublished PhD dissertation, Department of Education, Brunel University.

Clark, G. N. (1983) Intensive Interaction: Changing Views and Relationships (draft final report). Leeds Mental health NHS Trust: Learning Disability Psychology Services.

Illustrations, tables and figures should be numbered consecutively (e.g. Figure 1, Table 1, Table 2, etc.) and submitted on separate sheets. The approximate position of tables and figures should be indicated in the manuscript.

Manuscripts are subject to an anonymous peer review process, and authors should take care to identify themselves **only on the title page or cover letter**. Please give your affiliation and full contact details, including email. The cover letter should confirm that the manuscript is original work, not under consideration or published elsewhere. Each article should be accompanied by a **150-250** word abstract and a list of up to **7** keywords on a separate sheet. The main body format should be as
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Appendix 6 – Search Strategy

Initially, multiple search terms were trialled on Google Scholar, and the first five pages of results were scanned for relevance to the search terms based on titles. Search terms were adjusted according to relevance in addition to the number of papers produced from each search term. Main search terms were combined with different phrases for emotionally based school non-attendance (EBSN).

Search terms trialled:

a) "emotionally based school avoidance"

b) "emotionally based school non attendance"

c) "emotionally based school refusal"

d) "anxiety based school non attendance"

e) "anxiety based school avoidance"

f) "anxiety based school refusal"

g) "school refusal"

h) "school avoidance"

j) "school non attendance"

k) "school phobia"

l) "mental health"

m) "facilitat*"

n) "barrier*"

o) "facilitat*" AND "barrier*"

p) "facilitat*" OR "barrier*"

q) "bully*"

There were very few results for variations of EBSN. When combining "educational psychology*" with "implementation" alone, results went up to 321,000. This number significantly reduced with the addition of EBSN-related terms.

Results from scanning for relevance looked like this:

Search	Number of possible relevant articles	Number of articles checked	Percentage relevance	Notes
2h - "Educational psychology" AND "whole school approach" AND "school avoidance"	1	50	2%	Lots of papers about bullying and school avoidance.
				"Educational psychology" is often found in references.
2j - "Educational psychology" AND "whole school approach" AND "school non attendance"	8	31	25%	Papers exploring reasons behind non attendance including pupil views. Whole school mentioned as a factor, not as much a focus of the intervention.
2g - "Educational psychology" AND "whole school approach" AND "school refusal"	10	50	20%	Papers exploring reasons behind non attendance including pupil views. Whole school mentioned as a factor, not as much a focus of the intervention.
3g - "Educational psychologist" AND "whole school approach" AND "school refusal"	13	50	26%	Dismissed a couple of books so relevance might actually be higher.
3h - "Educational psychologist" AND "whole school approach" AND "school avoidance"	0	34	0%	

A list was created based on these searches including key words relating to implementation, EBSN, whole school interventions or educational psychology. A list was also created of key words used in a different context to the one I was hoping for, for example "implement" used without referring to implementation science, or were only found in the references. These lists were used to adjust search terms. I noted that:

- Some searches related to EBSN often linked to bullying interventions.
- "Absenteeism" provided far too many results due to its broadness (in the thousands, compared to tens or hundreds).
- Asterisks did not function in Google Scholar as they do in database searching.
- Additional search terms a, b, d and e were removed due to consistently low results ≤5.
- New additional search terms were added due to results from the scoping searches: l, m, n, o, and p.
- The inclusion and exclusion criteria were developed during this time.
- Books were excluded due to books and chapters being structured differently to journal articles.

When screening titles and abstracts for relevance from the database searches, this approach was used:

paper provides an overview of the history and development of SFBT, and describes philosophy, principles and techniques. Literature describing its application in schools and evidence its effectiveness with young people is critically evaluated. Methods: This case study approach highlights multiple issues in therapeutic work for educational psychologists (EPs), including debates about evidence-based practice (and practice-base evidence), the of assessment and formulation, ethical considerations, intervention fidelity, and ways to assess outcomes and evaluate the impact of EP involvement. Conclusions: With reference to its title, this case study emphasises the value of systemic approaches educational psychology casework; it highlights the role of school stakeholders in promoting and enhancing positive change when SFBT is undertaken with students. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

[handwritten: Not relevant → not focused on implementation]

Key Concepts: solution-focused brief therapy, therapeutic intervention, practice based-evidence, systemic approach, consultation

10)   Cane, Fiona Eloise & Oland, Louise. (2015). Evaluating the outcomes and implementation of a TaMHS (Targeting Mental Health in Schools) project in four West Midlands (UK) schools using activity theory. Educational Psychology in Practice, 31, 1-20. https://doi.org/10.1080/02667363.2014.975784

Link to the Ovid Full Text or citation:
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Primo

Abstract
Government guidance in 2008 endorsed the "Targeting Mental Health in Schools" (TaMHS) agenda, which sets out to promote mental health in schools through the delivery of universal and targeted interventions. This paper initially defines mental health and outlines the TaMHS initiative. It then offers empirical findings from four focus groups with schools who took part in the TaMHS initiative in one local authority. Socio-cultural activity theory is used as an analytic framework to explore perceived outcomes of TaMHS, as well as providing insight into the processes of TaMHS implementation. Data were analysed using thematic analysis. Findings are consistent with existing literature and suggest positive outcomes for children, staff and the whole-school system. Implications for the role of educational psychologists in continuing to promote mental health in schools and considerations for effective implementation are discussed.

[handwritten: Relevant]

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Appendix 7 – Excluded Papers

The researcher created a PICOSS table to guide thinking about inclusion/exclusion:

Review question	Include	Exclude
Population	○ Students in mainstream education setting for at least ages 7 to 18	○ Students in specialist provisions including PRUs and SEN schools ○ Medical patients *Not curriculum*
Intervention	○ Whole school application which must include universal ○ School staff/teacher led	○ Individual and group interventions without a universal intervention ○ Interventions only led by a non-school professional (EP, SaLT, counsellor etc.) *• Medical intervention (medication) or medical screening or physical health*
Comparator	N/A	N/A
Outcomes	○ Facilitators to whole school implementation ○ Barriers to whole school implementation ○ Framework for implementation	○ No outcomes related to the implementation, e.g. just mentions effectiveness of the intervention
Study design	○ Case study ○ Action research ○ Qualitative ○ Combined qualitative and quantitative ○ Literature review	○ Quantitative only
Setting	○ Mainstream education setting for up to age 18 (sixth form or college but before university)	○ Specialist provisions including PRUs and SEN schools ○ Medical settings
Format	○ Journal article ○ PhD/Doctoral thesis/dissertation ○ Book/ book chapter ○ Official guidance (from a Government, local authority or professional body)	○ Book review ○ Opinion piece *No abstract guide by title instead* ○ Individual case review ○ Unofficial guidance (from a school policy) ○ Master's or undergraduate dissertation *• Other (e.g. speech, conference notes etc.)*
Language	○ English ○ Spanish	○ Any other language
Key words found in abstract or title	○ Program* implement* (linked to the words: challeng* OR struggle* OR barrier* OR effective* OR success* OR increas* OR enabl*) ○ Intervention implement* (linked to the words: challeng* OR struggle* OR barrier* OR effective* OR success* OR increas* OR enabl*)	○ Key words used in a generic manner, e.g. "the programme was implemented….", "when programme implementation had ended….", "remove barriers to attendance", "can facilitate prevention", "facilitate change" ○ Key words are only in the name of the journal, not the title/abstract

Added medical/physical health as an exclusion criteria as too many studies to screen and less relevant to my RQ. And curriculums.

Inclusion	Exclusion
Whole school intervention (mental health, wellbeing or bullying)	Physical health and academic whole school interventions
Focus on barriers and facilitators to implementation of intervention	Pre-2008
Peer-reviewed	Not empirical research
English	Not a whole school intervention*

Title	Reason for exclusion	Reference
A confluence of evidence. What lies behind a "whole school" approach to health education in schools?	Health, not enablers/barriers of implementation	Thomas, F., & Aggleton, P. (2016). A confluence of evidence. What lies behind a "whole school" approach to health education in schools? Health Education, 116(2). https://doi.org/DOI 10.1108/HE-10-2014-0091
A mixed methods study of individual and organizational factors that affect implementation of interventions for children with autism in public schools.	Not whole school interventions	Locke, J., Beidas, R. S., Marcus, S., Stahmer, A., Aarons, G. A., Lyon, A. R., Cannuscio, C., Barg, F., Dorsey, S., & Mandell, D. S. (2016). A mixed methods study of individual and organizational factors that affect implementation of interventions for children with autism in public schools. *Implementation Science : IS*, *11*(1), 135. https://doi.org/10.1186/s13012-016-0501-8

A process view on implementing an antibullying curriculum: how teachers differ and what explains the variation.	Focus is on the lessons, not the whole school element of the intervention	Haataja, A., Ahtola, A., Poskiparta, E., & Salmivalli, C. (2015). A Process View on Implementing an Antibullying Curriculum: How Teachers Differ and What Explains the Variation. School Psychology Quarterly, 30(4), 564–576. https://doi.org/10.1037/spq0000121
A promising approach for expanding and sustaining school-wide positive behaviour support.	Pre 2008	Sugai, G., & Horner, R. R. (2006). A Promising Approach for Expanding and Sustaining School-Wide Positive Behavior Support. School Psychology Review, 35(2), 245–259.
A qualitative examination of a school-based implementation of computer-assisted cognitive-behavioral therapy for child anxiety.	Not whole school	Crane, M. E., Phillips, K. E., Maxwell, C. A., Norris, L. A., Rifkin, L. S., Blank, J. M., Sorid, S. D., Read, K. L., Swan, A. J., Kendall, P. C., & Frank, H. E. (2021). A Qualitative Examination of a School-Based Implementation of Computer-Assisted Cognitive-Behavioral Therapy for Child Anxiety. School Mental Health, 13(2), 347–361. https://doi.org/10.1007/s12310-021-09424-y
A qualitative exploration of implementation factors in a school-based mindfulness and yoga program: lessons learned from students and teachers.	Not whole school	Dariotis, J. K., Mirabal-Beltran, R., Cluxton-Keller, F., Gould, L. F., Greenberg, M. T., & Mendelson, T. (2017). A QUALITATIVE EXPLORATION OF IMPLEMENTATION FACTORS IN A SCHOOL-BASED MINDFULNESS AND YOGA PROGRAM: LESSONS LEARNED FROM STUDENTS AND TEACHERS. Psychology in the Schools, 54(1), 53–69. https://doi.org/10.1002/pits.21979
A school-based intervention to reduce gender-stereotyping.	Not whole school	Spinner, L., Tenenbaum, H. R., Cameron, L., & Wallinheimo, A.-S. (2021). A school-based intervention to reduce gender-stereotyping. School Psychology International, 42(4), 422–449. https://doi.org/10.1177/01430343211009944
A systematic review of universal approaches to mental health promotion in schools.	Pre 2008	A systematic review of universal approaches to mental health promotion in schools. (n.d.).
A whole of school intervention for personality disorder and self-harm in youth: a pilot study of changes in teachers' attitudes, knowledge and skills.	Not focused on implementation barriers or enablers	Townsend, M. L., Gray, A. S., Lancaster, T. M., & Grenyer, B. F. S. (2018). A whole of school intervention for personality disorder and self-harm in youth: a pilot study of changes in teachers' attitudes, knowledge and skills. Borderline Personality Disorder and Emotion Dysregulation, 5(1), 17. https://doi.org/10.1186/s40479-018-0094-8
Acceptability, reach and implementation of a training to enhance teachers' skills in physical activity promotion.	Physical health	Renko, E., Knittle, K., Palsola, M., Lintunen, T., & Hankonen, N. (2020). Acceptability, reach and implementation of a training to enhance teachers' skills in physical activity promotion. BMC Public Health, 20(1), 1568. https://doi.org/10.1186/s12889-020-09653-x
Adapting and enhancing PAX	Focus not on implementation	Fortier, J., Chartier, M., Turner, S., Murdock, N., Turner, F., Sareen, J., Afifi, T. O., Katz, L. Y., Brownell, M., Bolton, J., Elias,

Good Behavior Game for First Nations communities: a mixed-methods study protocol developed with Swampy Cree Tribal Council communities in Manitoba.	barriers and enablers	B., Isaak, C., Woodgate, R., & Jiang, D. (2018). Adapting and enhancing PAX Good Behavior Game for First Nations communities: a mixed-methods study protocol developed with Swampy Cree Tribal Council communities in Manitoba. BMJ Open, 8(2), e018454. https://doi.org/10.1136/bmjopen-2017-018454
Adapting and implementing a school-based resilience-building curriculum among low-income racial and ethnic minority students.	Not whole school	Ijadi-Maghsoodi, R., Marlotte, L., Garcia, E., Aralis, H., Lester, P., Escudero, P., & Kataoka, S. (2017). Adapting and Implementing a School-Based Resilience-Building Curriculum Among Low-Income Racial and Ethnic Minority Students. Contemporary School Psychology, 21(3), 223–239. https://doi.org/10.1007/s40688-017-0134-1
Addressing the adherence-adaptation debate: lessons from the replication of an evidence-based sexual health program in school settings.	Physical health	Parekh, J., Stuart, E., Blum, R., Caldas, V., Whitfield, B., & Jennings, J. M. (2019). Addressing the Adherence-Adaptation Debate: Lessons from the Replication of an Evidence-Based Sexual Health Program in School Settings. Prevention Science, 20(7), 1074–1088. https://doi.org/10.1007/s11121-019-01032-2
Advances and challenges in preventing childhood and adolescent problem behavior.	Pre 2008	Jenson, J. M. (2006). Advances and Challenges in Preventing Childhood and Adolescent Problem Behavior. Social Work Research, 3, 131–134.
An adaption of the Good Behaviour Game to promote social skill development at the whole-class level.	Not whole school	Sewell, A. (2019). An adaption of the Good Behaviour Game to promote social skill development at the whole-class level. Educational Psychology in Practice, 36(1), 1–17. https://doi.org/10.1080/02667363.2019.1695583
An exploratory case study of PBIS implementation using social network analysis.	Not focused on implementation, focused on the leadership structure specifically	Whitcomb, S. A., Woodland, R. H., & Barry, S. K. (2016). An exploratory case study of PBIS implementation using social network analysis. International Journal of School & Educational Psychology, 5(1), 1–13. https://doi.org/10.1080/21683603.2016.1185752
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Both promising and problematic: reviewing the evidence for implementation-science.	Not related to a specific whole school approach	Chiodo, D., & Kolpin, H. (2018). Both Promising and Problematic: Reviewing the Evidence for Implementation Science. The Springer Series on Human Exceptionality, 11–31. https://doi.org/10.1007/978-3-319-89842-1_2
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relationships and sex education intervention to prevent dating and relationship violence: evidence from a pilot trial in English secondary schools.		Sweeting, H., Taylor, B., Young, H., Melendez-Torres, G., Reyes, H. L. M., & Bonell, C. (2020). Implementing a whole-school relationships and sex education intervention to prevent dating and relationship violence: evidence from a pilot trial in English secondary schools. Sex Education, 20(6), 1–17. https://doi.org/10.1080/14681811.2020.1729718
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Measuring teacher implementation in delivery of a bullying prevention program: the impact of instructional and procedural adherence and competence on student responsiveness.	Focused on the class lesson side of intervention	Goncy, E. A., Sutherland, K. S., Farrell, A. D., Sullivan, T. N., & Doyle, S. T. (2015). Measuring Teacher Implementation in Delivery of a Bullying Prevention Program: the Impact of Instructional and Procedural Adherence and Competence on Student Responsiveness. Prevention Science, 16(3), 440–450. https://doi.org/10.1007/s11121-014-0508-9
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Practitioner and site characteristics that relate to fidelity of implementation: The Early Risers Prevention Program in a going-to-scale intervention trial.	Not whole school	Klimes-Dougan, B., August, G. J., Lee, C.-Y. S., Realmuto, G. M., Bloomquist, M. L., Horowitz, J. L., & Eisenberg, T. L. (2009). Practitioner and Site Characteristics That Relate to Fidelity of Implementation: The Early Risers Prevention Program in a Going-to-Scale Intervention Trial. Professional Psychology: Research and Practice, 40(5), 467–475. https://doi.org/10.1037/a0014623
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Program-wide positive behavior support in preschool: lessons for getting started.	Not whole school	Carter, D. R., Norman, R. K. V., & Tredwell, C. (2011). Program-Wide Positive Behavior Support in Preschool: Lessons for Getting Started. Early Childhood Education Journal, 38(5), 349–355. https://doi.org/10.1007/s10643-010-0406-0

Programme implementation in schools: conceptualisations from Irish teachers.	Not whole school	Murphy, C., Barry, M. M., & Gabhainn, S. N. (2018). Programme implementation in schools: conceptualisations from Irish teachers. Health Education, 118(6), 483–498. https://doi.org/10.1108/he-11-2017-0062
Promoting adolescents' mental health and wellbeing: evidence synthesis.	Not whole school	Kuosmanen, T., Clarke, A. M., & Barry, M. M. (2019). Promoting adolescents' mental health and wellbeing: evidence synthesis. Journal of Public Mental Health, 18(1), 73–83. https://doi.org/10.1108/jpmh-07-2018-0036
Promoting implementation success through the use of continuous systems-level assessment strategies.	Pre 2008	Freeman, R. L., Smith, C. L., & Tieghi-Benet, M. (2003). Promoting implementation success through the use of continuous systems-level assessment strategies. Journal of Positive Behavior Interventions, 5(2), 66–70.
Promoting social and emotional well-being in schools.	Focus is on the aspects of the interventions, not on implementation	Barry, M. M., Clarke, A. M., & Dowling, K. (2017). Promoting social and emotional well-being in schools. Health Education, 117(5), 434–451. https://doi.org/10.1108/he-11-2016-0057
Protocol for the process evaluation of a complex intervention delivered in schools to prevent adolescent depression: the Future Proofing Study.	Not whole school	Beames, J. R., Lingam, R., Boydell, K., Calear, A. L., Torok, M., Maston, K., Zbukvic, I., Huckvale, K., Batterham, P. J., Christensen, H., & Werner-Seidler, A. (2021). Protocol for the process evaluation of a complex intervention delivered in schools to prevent adolescent depression: the Future Proofing Study. BMJ Open, 11(1), e042133. https://doi.org/10.1136/bmjopen-2020-042133
Qualitative case study investigating PAX-good behaviour game in first nations communities: insight into school personnel's perspectives in implementing a whole school approach to promote youth mental health.	Not whole school	Wu, Y. Q., Chartier, M., Ly, G., Phanlouvong, A., Thomas, S., Weenusk, J., Murdock, N., Munro, G., & Sareen, J. (2019). Qualitative case study investigating PAX-good behaviour game in first nations communities: insight into school personnel's perspectives in implementing a whole school approach to promote youth mental health. BMJ Open, 9(9), e030728. https://doi.org/10.1136/bmjopen-2019-030728
Quality matters: implementation moderates student outcomes in the PATHS curriculum.	Not whole school	Humphrey, N., Barlow, A., & Lendrum, A. (2018). Quality Matters: Implementation Moderates Student Outcomes in the PATHS Curriculum. Prevention Science, 19(2), 197–208. https://doi.org/10.1007/s11121-017-0802-4
Ready, Willing, and Able: developing a support system to promote implementation of school-based	Not whole school – focus on supporting other interventions, rather than the barriers/facilitators of a whole school intervention	Flaspohler, P. D., Meehan, C., Maras, M. A., & Keller, K. E. (2012). Ready, Willing, and Able: Developing a Support System to Promote Implementation of School-Based Prevention Programs. American Journal of Community Psychology, 50(3–4), 428–444. https://doi.org/10.1007/s10464-012-9520-z

prevention programs.		
Reducing sexual risk among racial/ethnic-minority ninth grade students: Using intervention mapping to modify an evidenced-based curriculum.	Physical health	Markham, C. M., Peskin, M., Shegog, R., Cuccaro, P., & Gabay, E. K. (2017). Reducing sexual risk among racial/ethnic-minority ninth grade students: Using intervention mapping to modify an evidenced-based curriculum. Journal of Applied Research on Children: Informing Policy for Children at Risk, 8(1), Article 2.
Replication of It's Your Game…Keep It Real! in Southeast Texas.	Physical health	Peskin, M. F., Coyle, K. K., Anderson, P. M., Laris, B. A., Glassman, J. R., Franks, H. M., Thiel, M. A., Potter, S. C., Unti, T., Edwards, S., Johnson-Baker, K., Cuccaro, P. M., Diamond, P., Markham, C. M., Shegog, R., Baumler, E. R., Gabay, E. K., & Emery, S. T. (2019). Replication of It's Your Game…Keep It Real! in Southeast Texas. The Journal of Primary Prevention, 40(3), 297–323. https://doi.org/10.1007/s10935-019-00549-0
Resilience to bullying: towards an alternative to the anti-bullying approach.	Focus isn't on implementation	Moore, B., & Woodcock, S. (2016). Resilience to bullying: towards an alternative to the anti-bullying approach. Educational Psychology in Practice, 33(1), 1–16. https://doi.org/10.1080/02667363.2016.1233488
Response to intervention implementation: a successful principal's approach.	Academic	Murakami-Ramalho, E., & Wilcox, K. A. (2012). Response to intervention implementation: a successful principal's approach. Journal of Educational Administration, 50(4), 483–500. https://doi.org/10.1108/09578231211238602
Revisiting the whole-school approach to bullying: really looking at the whole school.	Focus not on implementation	Richard, J. F., Schneider, B. H., & Mallet, P. (2012). Revisiting the whole-school approach to bullying: Really looking at the whole school. School Psychology International, 33(3), 263–284. https://doi.org/10.1177/0143034311415906
Scaling up in rural schools using positive behavioral interventions and supports.	Not barriers and facilitators	Fitzgerald, C. B., Geraci, L. M., & Swanson, M. (2014). Scaling up in Rural Schools Using Positive Behavioral Interventions and Supports. Rural Special Education Quarterly, 33(1), 18–22. https://doi.org/10.1177/875687051403300104
School climate and implementation of a preventive intervention.	Pre 2008	Gregory, A., Henry, D. B., Schoeny, M. E., & Group, T. M. A. C. S. R. (2007). School Climate and Implementation of a Preventive Intervention. American Journal of Community Psychology, 40(3–4), 250–260. https://doi.org/10.1007/s10464-007-9142-z
School climate and teachers' beliefs and attitudes associated with implementation of the Positive Action Program: a diffusion of innovations model.	Not whole school	Beets, M. W., Flay, B. R., Vuchinich, S., Acock, A. C., Li, K.-K., & Allred, C. (2008). School Climate and Teachers' Beliefs and Attitudes Associated with Implementation of the Positive Action Program: A Diffusion of Innovations Model. Prevention Science, 9(4), 264–275. https://doi.org/10.1007/s11121-008-0100-2
School mental health promotion and intervention: experiences from four nations.	Not whole school	Weist, M. D., Bruns, E. J., Whitaker, K., Wei, Y., Kutcher, S., Larsen, T., Holsen, I., Cooper, J. L., Geroski, A., & Short, K. H. (2017). School mental health promotion and intervention: Experiences from four nations. School Psychology International, 38(4), 343–362. https://doi.org/10.1177/0143034317695379

School-based mental health services in post-disaster contexts: a public health framework.	Not whole school	Nastasi, B. K., Overstreet, S., & Summerville, M. (2011). School-based mental health services in post-disaster contexts: A public health framework. School Psychology International, 32(5), 533–552. https://doi.org/10.1177/0143034311402926
School-wide behavioural support: A theory-based program implementation study of positive behavioural interventions and support.	Focus isn't on barriers and facilitators	Snr, D. P. M. (2007). School-wide behavioural support: A theory-based program implementation study of positive behavioural interventions and support.
School-wide conflict resolution and peer mediation programs: experiences in three middle schools.	Pre 2008	Daunic, A. P., Smith, S. W., Robinson, T. R., Miller, M. D., & Landry, K. L. (2000). School-wide conflict resolution and peer mediation programs: Experiences in three middle schools. Intervention in School and Clinic, 36(2), 94–100.
School-wide Positive Behavior Support (SWPBS) in the classroom: assessing perceived challenges to consistent implementation in Connecticut schools.	Focus not on barriers to implementation	Fallon, L. M., McCarthy, S. R., & Sanetti, L. M. H. (2014). School-wide Positive Behavior Support (SWPBS) in the Classroom: Assessing Perceived Challenges to Consistent Implementation in Connecticut Schools. Education and Treatment of Children, 37(1).
Service Delivery for Response to Intervention: Core Components and Directions for Future Research.	Pre 2008	Glover, T. A., & DiPerna, J. C. (2007). Service Delivery for Response to Intervention: Core Components and Directions for Future Research. School Psychology Review, 36(4), 526–540.
Serving All Children: An Implementation Model Framework.	Pre 2008	Graczyk, P. A., Domitrovich, C. E., Small, M., & Zins, J. E. (2006). Serving All Children: An Implementation Model Framework. School Psychology Review, 35(2), 266–274.
Setting-Level Influences on Implementation of the Responsive Classroom Approach.	Not whole school	Wanless, S. B., Patton, C. L., Rimm-Kaufman, S. E., & Deutsch, N. L. (2013). Setting-Level Influences on Implementation of the Responsive Classroom Approach. Prevention Science, 14(1), 40–51. https://doi.org/10.1007/s11121-012-0294-1
Social and Emotional Learning and Teachers.	Focus not on implementation barriers and enablers	Schonert-Reichl, K. A. (2017). Social and Emotional Learning and Teachers. The Future of Children, 27(1), 137–155. https://doi.org/10.1353/foc.2017.0007
Social Emotional Learning: Implementation of Sustainability-Oriented Program in Latvia.	Not whole school	Martinsone, B. (2016). Social Emotional Learning: Implementation of Sustainability-Oriented Program in Latvia. Journal of Teacher Education for Sustainability, 18(1), 57–68. https://doi.org/10.1515/jtes-2016-0005
Social skills training to	Pre-2008	Meyer, A. L., & Farrell, A. D. (1998). Social skills training to promote resilience in urban sixth-grade students: one product of

promote resilience in urban sixth-grade students: one product of an action research strategy to prevent youth violence in high-risk environments.		an action research strategy to prevent youth violence in high-risk environments. Education & Treatment of Children, 21(4), 461–488.
Staff Concerns in Schools Planning for and Implementing School-Wide Positive Behavior Interventions and Supports.	Not barriers and facilitators	Tyre, A. D., Feuerborn, L. L., & Woods, L. (2018). Staff Concerns in Schools Planning for and Implementing School-Wide Positive Behavior Interventions and Supports. Contemporary School Psychology, 22(1), 77–89. https://doi.org/10.1007/s40688-017-0130-5
Strategies to increase student attendance at an elementary school.	Not peer-reviewed (thesis)	Fitzpatrick-Doria, G. A. (2013). Strategies to increase student attendance at an elementary school.
Strengthening Capacity for Implementation of Evidence-Based Practices for Autism in Schools: The Roles of Implementation Climate, School Leadership, and Fidelity.	Focus not on barriers and facilitators	Melgarejo, M., Lind, T., Stadnick, N. A., Helm, J. L., & Locke, J. (2020). Strengthening Capacity for Implementation of Evidence-Based Practices for Autism in Schools: The Roles of Implementation Climate, School Leadership, and Fidelity. American Psychologist, 75(8), 1105–1115. https://doi.org/10.1037/amp0000649
Striving Readers. Implementation and impact of the targeted and the whole-school interventions. Summary of Year 4 (2009-10).	Academic	Hofstetter, C. H., Strick, B., Der-Martirosian, C., Ong-Dean, C., Long, P., & Lou, Y. Y. (2011). Striving Readers. Implementation and impact of the targeted and the whole-school interventions. Summary of Year 4 (2009-10).
Studying the implementation of PECS in a naturalistic special education school setting.	Not whole school	Chua, B. Y. E., & Poon, K. K. (2018). Studying the implementation of PECS in a naturalistic special education school setting. Educational & Child Psychology: Special Issue, September 2018, 60–75.
Success for all. Evaluation report and executive summary.	Academic	Miller, S., Biggart, A., Sloan, S., & O'Hare, L. (2017). Success for All.
Success for all: exploring the technical, normative, political, and socio-cultural dimensions of scaling up.	Pre 2008	Cooper, R., Slavin, R. E., & Madden, N. A. (1997). Success for all: exploring the technical, normative, political, and socio-cultural dimensions of scaling up.
Successful Bullying Prevention Programs:	Not barriers and facilitators to implementation	Fox, B. H., Farrington, D. P., & Ttofi, M. M. (2012). Successful Bullying Prevention Programs: Influence of Research Design, Implementation Features, and Program Components Vol. 6 (2)

Influence of Research Design, Implementation Features, and Program Components		2012. International Journal of Conflict and Violence, 6(2), 273–283.
Sustainability of Teacher Implementation of School-Based Mental Health Programs	Pre 2008	Han, S. S., & Weiss, B. (2005). Sustainability of Teacher Implementation of School-Based Mental Health Programs. Journal of Abnormal Child Psychology, 33(6), 665–679. https://doi.org/10.1007/s10802-005-7646-2
Sustaining School-Based Individualized Positive Behavior Support	Individual focus, not whole school	Bambara, L. M., Nonnemacher, S., & Kern, L. (2009). Sustaining School-Based Individualized Positive Behavior Support. Journal of Positive Behavior Interventions, 11(3), 161–176. https://doi.org/10.1177/1098300708330878
Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs	Focus not on implementation	Fenwick-Smith, A., Dahlberg, E. E., & Thompson, S. C. (2018). Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs. BMC Psychology, 6(1), 30. https://doi.org/10.1186/s40359-018-0242-3
Teacher and Staff Voices: Implementation of a Positive Behavior Bullying Prevention Program in an Urban School	Not whole school	Letendre, J., Ostrander, J. A., & Mickens, A. (2016). Teacher and Staff Voices: Implementation of a Positive Behavior Bullying Prevention Program in an Urban School. Children & Schools, 38(4), 235–243. https://doi.org/10.1093/cs/cdw032
Teachers Teaching Differently: A Qualitative Study of Implementation Fidelity to Professional Development	Not mental health/wellbeing	Woolley, M. E., Rose, R. A., Mercado, M., & Orthner, D. K. (2013). Teachers Teaching Differently: A Qualitative Study of Implementation Fidelity to Professional Development. Journal of Education and Training Studies, 1(1). https://doi.org/10.11114/jets.v1i1.48
Teachers' Perceptions of School Organizational Climate as Predictors of Dosage and Quality of Implementation of a Social-Emotional and Character Development Program	Focus not on barriers and facilitators	Malloy, M., Acock, A., DuBois, D. L., Vuchinich, S., Silverthorn, N., Ji, P., & Flay, B. R. (2015). Teachers' Perceptions of School Organizational Climate as Predictors of Dosage and Quality of Implementation of a Social-Emotional and Character Development Program. Prevention Science, 16(8), 1086–1095. https://doi.org/10.1007/s11121-014-0534-7
Teaching social and emotional competencies: A pilot survey on social and emotional learning programs implemented in Romania	Not barriers and facilitators	Buzgar, R., & Giurgiuman, T. (2019). Teaching social and emotional competencies: A pilot survey on social and emotional learning programs implemented in Romania. Journal of Educational Sciences & Psychology, IX(1), 10–16.

Technology-Based Bullying Intervention for Rural Schools: Perspectives on Needs, Challenges, and Design	Not whole school	Midgett, A., Doumas, D. M., Myers, V. H., Moody, S., & Doud, A. (2021). Technology-Based Bullying Intervention for Rural Schools: Perspectives on Needs, Challenges, and Design. Journal of Rural Mental Health, 45(1), 14–30. https://doi.org/10.1037/rmh0000151
The ASPIRE Principles and Pedagogy for the Implementation of Social and Emotional Learning and the Development of Whole School Well-Being	Focus not on facilitators and barriers	Roffey, S. (2017). The ASPIRE Principles and Pedagogy for the Implementation of Social and Emotional Learning and the Development of Whole School Well-Being. International Journal of Emotional Education, Special Issue volume 9(2), 59–71.
The Core Components of Evidence-Based Social Emotional Learning Programs	Focus not on implementation barriers and facilitators	Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., & Hoover, S. A. (2019). The Core Components of Evidence-Based Social Emotional Learning Programs. Prevention Science, 20(4), 457–467. https://doi.org/10.1007/s11121-018-0953-y
The Effects of Leadership on Innovative Program Implementation	Academic	Dove, M. G., & Freeley, M. E. (2011). The Effects of Leadership on Innovative Program Implementation (Models of Leadership, pp. 25–32).
The Implementation and Effectiveness of the KiVa Antibullying Program in Finland	Focus not on barriers and facilitators to implementation	Salmivalli, C., Poskiparta, E., Ahtola, A., & Haataja, A. (2013). The Implementation and Effectiveness of the KiVa Antibullying Program in Finland. European Psychologist, 18(2), 79–88. https://doi.org/10.1027/1016-9040/a000140
The influence of contextual factors on implementation fidelity in a whole school approach to prevention of violence against women	Focus not on barriers and facilitators to implementation	Joyce, A., Ollis, D., Kearney, S., Leung, L., & Foenander, E. (2019). The influence of contextual factors on implementation fidelity in a whole school approach to prevention of violence against women. Health Promotion Journal of Australia, 30(2), 238–245. https://doi.org/10.1002/hpja.198
The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for The RULER Approach to Social and Emotional Learning	Focus not on barriers and facilitators to implementation	Reyes, M. R., Brackett, M. A., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2019). The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for The RULER Approach to Social and Emotional Learning. School Psychology Review, 41(1), 82–99. https://doi.org/10.1080/02796015.2012.12087377
The Irie Classroom Toolbox: developing a violence prevention, preschool teacher training program	Not whole school	Baker-Henningham, H. (2018). The Irie Classroom Toolbox: developing a violence prevention, preschool teacher training program using evidence, theory, and practice. Annals of the New York Academy of Sciences, 1419(1), 179–200. https://doi.org/10.1111/nyas.13713

using evidence, theory, and practice		
The Lions Quest Program in Turkey: Teachers' Views and Classroom Practices.	Not whole school	Gol-Guven, M. (2016). The Lions Quest Program in Turkey: Teachers' Views and Classroom Practices. The International Journal of Emotional Education, Special Issue, Volume 8(2), 60–69.
The Relative Importance of Provider, Program, School, and Community Predictors of the Implementation Quality of School-Based Prevention Programs	Not wellbeing/mental health	Payne, A. A., & Eckert, R. (2010). The Relative Importance of Provider, Program, School, and Community Predictors of the Implementation Quality of School-Based Prevention Programs. Prevention Science, 11(2), 126–141. https://doi.org/10.1007/s11121-009-0157-6
The Reporting of Core Program Components: An Overlooked Barrier for Moving Research Into Practice	Focus not on barriers and enablers to facilitation	Maggin, D. M., & Johnson, A. H. (2015). The Reporting of Core Program Components: An Overlooked Barrier for Moving Research Into Practice. Preventing School Failure: Alternative Education for Children and Youth, 59(2), 73–82. https://doi.org/10.1080/1045988x.2013.837812
The role of leadership responsibilities in the implementation of a school-wide response to intervention model in high-minority and high-poverty elementary schools: comparing teachers and principals perceptions.	Pre 2008	Zola, J. (1997). The role of leadership responsibilities in the implementation of a school-wide response to intervention model in high-minority and high-poverty elementary schools: comparing teachers and principals perceptions.
The Role of Teachers' Psychological Experiences and Perceptions of Curriculum Supports on the Implementation of a Social and Emotional Learning Curriculum	Not a whole school approach	Ransford, C. R., Greenberg, M. T., Domitrovich, C. E., Small, M., & Jacobson, L. (2009). The Role of Teachers' Psychological Experiences and Perceptions of Curriculum Supports on the Implementation of a Social and Emotional Learning Curriculum. School Psychology Review, 38(4), 510–532.
The Rouge Education Project: Challenges of implementation	Pre 2008	Talsma, V. (2001). The Rouge Education Project: Challenges of implementation. The Journal of Environmental Education, 32(3), 26–30.
The use of weekly performance feedback to increase teacher implementation of a prereferral	Pre 2008	Mortenson, B. P., & Witt, J. C. (1998). The use of weekly performance feedback to increase teacher implementation of a prereferral academic intervention. School Psychology Review, 27(4), 613–627.

academic intervention		
Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation	Not whole school	Grové, C., Henderson, L., Lee, F., & Wardlaw, P. (2021). Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation. Frontiers in Veterinary Science, 8, 655104. https://doi.org/10.3389/fvets.2021.655104
Training School Teachers to promote Mental and Social Well-being in Low and Middle Income Countries: Lessons to facilitate scale-up from a Participatory Action Research Trial of Youth First in India	Not whole school	Leventhal, K. S., Andrew, G., Collins, C. S., DeMaria, L., Singh, H. S., & Leventhal, S. (2018). Training School Teachers to promote Mental and Social Well-being in Low and Middle Income Countries: Lessons to facilitate scale-up from a Participatory Action Research Trial of Youth First in India. International Journal of Emotional Education, Special Issue, Volume 10(2), 42–58.
Understanding Implementation and Effectiveness of Strong Start K-2 on Social-Emotional Behavior	Not whole school	Whitcomb, S. A., & Merrell, K. W. (2012). Understanding Implementation and Effectiveness of Strong Start K-2 on Social-Emotional Behavior. Early Childhood Education Journal, 40(1), 63–71. https://doi.org/10.1007/s10643-011-0490-9
Understanding Real-World Implementation Quality and "Active Ingredients" of PBIS	Focus not on the implementation barriers and enablers	Molloy, L. E., Moore, J. E., Trail, J., Epps, J. J. V., & Hopfer, S. (2013). Understanding Real-World Implementation Quality and "Active Ingredients" of PBIS. Prevention Science, 14(6), 593–605. https://doi.org/10.1007/s11121-012-0343-9
Universal Adolescent Depression Prevention Programs	About effectiveness, not barriers and enablers	Carnevale, T. D. (2013). Universal Adolescent Depression Prevention Programs. The Journal of School Nursing, 29(3), 181–195. https://doi.org/10.1177/1059840512469231
Universal Coping Power for pre-schoolers: Effects on children's behavioral difficulties and pre-academic skills	Not whole school	Muratori, P., Lochman, J. E., Bertacchi, I., Giuli, C., Guarguagli, E., Pisano, S., Gallani, A., & Mammarella, I. C. (2019). Universal Coping Power for pre-schoolers: Effects on children's behavioral difficulties and pre-academic skills. https://journals-sagepub-com.manchester.idm.oclc.org/doi/pdf/10.1177/0143034318814587
Using Restorative Practices to Reduce Racially Disproportionate School Suspensions: The Barriers School Leaders Should Consider During the First Year of Implementation	Not mental health/ wellbeing	Joseph, A. A., Hnilica, R., & Hansen, M. (2021). Using Restorative Practices to Reduce Racially Disproportionate School Suspensions: The Barriers School Leaders Should Consider During the First Year of Implementation. Taboo. The Journal of Culture and Education, 20(2).
Using School Improvement and	Focus not on implementation	Bohanon, H., Gilman, C., Parker, B., Amell, C., & Sortino, G. (2016). Using School Improvement and Implementation Science

Implementation Science to Integrate Multi-Tiered Systems of Support in Secondary Schools	barriers and enablers	to Integrate Multi-Tiered Systems of Support in Secondary Schools. Australasian Journal of Special Education, 40(2), 99–116. https://doi.org/10.1017/jse.2016.8
Using what we know: Implications for scaling-up implementation of the CCL model	Pre 2008	Neufeld, B. (2002). Using what we know: Implications for scaling-up implementation of the CCL model.
Vietnam as a case example of school-based mental health services in low and middle income countries: Efficacy and effects of risk status	Not focused on implementation barriers and enablers	Dang, H.-M., Weiss, B., Nguyen, C. M., Tran, N., & Pollack, A. (2017). Vietnam as a case example of school-based mental health services in low and middle income countries: Efficacy and effects of risk status. School Psychology International, 38(1), 22–41. https://doi.org/10.1177/0143034316685595
Walking the Talk in Bullying Prevention: Teacher Implementation Variables Related to Initial Impact of the Steps to Respect Program	Pre 2008	Hirschstein, M. K., Edstrom, L. V. S., Frey, K. S., Snell, J. L., & MacKenzie, E. P. (2007). Walking the Talk in Bullying Prevention: Teacher Implementation Variables Related to Initial Impact of the Steps to Respect Program. School Psychology Review, 36(1), 3–21.
What Constitutes High-Quality Implementation of SEL Programs? A Latent Class Analysis of Second Step® Implementation	Focus not on implementation barriers and enablers	Low, S., Smolkowski, K., & Cook, C. (2016). What Constitutes High-Quality Implementation of SEL Programs? A Latent Class Analysis of Second Step® Implementation. Prevention Science, 17(8), 981–991. https://doi.org/10.1007/s11121-016-0670-3
Within-Year Fidelity Growth of SWPBIS During Installation and Initial Implementation	Focus not on implementation barriers and enablers	Schaper, A., McIntosh, K., & Hoselton, R. (2016). Within-Year Fidelity Growth of SWPBIS During Installation and Initial Implementation. School Psychology Quarterly, 31(3), 358–368. https://doi.org/10.1037/spq0000125
"What Works": systematic review of the "FRIENDS for Life" programme as a universal school-based intervention programme for the prevention of child and youth anxiety	Not whole school	Higgins, E., & O'Sullivan, S. (2015). "What Works": systematic review of the "FRIENDS for Life" programme as a universal school-based intervention programme for the prevention of child and youth anxiety. Educational Psychology in Practice, 31(4), 424–438. https://doi.org/10.1080/02667363.2015.1086977

Appendix 8 – Researcher's Whole School Definition

The definition the researcher will use is:

A whole school approach is one that impacts on all school practices, including the environment, the ethos, leadership, systems, policies, relationships with students, parents and the community. Whole school approaches are multi-component and goes beyond a curriculum.

The definition came from the following sources:

Wignall, A., Kelly, C., & Grace, P. (2021). How are whole-school mental health programmes evaluated? A systematic literature review. *Pastoral Care in Education*, 1–21. https://doi.org/10.1080/02643944.2021.1918228:

The term 'whole-school' is occasionally used interchangeably with 'universal' and 'school-wide'; however, in this review, whole-school programmes are considered to be those that are multi-component, which impact on whole school practices to effectively improve mental health outcomes.

Public Health England, & Department for Education. (2021). *Promoting children and young people's mental health and wellbeing. A whole school or college approach.*

The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people (4,5). Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school or college and has been found to be effective in bringing about and sustaining health benefits.

Public Health England (2015) highlighted eight principles to promoting whole school approaches to emotional health and well - being, and builds on the mental health Wheel of Resilience:

- o *Leadership and management*
- o *Curriculum teaching and learning*
- o *Enabling student voice*
- o *Staff development*
- o *Identifying need and monitoring impact*
- o *Working with parents/carers*
- o *Targeted support and appropriate referral*
- o *An ethos and environment that promotes respect and values diversity*

Clarke, A. M., O'Sullivan, M., & Barry, M. M. (2010). Context matters in programme implementation. *Health Education*, *110*(4), 273–293. https://doi.org/10.1108/09654281011052637:

The whole school context includes the school's environment and ethos, organisation, management structures, relationships with parents and the wider community as well as the taught curriculum and pedagogic practice (Weare, 2000).

Cahill, H., Kern, M. L., Dadvand, B., Cruickshank, E. W., Midford, R., Smith, C., Farrelly, A., & Oades, L. (2019). An Integrative Approach to Evaluating the Implementation of Social and Emotional Learning and Gender-Based Violence Prevention Education. International Journal of Emotional Education, 11(1), 135–152.

A whole school approach: defines the entire school community as the unit of change and aims to integrate SEL and GBV prevention into daily interactions and practices at multiple setting levels in the

school using collaborative efforts that include all staff, teachers, families and children. (Oberle, Domitrovich, Meyers, & Weissberg, 2016, p. 278)

Kearney, C. A., & Graczyk, P. (2014). A Response to Intervention Model to Promote School Attendance and Decrease School Absenteeism. Child & Youth Care Forum, 43(1), 1–25. https://doi.org/10.1007/s10566-013-9222-1

The Olweus Bullying Prevention Program is a whole-school intervention involving clear and well-enforced school rules regarding bullying, classroom discussions, immediate interventions, follow-up meetings, parental engagement, and community participation (Olweus and Limber 2010)

Thomas, F., & Aggleton, P. (2016). A confluence of evidence. What lies behind a "whole school" approach to health education in schools? *Health Education*, *116*(2). https://doi.org/DOI 10.1108/HE-10-2014-0091

While definitions of a whole school approach vary[3], there is wide agreement that this means looking beyond formal, curriculum-based education on the health of individual children and young people, to consider what Stewart-Brown (2006) calls the "hidden curriculum", namely, the interdependence of the school organisation, structures, procedures and ethos and its relationships with families and the wider community.

Educational and Psychology Research Group
Critical Appraisal Review Frameworks

Qualitative 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 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

Author(s):

Title:

Journal Reference:

Criterion/ score			R1	R2	Agree %	R1	R2	Agree %	Comment
Clear aim of research *e.g. aim/ goal/ question of the research clearly stated, importance/ utility justified*	**1**	**0**							
Appropriateness of the research design *e.g. rationale vis-à-vis aims, links to previous approaches, limitations*	**1**	**0**							
Clear sampling rationale *e.g. description, justification; attrition evaluated*	**1**	**0**							
Appropriateness of data collection method *e.g. methods link to research aims, rationale for method provided*	**1**	**0**							
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**								
Analysis close to the data, *e.g. researcher can evaluate fit between categories/ themes and data, participant 'voice' evident*	**2** **1** **0**								
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**								
Negative case analysis, *e.g. e.g. contrasts/ contradictions/ outliers within data; categories/ themes as dimensional; diversity of perspectives.*	**1**	**0**							
Evidence of researcher-participant negotiation of meanings, *e.g. member checking, methods to empower participants.*	**1**	**0**							
Valid conclusions drawn *e.g. data presented support the findings which in turn support the conclusions*	**1**	**0**							
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**							
Transferable conclusions *e.g. contextualised findings; limitations of scope identified.*	**1**	**0**							
Evidence of attention to ethical issues *e.g. presentation, sensitivity, minimising harm, feedback*	**1**	**0**							
Comprehensiveness of documentation *e.g. schedules, transcripts, thematic maps, paper trail for external audit*	**1**	**0**							
Clarity and coherence of the reporting									

e.g. clear structure, clear account linked to aims, key points highlighted	**1**	**0**			Mean % agree			Mean % agree	
Total	*Max 20*				Mean % agree			Mean % agree	

Kevin Woods, 23.4.20

Appendix 10 – Paper One Coding Strategy

The first stage of thematic synthesis involved 'line-by-line' inductive coding. This meant summarising the content of the text. NVivo was used during this process. The screenshot below shows the initial coding which took place. This happened across all ten papers' findings and discussions sections. Information relating to previous research was not coded.

The second stage of thematic synthesis was the development of descriptive themes. This included grouping similar themes together, to reduce the overall quantity.

Version 1:

Nodes

Name	Files	References
Compatability between intervention and setting	7	10
No time for intervention	4	6
Underlying reasons for behaviour	1	1
Flexibility of intervention	1	1
Behaviour a challenge	1	1
Belief that whole school approach won't work with high needs	1	5
Difficult to implement	1	2
Contrast to other interventions	1	1
Characteristics of intervention or approach	3	20
Intervention elements replaced school content	1	1
Shared vision and buy in	6	15
Difference between elementary and middle school	1	12
Consistency	3	7
Intervention support	5	12
Professional development	3	15
Practicing skills	1	4
Intervention reminders	2	5
Unexpected situations	1	2
Leadership buy-in	3	8

Version 2:

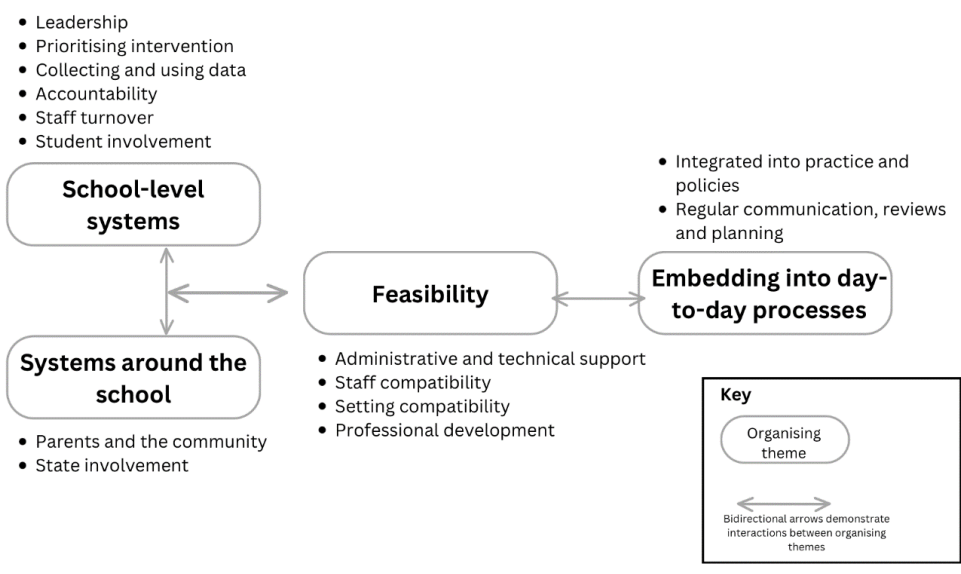| Name	Files	References
School level systems	0	0
Staff turnover	4	14
Accountability	3	6
Collecting and using data	3	26
Prioritising intervention	7	55
Feasibility	2	6
Compatability between intervention and setting	7	28
Staff skills	5	22
Administrative and technical support	6	29
Compatability between personal beliefs and intervention	9	134
Adapting intervention	2	3
Funding	1	2
Leadership	7	41
Student involvement	4	21
Barriers and facilitators overlap	1	1
Embedding into day to day processes	0	0
Integrated into practice and policies etc.	5	17
Ongoing communication	3	7
Regular reviews and planning	2	5
Systems around the school	0	0
State involvement	3	6
Students, parents and community involvement	4	28

The final stage was the generation of analytical themes which are the overarching themes. In this stage, "feasibility" was removed from within "school-level systems" into its own theme. The decision was made because of its size and relevance as a standalone theme.

Name	Files	References
School level systems	0	0
Staff turnover	5	15
Accountability	3	5
Collecting and using data	3	26
Prioritising intervention	8	59
Leadership	8	42
Student involvement	4	21
Barriers and facilitators overlap	1	1
Feasibility	2	6
Compatability between intervention and setting	8	29
Staff skills	7	23
Administrative and technical support	7	30
Compatability between personal beliefs and intervention	10	141
Embedding into day to day processes	0	0
Integrated into practice and policies etc.	6	20
Regular communication, reviews and planning	3	11
Systems around the school	0	0
State involvement	3	6
Parents and the community	5	32

Version 2:

Name	Files	References
School level systems	8	149
Barriers and facilitators overlap	0	0
Feasibility	10	218
Embedding into day to day processes	7	31
Systems around the school	6	38

The only difference between version 2 and the final version is that "barriers and facilitators overlap" was removed. The theme then became integrated into phrasing the themes to cover both positive and negative factors:

- Leadership
- Prioritising intervention
- Collecting and using data
- Accountability
- Staff turnover
- Student involvement

School-level systems

- Integrated into practice and policies
- Regular communication, reviews and planning

Feasibility

Embedding into day-to-day processes

Systems around the school

- Administrative and technical support
- Staff compatibility
- Setting compatibility
- Professional development

- Parents and the community
- State involvement

Key

Organising theme

Bidirectional arrows demonstrate interactions between organising themes

Appendix 11 – Author Guidelines for EPiP

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Updated 17th March 2023

Appendix 12 – Chidley and Stringer framework

Different levels of outcome	Plan (Across action research (AR) meetings 1, 3-5, and stakeholder meetings 1 and 2)		Do (Across action research (AR)meetings 1, 3-5)	Review on: July 2022 (Action Research Group) September 2022 (Stakeholder Group)	Review and plan		Do
	Description of what each outcome level could look like: (What do we want to be different?)		Next steps / actions agreed: (Who will do what? By when?)		Review/evaluation: (What is different? What has changed?)	Plan (What do we want to be different?)	Next steps / actions agreed: (Who will do what? By when?)
Level 1: Raise awareness of current situation to plan for the future. (What we know / what we need to know)	*We know:* Used the EBSN audit to identify what is known, what works, and what needs to change. Information shared in introductory video by researcher.	*We need to know:* Child's voice on a wider school level. Areas of development from the audit. Clear roles relating to EBSN.	Sep 2021: • Finish sharing video with school staff • AR team to complete the audit. • Share [The United Approach] with researcher • EP to share updated parent/carer leaflet • Adapt parent/carer leaflet and other key documents • Request additional time to meet between AR meetings • Share information via email thread Jan 2022: • Make all parent letters Dyslexic friendly		More staff understand EBSN better through sharing the research video, messages from leadership and more conversations about EBSN. Letters home are Dyslexic friendly so that they are more readable for parents/carers.	TBA by school	TBA by school

Level	Column 2	Column 3	Review on: July 2022 (Action Research Group) September 2022 (Stakeholder Group)	Column 5	Column 6	Column 7
Level 2a: Shift perceptions and attitudes	Increase understanding of EBSN, including the language used. Acceptance that EBSN is everyone's responsibility, not just a small group. Link attendance and wellbeing. Increase understanding of the impact of a relational approach.	Jan 2022: • Change the language of attendance with parents, so speaking in terms of days, not percentages • Everyone to write down positives and successes • Review language on website to see if it's framed in a positive way • Use the support plan as evidence for support and intervention		Language change around EBSN, reduction in using the word "refusal". Increased understanding of the underlying mental health needs of EBSN. Changed the use of language to days instead of attendance. More referrals internally around EBSN. Promote a "better late than never" approach.	TBA by school	TBA by school
Level 2b: Develop knowledge and skills	Training for more members of staff. Use the action research group for their expertise. Parents/carers to increase understanding of attendance and EBSN. Develop intervention plans and paperwork.	Sep 2021: • Group to look over EBSN guidance, including tools Jan 2022: • Start a case from the beginning, using materials from the guidance March 2022: • Track attendance data of 10 students using user-defined groups on SIMS • Use the laddering activity to identify a baseline, then use this to review progress		Additional information shared with parents/carers. Plans in place to work closer with primary schools around transition to year 7, including cluster meetings with feeder primary schools. EBSN meetings to continue. Staff understanding of EBSN has increased. Earlier identification of EBSN for some students.	TBA by school	TBA by school
Level 3: Change what people do	More people using the EBSN guidance and documents	Jan 2022:		Increased use of relational approaches, including more	TBA by school	TBA by school

		consistently, especially support and attendance plans. More staff suggesting and putting adjustments into place to support students. Improve cohesive working between departments and professionals. Change language use in line with EBSN guidance. Increase the practice of using support plans.	• Complete EBSN flowchart and then share with staff • Use resource guidance in place of existing documents when supporting EBSN March 2022: • Finalise the flowchart May 2022: • Finalise the flowchart • Record all support provided on support plan		welcoming for all students. EBSN paperwork and resources are being used more often, including support plans.		
See wider and lasting impact	**Level 4a:** Change organisational practice	Incorporate the EBSN guidance into policies and practice, combining relevant paperwork to avoid duplication. Complete and roll out the use of EBSN flowchart for all staff. Embedded EBSN approach. Increase supervision. Streamline meetings for attendance. Increase positive contact with parents/carers. Use data to identify needs early. Adjust attendance policies and procedures so that they are in line with EBSN. Incorporate EBSN knowledge into transition practices.	Jan 2022: • Think about how to streamline existing documents with EBSN documents May 2022: • Plan transition from year 6 to 7 and accompanying logistics • Identify percentage point for when EBSN support starts • Language shifts in school documents and resources		Some protected time has helped to implement the EBSN guidance. Strengthened whole school approach towards EBSN and mental health. A new parental engagement strategy is now in place. More pastoral capacity following the change. Changes to attendance approach, policies updated in line with EBSN.	TBA by school	TBA by school
	Level 4b: Benefit children/young people	Improved attendance and positive feelings towards school, in particular for students receiving Pupil Premium funding. An increased sense of belonging and community. Reduce in-school "truanting", or "runarounders".	The actions mentioned above will build towards this plan.		Some students have increased attendance. More protected time for staff to provide interventions. Welcome people at the gate even when they arrive to school late.	TBA by school	TBA by school

Appendix 13 – Transcript Extract and Paper Two Coding Process

The action research and stakeholder meetings were recorded and transcribed by the researcher. See below for an extract from the fourth action research meeting.

Speaker 1: I think there was a feeling that it was an intervention and that it was something that needed to be done at a very particular time rather than the feeling that we're trying to get across that this is a way of working, this is a model of a whole school approach, not just something that we do when a young person is kind of, when a young person has poor attendance for want of a better word, so I think there's still work to do to make sure that this is across the whole school recognised as the way in which we work with our young people and we are including the young people rather than…yeah

TEP Looking back to our last actions…

Speaker 1: I've a feeling that some aren't started yet

TEP It was a while ago. Speaker 4, for you I've got, "use the documents" because you tend to use CPOMS and pastoral forms at the minute. Does that make sense?

Speaker 4: Yep

TEP So how's that gone?

Speaker 4: I have used some more of the documents, I've used the one with the ladder activities, so I've done that one, that was quite good, it was useful. I've used the…

TEP That's a firm favourite

Speaker 4: …the support plan, the r*** one

Speaker 1: Have you?!

Speaker 4: Yeah I've tried that one

Speaker 1: That's brill, what did you think?

Speaker 6: Oh I've used that!

Speaker 1: Yeah I know <u>you</u> have. But he still pings me alerts on CPOMS.

Speaker 4: Erm, I do find, I still end up using both, because I dunno there's certain students I work with that I think that maybe we get to a certain point where I need to have it recorded somewhere because someone may have a meeting or something may happen where we need to then look back and go, "what've we done?" as a school, so recorded, so a paper copy.

TEP So how's the support plan gone?

Speaker 4: That worked quite well

EP: Which one did you use? (flicking through guidance)

Speaker 4: (pointing) Yeah, that one. So I've done it for this week

EP: Did you use the back as well, or…?

Speaker 4: I only used the front because we, I did it this week and we're looking to review it next week. So I don't know how that will work but we'll, we have tried it. And I've kind of used the, is it the parent one, the tick box? I've kind of gone through that, I do need to add a few more bits to it.

EP: The identification tool?

Speaker 4: This one. So there's a couple more bits I've got to go through on it. It's quite interesting. The thing I've found is that some of the boxes didn't apply to this particular individual

TEP That's fair

EP: Mmm

Speaker 4: You know I know when I've worked with other students you would tick the boxes, but there were lots of boxes that didn't apply for, this particular student, coming to school is OK, well when they're here it's fine, it's in the mornings, getting ready

Speaker 5: Getting ready

EP: Mmm

Speaker 4: So that's the difficult bit, so once they get passed that, it's OK. But that's where the students kind of like that one.

EP: Would you say, I suppose, I know you've not had a chance to complete all the EBSA, it is comprehensive, that that will kind of help focus upon where school can be

Speaker 4: Yeah, thinking about that, it has helped to shape that, ern, I mean this particular individual when they're here, they're fine, they're quite happy, they're like "oh yeah I'll do that", but we've been here before when they came in and they did lesson 1 and 2 and there were a few days where they'd do that and then it all just went to pot, kind of they were back to square 1 again. So this week I've literally done, I've marked on the lessons so they just come in to do an hour and they've been in a quiet room by themselves or the classroom that we've got there. Now I know that if I'd have said to her, "go to a lesson", she would have gone, "yeah yeah", but it didn't work, so I said to her, "we'll go right back to the beginning" and we'll just do that

TEP Nice

Speaker 4: And she has consistently come in every day

EP: That's lovely

TEP That's brilliant

Speaker 4: So, erm, some mornings I don't think she came in till 10, but I did say to her I'd rather you come in than not come in at all, but then she kind of has said, and I've been talking with her dad and her mum, that she will come and do, she wants to go to morning reg and then do 1 lesson.

TEP That's brilliant

Speaker 4: So I'll leave it at that but I think the thing in the past that I've found particularly with some students is they come in for a bit and then you go, "right break, let's go and do this" and I think it doesn't work. Some are great, they'll do it…

Speaker 5: Jumping onto the next step is too hard

Speaker 4: Cause I think we're under pressure though because we think "oh we've got to get them in" but actually I think I'd rather them come in for an hour and we see them every day than them not come in at all. Then we've got evidence that we can go look we are trying, they've agreed, they're doing what we have agreed, and then we'll slowly…

TEP And Speaker 1, you said that shift is starting….

Speaker 1: Yeah that shift and I think as long as we've got the evidence, that's absolutely fine, so I think that is our next step, is just tightening up on our recording or you know on our paperwork so that we have the evidence because what we're noticing is that referrals are, so referral forms are asking for attendance and support plans as part of the kind of evidence to be able to get that next step in so I think that's a definite key for us if anybody wants to volunteer for that? If not, then I will...

The following example comes from the third action research meeting.

<u>Open Coding</u>

During this stage, sections of the transcript were highlighted according to which research question they were relevant to.

Green relates to the first research question: What do school staff perceive as key factors (facilitators and barriers) influencing implementation of EBSN guidance in their school context?

Pink relates to the second research question: How do school staff perceive the impact of implementing the EBSN guidance?

Then, initial thoughts for codes were noted in the margins.

Speaker 1: Yeah, we're starting aren't we?

EP: I wondered about the language, you said. If colleagues are saying you know, and using that kind of the term emotionally-based school non attendance and the shift in their, I know that can be hard.

Speaker 1: Yeah

EP: And that kind of cultural change of language use and from refusal for example.

Speaker 1: Yeah, I think it's yeah, I think it's helpful that it's coming from the authority as well, so in referrals and things like that it's like, have you considered the EBSN that you know and things like that? So I think that helps because then it's not just me banging on about it is it? It's actually, you know the local, we can't do this because we you know we need to have considered this. So I think as much as it can feel like a bit of a barrier sometimes, and you know people are stressed and overworked, and they're going "oh I need to just get this in," it's just about. It's all helping to change, shift the tides and you know.

[Margin note: Language change]

[Margin note: EBSN messages coming from LA - beyond school]

Creating Categories

The following outlines the development of categories for that section of text. Below demonstrates how the pink and green sections of text developed.

Pink:

- Change in perceptions and actions

Green:

- Wider support and push from LA for EBSN

Abstraction

Version 1:

- Facilitators and barriers
- Evidence and perceptions of change

Version 2:

- Facilitators and barriers
- Evidence and perceptions of change

Version 3:

The reference to "not SLR framework" is a reminder that the categories were inductive, not deductive. "Split up text" as a theme, includes text which did not fit into existing categories.

Facilitators and barriers (not SLR framework)
- Current context and climate
- Facilitators
- Barriers
- Facilitator and a barrier

Evidence and perceptions of change
- Change in knowledge, perceptions and actions
- Change in whole school approach
- Additional resources
- Split up text - where does it go best
- Outcomes for students

Version 4:

Facilitators and barriers (not SLR framework)
- Current context and climate
- Facilitators
- Barriers
- Facilitator and a barrier

Evidence and perceptions of change
- Change in knowledge, perceptions and actions
- Change in whole school approach
- Additional resources
- Outcomes for students

- Facilitators and barriers (not SLR framework)
  - Current context and climate
  - Facilitators
    - Available resources and staff
    - Sharing the guidance and resources
    - Support from LA and beyond
    - Attendance is a whole school approach
    - Action research group
  - Barriers
    - Operation of different educational settings
    - Shifting and competing priorities
    - EBSN vs statutory approaches clashing
    - Forwards and backwards nature of EBSN
    - Disconnect
    - Resource intensive
    - School size and high level of need

  - Facilitator and a barrier
    - Parents
    - EBSN and the [School] Way
    - Leadership
    - Staff
    - Data
- Evidence and perceptions of change
  - Change in knowledge, perceptions and actions
  - Change in whole school approach
  - Additional resources
  - Outcomes for students

Version 5:

- Facilitators and barriers (not SLR framework)
  - Current context and climate
  - Facilitators
  - Barriers
  - Facilitator and a barrier
- Evidence and perceptions of change
  - Change in knowledge, perceptions and actions
  - Change in whole school approach
  - Additional resources
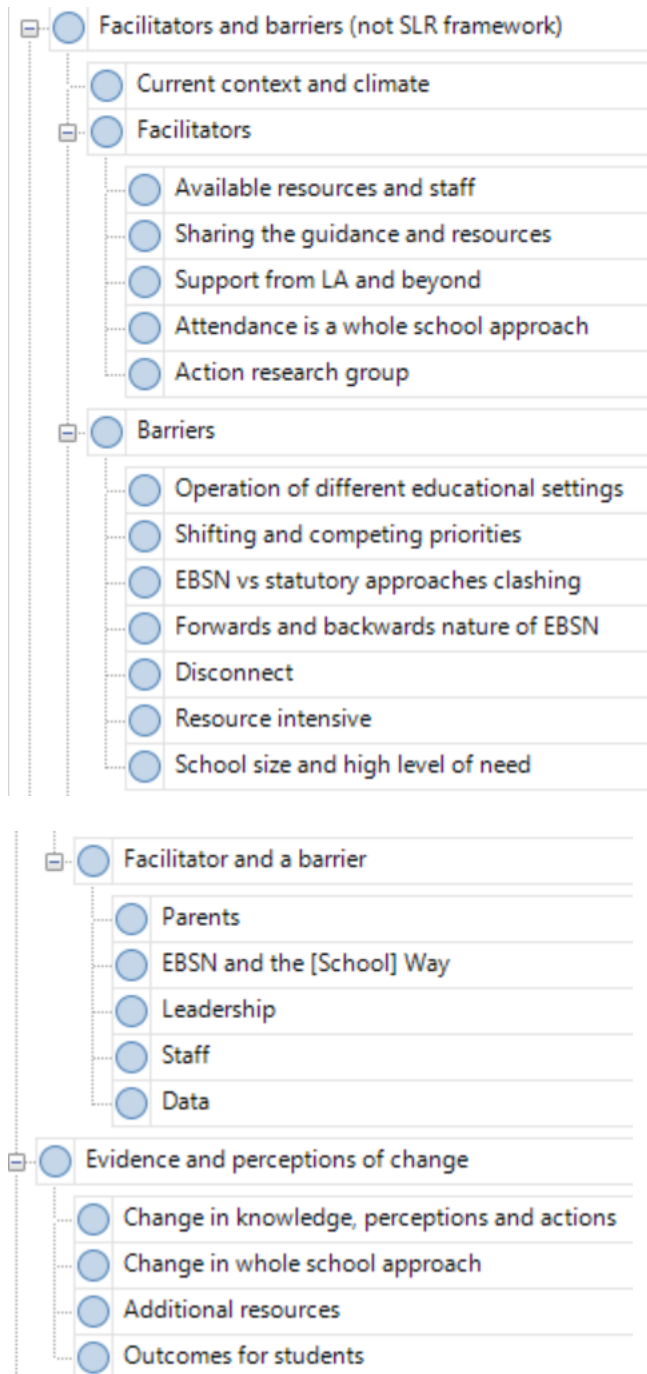 - Outcomes for students

- Facilitators and barriers (not SLR framework)
  - Current context and climate
  - Facilitators
    - Available resources and staff
    - Sharing the guidance and resources
    - Support from LA and beyond
    - Attendance is a whole school approach
    - Action research group
  - Barriers
    - Operation of different educational settings
    - Shifting and competing priorities
    - EBSN vs statutory approaches clashing
    - Forwards and backwards nature of EBSN
    - Disconnect
    - Resource intensive
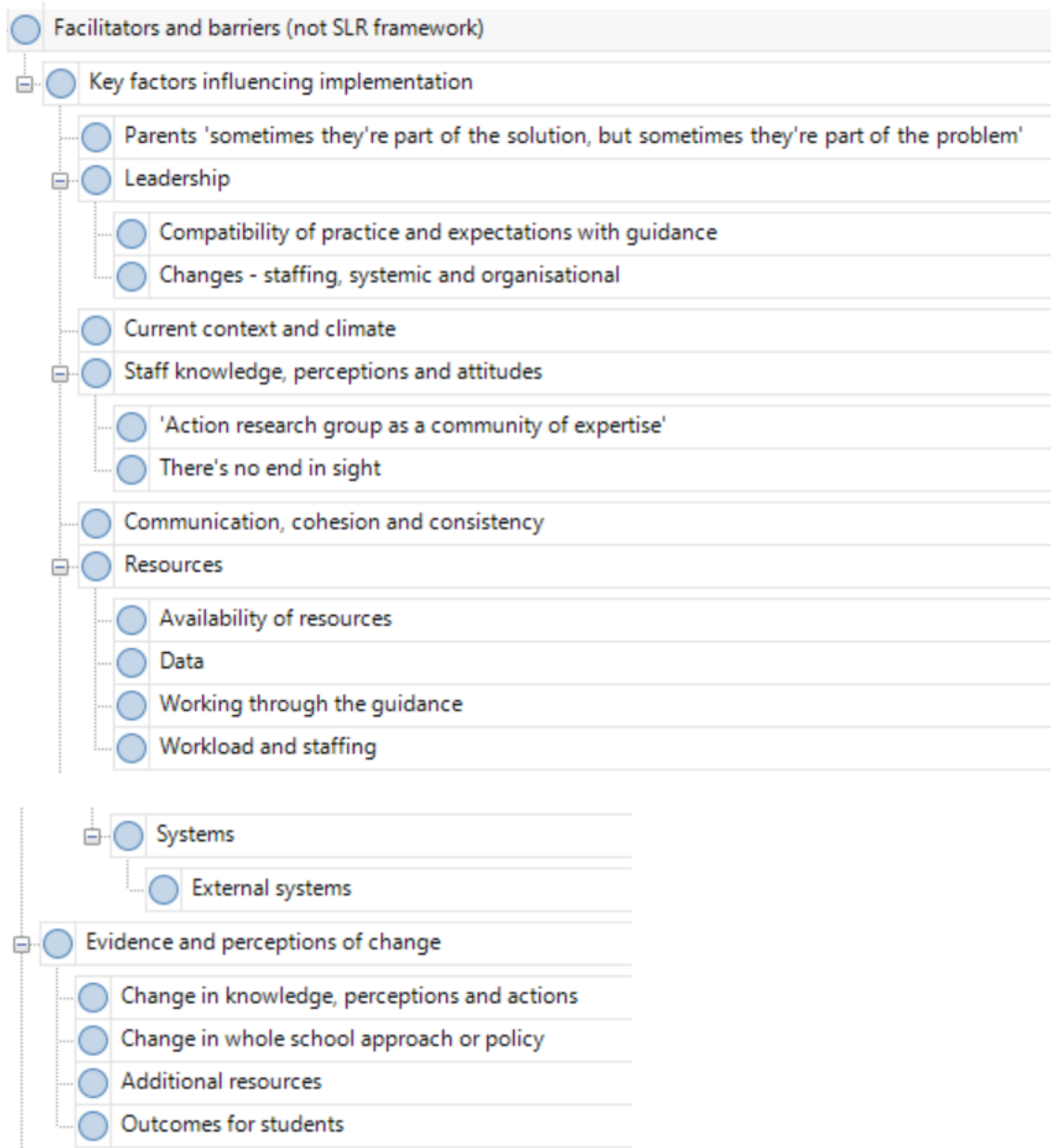   - School size and high level of need

- Facilitator and a barrier
  - Parents
  - EBSN and the [School] Way
  - Leadership
  - Staff
  - Data
- Evidence and perceptions of change
  - Change in knowledge, perceptions and actions
  - Change in whole school approach
  - Additional resources
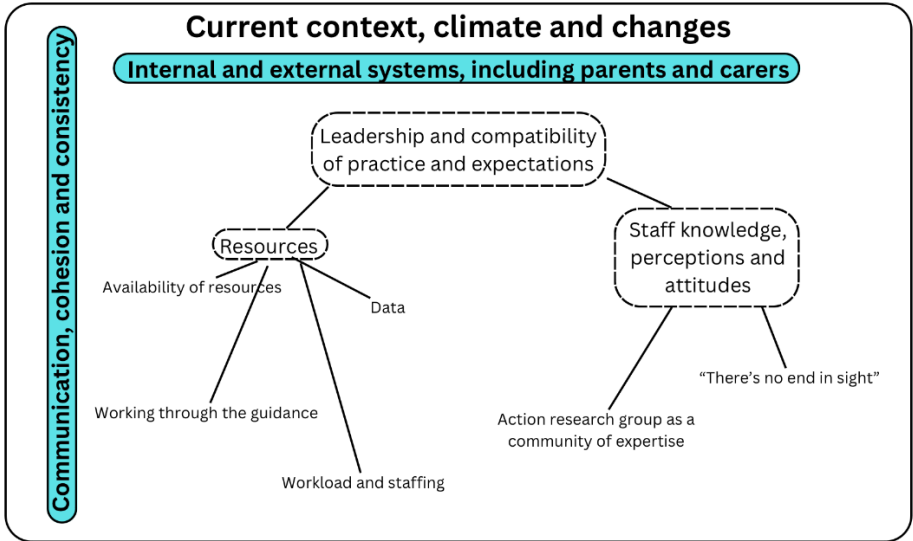 - Outcomes for students

Version 6:

- ◯ Facilitators and barriers (not SLR framework)
- ⊟ ◯ Key factors influencing implementation
  - ◯ Parents 'sometimes they're part of the solution, but sometimes they're part of the problem'
  - ⊟ ◯ Leadership
    - ◯ Compatibility of practice and expectations with guidance
    - ◯ Changes - staffing, systemic and organisational
  - ◯ Current context and climate
  - ⊟ ◯ Staff knowledge, perceptions and attitudes
    - ◯ 'Action research group as a community of expertise'
    - ◯ There's no end in sight
  - ◯ Communication, cohesion and consistency
  - ⊟ ◯ Resources
    - ◯ Availability of resources
    - ◯ Data
    - ◯ Working through the guidance
    - ◯ Workload and staffing

  - ⊟ ◯ Systems
    - ◯ External systems
- ⊟ ◯ Evidence and perceptions of change
  - ◯ Change in knowledge, perceptions and actions
  - ◯ Change in whole school approach or policy
  - ◯ Additional resources
  - ◯ Outcomes for students

Which led to the creation of the thematic map:

Current context, climate and changes

Internal and external systems, including parents and carers

Communication, cohesion and consistency

Leadership and compatibility of practice and expectations

Resources

Availability of resources

Data

Working through the guidance

Workload and staffing

Staff knowledge, perceptions and attitudes

"There's no end in sight"

Action research group as a community of expertise

Organising theme

Theme

Subtheme

Appendix 14 – The Overlap Between the Findings from

Paper One and Paper Two

The screenshots below show how the smaller themes created during the coding for Paper Two fit into the broader themes from Paper One. The smaller themes have been used to demonstrate the type of information included within the broader theme. As highlighted in Paper Two, "regular reviews and planning," and "student involvement". Although "strong pupil voice" is included under the broader theme of "student involvement", it is not sufficiently strong enough to represent the overall theme. And the context in which it was mentioned was in relation to the EBSN audit, student involvement was not really mentioned again.

Name	Files	References
Embedded into day to day processes	0	0
Integrated into policies and practice	4	11
Ongoing communication	4	10
Regular reviews and planning	0	0
School-level systems	0	0
Accountability	2	2
Collecting and using data	5	15
Leadership	0	0
Leadership	2	2
Pulling someone out of the AR meeting	1	2
Committed and inclusive leadership	2	2
Changed for the positive	1	1
Committed to AR	2	3
We've all got to change	1	1
Admitting to mistakes	1	1
Not appreciating how busy people are	1	1
Hierarchies of value (staff)	1	1
Some staff don't feel valued by leadership	1	1
Buy in	1	1

⊟ ◯	Prioritising intervention	0	0
◯	Dedicated part of role	1	1
◯	Leadership pushing EBSN	2	2
◯	Protected time	2	4
◯	Protected time to meet as a team	1	1
◯	Regular meetings	1	1
◯	Protected time for peer supervision in meetings	1	1
⊟ ◯	Staff turnover	0	0
◯	Staff absence	3	3
◯	Staff can't take anymore	1	1
◯	Staff turnover	2	6
⊟ ◯	Student involvement	0	0
◯	Strong pupil voice	1	1
⊟ ◯	Feasibility	0	0
◯	Admin and technical support	3	10
◯	Compatability between intervention and setting	7	119
◯	Compatability between personal beliefs and intervention (inc. buy	7	49
◯	Staff skills	6	10
⊟ ◯	Systems around the school	0	0
⊟ ◯	State involvement	0	0
◯	Wider support and push from LA for EBSN	2	2
◯	Cohesion with external teams	1	1
◯	Government policy changes	1	1
◯	Ofsted influence	1	1

⊟ ◯ Parents	2	2
◯ Understanding of needs	1	4
◯ Parental support	1	2
◯ Relationship with parents	1	1
◯ Shared plan	1	2
◯ Not consenting	1	1
◯ Collusion	1	1
◯ Parent-led	1	1
◯ Home and school need to work together	2	6
◯ Messaging about attendance	1	2
◯ No support available from other services - capacity	1	1
◯ Fear of fines	1	2
◯ Home life	1	3
◯ Variability in completeness of information from primary	2	7
◯ Primaries don't take up transition support offers	1	1
◯ No commitment from primary staff to support transition	1	1
◯ Changing parental mentalities	1	1
◯ Work with families	1	1
◯ Getting parents involved	1	1
◯ Sharing info with parents on EBSN	1	1
◯ Sharing info on strategies with parents	1	1

Appendix 15 – Key Elements of Implementation Handout