

**Supporting school staff to be anti-oppressive practitioners and promote  
community cohesion in schools**

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Kivlan T. Legate

School of Environment, Education and Development

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## **Abstract**

Schools are arenas which play host to a microcosm of society's conflicts, inequalities, oppressions, and privileges. School staff are well-placed to promote cohesion within the school community; identifying effective methods of intervention with school staff for widespread impact could be utilised to disrupt systemic oppressions and conflict and to promote anti-oppressive practice and community cohesion in schools.

Paper One presents an evaluative systematic literature review examining interventions with school staff that aim to promote anti-oppressive practice; the review aims to identify effective features of these interventions. 19 papers published between 2016-2021 were critically appraised and synthesised using the PRISMA framework. Findings include core principles of addressing oppression, methods and principles of training school staff to be agents of change, and important considerations for anti-oppressive intervention design. Principles and approaches for future anti-oppressive interventions are considered in light of these findings.

Paper Two reports on an empirical project employing participatory action research (PAR) in which seven educational psychology practitioners collaborated to produce an online resource for use with school staff to promote community cohesion in schools. Findings include participants' priorities in producing an accessible and effective community cohesion training resource. The PAR working group format was found to be an effective method for producing the North West Cohesion in Schools (NWCiS) training package, with reference to key facilitators and barriers to the process.

Paper Three considers the role of evidence-based practice and practice-based evidence in disseminating research. A strategy for disseminating the findings from the current research, alongside NWCiS to raise awareness, develop understanding, and facilitate action is detailed.

**Declaration**

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

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## **Thesis introduction**

### **Definition of terms**

‘Anti-oppressive practice’ and ‘community cohesion’ (CC) are the central concepts explored in this thesis. Anti-oppressive practice is defined within this thesis as active disruption of systems and social structures that maintain an order of harm and marginalisation towards certain groups, alongside privileging and normalising **of** certain groups (Kumashiro, 2000). CC relates to the sustaining of positive relationships whilst tackling prejudice and social exclusion, empowering people, and building feelings of trust, safety and belonging which, in turn, can promote shared common values and norms of behaviour (Forrest & Kearns, 1999; Jackson Taft et al., 2020; Webster et al., 2004). The two concepts of anti-oppressive practice and CC are strongly linked as the development of anti-oppressive practice to disrupt oppressive symptoms contributes to the tackling of prejudice and social exclusion delineated in the definition of CC; this, in turn, contributes to developing positive relationships, empowerment, trust, safety, belonging and common values/norms. The close link these concepts share underpins this thesis.

### **Aims of thesis**

This thesis explores interventions and training with school staff in developing anti-oppressive practice and community cohesion (CC) in schools. The empirical project specifically sought to identify the ways in which existing CC training could be developed to support CC in schools. This thesis introduction will first explain the researcher’s background, positionality, and stances relating to axiology, ontology, and epistemology. It will then outline the research commission, alongside the overall strategy and rationale for this research. Details will be provided on the interlinking of the preliminary study, the systematic literature review, the empirical project, and the dissemination strategy for this research.

### **Researcher’s professional background and relevant experience**

Prior to starting the EP training on the Doctorate in Educational and Child Psychology (DECP) programme, the researcher worked in several roles in education, including as a 1:1 learning support assistant in a mainstream school, a teaching assistant in a special school, and an English teacher in a supplementary language school in Argentina. These experiences offered the researcher insight into a variety of educational and social barriers which can provide challenges to cohesion. Immediately prior to the commencement of the DECP programme, the researcher worked as a support worker for homeless young people in supported accommodation. This professional experience allowed the researcher to interact with and support young people who have faced and are facing myriad challenges within educational, social, community and societal systems, resulting in their marginalisation and increased vulnerability. Engaging professionally in a range of settings with children and young people provided the researcher with experience of interacting with many different communities, alongside operating within different systems affecting those communities.

The researcher has also participated in activist groups and social movements. When working in a cinema, the researcher became involved in a high-profile living wage campaign, helping to orchestrate an ongoing strike for a better wage and working conditions. The group management and negotiation skills the researcher developed in this role have proved useful in facilitating the working group during the current research's empirical project. The researcher has also been involved with the anti-racist organisation Kids of Colour and the No Police in Schools campaign, pushing for systems-wide change in education to develop anti-racist approaches and practices. This engagement with social movements has provided the researcher with experience in pushing for social change, leading to an ongoing interest and ambition to disrupt oppressive systems to support social justice, social cohesion, and a better quality of life for all.

### **Rationale for engagement**

In light of the professional and personal experience detailed above, entering into the DECP programme, the researcher was unsure of how his interests in psychology, social change and social justice could align professionally. CC is a concept that supports the wellbeing of all, in every community and at all levels, incorporating ideas of social justice and anti-oppression. The researcher had not previously experienced the term 'community cohesion' prior to seeing it as the focus of the current research commission but upon discovering it, it seemed to present an opportunity to combine his aforementioned interests. The research commission remit was ultimately to develop a CC e-resource to develop CC in schools. Therefore, the research commission's focus on community-oriented psychology and work, working systemically for systems-wide change, and incorporating social justice inspired the researcher to place this commission in a position of high priority within the commissioning process. Before explaining the project in further detail, the axiological, ontological, and epistemological stances of the researcher and the research will be described.

### **Evaluation of axiological, ontological, and epistemological stances**

Axiology relates to the values and beliefs that one holds (Cohen, 2017). It is therefore essential to outline the axiology of the researcher as this is what underpins one's view of and interaction with the world. Accordingly, the course of the current research project was inevitably influenced by the researcher's axiology in terms of the initial project trajectory, the decisions made throughout the process, and the ultimate course followed. Some values and beliefs held by the researcher relevant to the current research include:

- All people view and experience the world in a unique way, which is influenced by their identities.
- It is integral to acknowledge and understand one's positionality in societal systems relating to power, privilege, and oppression, in order to meaningfully challenge and disrupt these systems.

- Collaboration allows the coming together of different viewpoints, the consideration of others' perspectives, learning from one another, and accomplishing more together than one could alone.
- Having a supportive and cohesive community is one of the best ways to support one's wellbeing.

Specifically relating to disrupting systems, as a White, heterosexual, cisgender, man who is non-disabled, has no additional needs, is from the UK, and comes from a middle-class background, the researcher has experienced and continues to experience a significant amount of privilege. The researcher's understanding of his positionality in relation to systems of oppression will be forever evolving as he listens and learns; but his current understanding encourages him to disrupt the oppressive and harmful systems he is part of and complicit in and is therefore a key driver in the current research. The researcher's values, therefore, shaped this research, pursuing a direction and ambition of disruption and social change. Were the researcher to hold different values which did not feature these priorities, the research might have taken a different course within the remit of community cohesion, such as, focusing on conflict resolution with the goal of achieving better social order in schools within the status quo, but without elements of disruption or social change.

The critical paradigm holds that realities are socially constructed and are shaped by social, political, cultural, economic, ethnic, and gender values (Scotland, 2012). Ontology concerns the nature of the world and what one can know about it (Snape & Spencer, 2003) and social constructionism endorses a subjective view of reality, with knowledge situated in the domain of social interchange (Guterman, 2013; Robson & McCartan, 2016). It further holds that we are born into systems in which consensus of knowledge have already been determined but continue to evolve through further social interchange and the social agents within them (Scotland, 2012). Within social constructionism, and in line with the researcher's axiology, there is no objective view of reality because one's view of and interaction with the world is influenced by our subjective experience and our positionality. Additionally, a social constructionist epistemology which posits that knowledge and meaning is

constructed through social interchange links well with the current research topic and processes. Paper One's systematic literature review focuses on oppressive systems and anti-oppressive practice, acknowledging the network of social interactions which shape individuals' realities, depending on their positionality. Furthermore, the collaborative research process outlined in Paper Two relies on the assumption that each working group member will bring their own positionality, experience, and understanding to the process in which the interaction between these individuals will create a conceptualisation of CC and, in turn, a resource to support it.

### **Strategy of the thesis**

Article 29 of The United Nations Convention for the Rights of the Child (UNCRC) states that the education of the child shall be directed to 'the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin' (UNICEF, 1989, p. 9) Here we see elements of CC (e.g., understanding, peace, equality) being designated as an imperative within education, suggesting schools are primary platforms upon which CC should play out and be developed. Furthermore, the UN General Comment on Article 29 (UN, 2001) emphasises the importance of education in developing children's self-esteem, conflict resolution skills, and anti-racist attitudes (also elements of CC), in child-centred, empowering, and non-sexist manners (Woods & Bond, 2014). Woods and Bond (2014) argue that Article 29, in combination with the UN General Comment, indicates there is a clear role for educational psychologists nationally and internationally to develop children's identity and social interaction, both integral in developing CC. Additionally, the variety of ways that educational psychologists operate at multiple levels (Fallon et al., 2010, p.4) mean they are well-placed to have impact on a systemic level and, therefore, promote CC at a systemic level.

Woods and Bond (2014) also highlight the specific role educational psychologists have in responding to significant contemporaneous events at a national level. Following the Manchester Arena Attack in 2017, the Department for Education provided funding for the North West Association of Principal Educational Psychologists (NWAPEP) to develop training packages to instruct schools in psychological approaches to critical incident response and promoting CC (NWAPEP, 2017). The researcher believes issues of community conflict contributed to the Manchester Arena Attack (e.g., Islamophobia, extremism), fuelling the notion that a more cohesive community could act as a preventative measure against community conflict and, in turn, critical incidents such as this one, in the future. The original materials were designed and delivered in 2017-2018. To provide some insight into the effect of the training, a preliminary study was conducted by the researcher (Legate, 2021, unpublished) exploring the views of educational psychologists (EPs) in relation to CC practice happening in schools across the North West (NW) of England, and ways in which the training materials could be developed to maximise impact (see Appendix A for executive summary of preliminary project findings). The study utilised an interview-based survey for focused investigation of the specific information required (Robson & McCartan, 2016) whilst allowing room for eliciting a more detailed responses from participants (Gray, 2004). Findings from the preliminary project suggested that 1) CC is a broad subject, incorporating many principles that are ever relevant and can be addressed implicitly and explicitly; 2) the CC context had changed since the original training materials, particularly considering the COVID-19 pandemic and the increased activity of the Black Lives Matter movement; 3) an e-resource would be effective for dissemination and adaptability, and it should maintain the core principles of the original training but should be updated for the current context. This preliminary project validated the original research commission by supporting its aims and helped to clarify the nature of the empirical project.

The empirical project aimed to develop a resource for use with school staff in developing CC, and the researcher thought that elements of CC relating to social justice and anti-oppressive practice (e.g., challenging prejudice and anti-racism),

whilst being some of the most important in breaking down social barriers and developing CC, could constitute some of the most challenging training content to deliver to teachers effectively. Therefore, the researcher, in collaboration with the research commissioner, decided to use the systematic literature review (SLR; Paper One) to explore methods, approaches and strategies employed in interventions with school staff aiming to develop anti-oppressive practices. This topic of exploration ties in with the researcher's axiology and offers useful insight into effective strategies that can provide valuable contributions to the development of the CC e-resource to maximise effectiveness. Due to the timelines of Paper One and Paper Two, the researcher was able to offer some preliminary insights into the findings of the SLR during the development process of the CC e-resource.

The empirical project undertaken for this thesis saw the researcher recruit EPs from across the NW to a working group (WG) with the aim of developing the CC e-resource. As the research was commissioned by NWAPEP, the researcher had direct access to EPs across the NW as a recruitment pool because the principal EPs who form NWAPEP were able to disseminate recruitment materials directly to their staff in their respective EPSs. A participatory action research (PAR) design was selected for this project because its collaborative, action-oriented foundation (Piggot-Irvine et al., 2015) chimes with the collaborative core of 'community', the nature of the project aims, and the underlying principle of pursuing social change (Cohen, 2017). Paper Two details the research process, exploring what elements are necessary for a CC e-resource, alongside the facilitators of and barriers to producing a CC e-resource using a PAR design.

The research commission ultimately aimed to develop the CC e-resource as a legacy for the original training materials through effective dissemination. Therefore, Paper Three details the strategy of dissemination for the findings of Paper One and Paper Two alongside the CC e-resource itself. Alongside this strategy, Paper Three also explores the evidence-based practice, practice-based evidence and effective communication of research which informs the aforementioned dissemination strategy to maximise the potential impact of the findings and resource.

## Ethical issues

Due to emotive subject matters covered within this research, particular care was given by the researcher to provide trigger warnings when participants engaged with this project. In line with the axiological, ontological, and epistemological principles previously mentioned, the researcher thought it important to collect data on the identities of participants in this project to understand the backgrounds of the voices being heard in the process. Considering the nature of PAR, the WG were consulted multiple times about this before going ahead. Additionally, particular care was given to developing a data collection tool and method that would respect whatever ways people wish to identify whilst ensuring anonymity; details of this data collection method can be found in Paper Two.

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**Paper One: 'Up the anti': A systematic literature review of developing anti-oppressive practice with school staff**

Manuscript prepared in accordance with submission guidelines from the journal *School Psychology International* (see Appendix B).

## **Abstract**

This evaluative systematic literature review examines interventions with school staff that aim to promote anti-oppressive practice and aims to identify effective features of these interventions. 19 papers published between 2016-2021 were critically appraised and synthesized using the PRISMA framework. Findings include core principles of addressing oppression, methods and principles of training staff to be agents of change, and important considerations for anti-oppressive intervention design. Implications for practice include the generation of general guidelines outlining core principles and approaches from the literature that can be effective for interventions aiming to promote anti-oppressive practice in school staff. Implications for future research are discussed.

## **Keywords**

Anti-oppressive practice; social justice; school staff; training; anti-racism; anti-homophobia; anti-transphobia; anti-ableism

## **Introduction**

### ***Background***

Systemic inequality, discrimination and oppression have been well documented in the UK and beyond (e.g., United Nations, 2020); for example, in relation to race and ethnicity (Equality and Human Rights Commission, 2016; Lammy, 2017), sexuality and gender identity (Hudson-Sharp & Metcalf, 2016), and disabled status (Office for National Statistics, 2021). Logically, these systemic issues filter into education systems, as evidenced, for example, by: an overrepresentation of certain marginalised ethnic groups in exclusions from school (HM Government, 2020); lower achievement of students from lower income households (Tahir, 2022); high levels of sexual violence and sexist behaviour (National Education Union & UK Feminista, 2017); high rates of racist incidents in schools (Marchant, 2020); an underrepresentation of black and minority ethnic backgrounds amongst teachers (Joseph-Salisbury, 2020); high rates of bullying of disabled (Chatzitheochari et al.,

2015) and LGBTQ+ (Stonewall, 2017) young people. Notably, Kumashiro's (2000) conceptualisation of oppression and anti-oppressive education centres upon the harmful treatment and marginalisation of certain groups, the privileging and normalisation of certain groups, and the role of social structures in maintaining this order. Kumashiro's (2000) multifaceted conceptualisation will be used as the guiding framework of 'oppression' in this review.

### ***Identities and education***

hooks (2015) posits that a person has multiple identities which shape how the individual sees and is seen by the world; these identities contribute to the designation of privilege to some identity groups and the consignment of others to discrimination and oppression (Crenshaw et al., 1995). Crenshaw (1989) coined the term 'intersectionality' to describe how Black women experience racism and sexism simultaneously, highlighting how forms of discrimination and oppression overlap based on multiple identities.

Some identity groups can experience privilege and these groups are often those who are in the majority, those upon whom normalcy is benchmarked, and/or those who have access to a higher level of resources or power. Harris and Gray (2014) discuss privileging 'normalcy', highlighting that the heteronormative school space positions sexuality as private whilst enabling heterosexual teachers to discuss their sexual identities unproblematically, leading to alienation and isolation for queer teachers. Additionally, when there is a majority White teacher population the norms and power that come with teaching are situated within Whiteness and White privilege (Picower, 2009). A key difficulty in challenging these systems of privilege and oppression is that they are so implicitly perpetuated in society that many of the privileged groups can fail to see and understand their privilege (McMahon, 2007). However, the development of self-examination can lead to self-awareness which, in turn, facilitates the moving away from unconsciousness towards acknowledgement of privilege, critical consciousness, and commitment to future action (Khalifa et al., 2016).

'Colour-blindness' is a phenomenon which ignores difference and implies everyone should be treated the same regardless of race, ethnicity, cultural origin or religion (Guimond et al., 2014), and it is found to contribute significantly to perpetuating racist narratives and oppressive systems (Wollast et al., 2022). Similarly, research suggests that silence around issues of sexuality, whether conscious or unconscious, is one of the most insidious and prevalent ways to reinforce heteronormativity in education (Surtees & Gunn, 2010). Silence and denying difference, then, emerge as mechanisms by which oppressive systems are created and reinforced.

### ***Adopting an actively anti-oppressive stance in education***

Despite calls for educational standards and initiatives to name and examine race/racism whilst explicitly using race language (e.g., Gooden & Dantley, 2012), alongside evidence suggesting this approach's effectiveness to address racial disparities in schools (Howard, 2010), research shows educational policies are often silent on issues of racism and oppression (Dowd & Bensimon, 2015; Gillborn, 2005). The philosophical and practical stance one takes to systems of oppression is integral in meaningfully addressing and changing said systems. Derman-Sparks and Phillips (1997) describe the societal system of racism and everyone's part in it:

Since all individuals who live in a racist system are enmeshed in its relationships, this means that all are responsible for its perpetuation or transformation. There are no bystanders and neutral observers: Each person is either part of the problem or part of the solution. (p. 24)

In line with this, Singleton and Linton (2006) explain there is no grey area in anti-racist work, suggesting that one either contributes to the systems of oppression or takes action to oppose and disrupt them. This active stance chimes with calls for educators to go beyond social justice towards an explicitly anti-racist stance and practice (Kumashiro, 2000; Welton et al., 2018); therefore, this review privileges research adopting this 'anti-' stance in relation to oppressions.

### ***Anti-oppressive practice in schools***

**Leadership.** Much evidence indicates the importance of school leadership in fostering practice into school norms and culture (e.g., Melgarejo et al., 2020), particularly social justice or anti-racist practices (Khalifa et al., 2016). For leaders to embed anti-oppressive practice and facilitate change, effective actions include examination of their role in sustaining inequality (Furman, 2012); supporting school staff to overcome deficit thinking (Rivera-McCutchen & Watson, 2014); appreciating the unique ecological position of everyone within the school system in relation to oppressive systems (Brooks & Watson, 2018); taking an intersectional approach (FitzGerald et al., 2019). Capper and Young (2014, p.160) explain, “leaders for social justice must consider how and to what extent promising practices in one area of diversity/difference might address the full range of student differences and their intersections.” Research has found leadership preparation programmes are effective platforms for leaders to develop these skills before they attempt to train others in this area (Khalifa et al., 2016).

Governing powers and district-wide policies can play a significant role in reproducing and reinforcing oppressive systems (Frankenberg et al., 2010; Wells, 2014) and scholars advocate for system-wide policies to take a unified approach to antiracism to have widespread impact (e.g., Brooks & Watson, 2018). Leaders attempting to make anti-oppressive change can experience stress and anxiety about the reaction of staff, the community or educational governing authorities (Brooks, 2012). Research demonstrates varied teacher response to these approaches, from resistance to seeing racism and examining Whiteness (Hyland, 2005) to developing critical consciousness and self-awareness (Pennington et al., 2012).

**Safety and discomfort.** Some practitioners advocate for ‘safe spaces’ within which people can feel comfortable to openly discuss oppressions (Delano-Oriaran & Parks, 2015; Souza-Smith et al., 2021). However, Arao and Clemens (2013) argue anti-oppressive work requires ‘brave spaces’ rather than safe spaces because

having discussions of oppression, power and privilege “requires the very qualities of risk, difficulty, and controversy that are defined as incompatible with safety” (p. 139). Similarly, Kumashiro (2004) argues for teachers to experience crisis, discomfort and disorientation to make change and learn anti-oppressive pedagogy.

**Anti-oppressive interventions at the teacher level.** Teacher expectations impact student achievement and outcomes and can cause differential behaviour towards different students (Brophy, 1983; Hendrickx et al., 2016). Teacher expectations differ on the grounds of students identities, such as, race and ethnicity (Fish, 2017), special educational needs and disabilities (Tassinari Rogalin & Nencini, 2015), and gender (Muntoni & Retelsdorf, 2018). This suggests that intervention at the teacher level is essential to disrupt these discriminatory and oppressive systems. Teacher training, however, can often omit addressing anti-oppressive issues, such as a lack of sexual diversity training (Dykes & Delport, 2018). Social justice training programmes are often short-term and focus on changing individual attitudes rather than creating structural change (Banks & Banks, 2004; Sleeter, 2012). Anti-oppressive interventions are considered most effective when they engender systemic change alongside individual attitudinal change, and are evidence-informed and grounded in theory (Beelmann & Heinemann, 2014).

Considering the information in this section, this review explores approaches and interventions with school staff that aim to develop anti-oppressive practices, relating to multiple forms of oppression. It focuses on research including an evaluative component to highlight elements which improve effectiveness with the hope this can provide guidance for anti-oppressive training in the future.

## **Methods**

As detailed above, oppressive systems are wide-ranging and deeply engrained. These systems are socially constructed and have a long historic legacy. The

researcher on this project is a White heterosexual non-disabled middle-class cisgender man and has therefore benefitted, still benefits, and will go on benefitting from his privileged position within these oppressive systems. It is vital to take an actively oppositional stance of challenge and disruption to these oppressive systems because failure to do so from people in privileged positions amounts to complicity in reinforcing them. Many programs and initiatives are framed as driving for diversity and inclusion, but these can often be surface-level, tokenistic, ineffective, inauthentic, and in some cases do harm and reinforce the oppressive systems (FitzGerald et al., 2019; Steinmetz, 2021). Going forward, only interactions which honestly and actively acknowledge, address, and oppose these systems are of value in authentically dismantling the systemic oppressions we have formed as the social foundations of society and 'civilisation'.

The aim of this systemic literature review is to explore the practices being used to develop anti-oppressive practices in school staff, with a focus on studies evaluating the effectiveness of particular approaches. To ensure the included research represents anti-oppressive practice in a contemporary context, results were limited to research papers published within the time period August 2016-August 2021. Further still, results were limited to journal articles, reports or dissertations/theses as this was more manageable within project capacity and they offered the most rigorous examination and evaluation of interventions/approaches. The aim of the search was to capture research relating to different areas and types of oppression; therefore, the search terms were developed from sources including the protected characteristics as outlined in The Equality Act (HMG, 2010), types of discrimination and oppression prevalent in public discourse, and the professional and academic experience of the researcher and research supervisor working in the field of educational psychology. The databases searched were The British Education Index, Education Resources Information Center (ERIC), PsycINFO, and Web of Science. The terms used in the systematic literature search were 'School\*' AND '(anti-discriminat\* OR antidiscriminat\* OR anti-oppress\* OR antioppress\* OR anti-racis\* OR antiracis\* OR anti-sexis\* OR antisexis\* OR anti-ableis\* OR antiableis\* OR anti-disablis\* OR antidisablis\* OR anti-ageis\* OR antiageis\* OR anti-heterosexis\* OR



antiheterosexism\* OR anti-classism\* OR anticlassism\* OR anti-cissexism\* OR anticissexism\* OR anti-colonial\* OR anticolonial\* OR anti-xenophobia\* OR antixenophobia\* OR anti-semitism\* OR anti-anti-semitism\* OR anti-elitism\* OR antielitism\* OR anti-homophobia\* OR antihomophobia\* OR anti-Islamophobia\* OR antiislamophobia\* OR anti-transphobia\* OR antitransphobia\*)' AND '(intervention\* OR train\* OR program\* OR practice)'. The search was limited to title and abstract to ensure sufficient focus was afforded to the area of interest. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher et al., 2009), 573 papers were initially identified; after duplicates were removed, 423 papers remained for the screening process (see Appendix D for PRISMA diagram).

Papers were screened by title and abstract according to the inclusion and exclusion criteria, which prescribed the papers must relate to anti-oppressive practice, the practice must be relevant to an education setting (excluding higher education), and it must be an empirical study with an evaluative element focusing on some form of intervention, training, programme, or practice. The inclusion criteria also stipulated papers must be from peer-reviewed journals as, due to the high number of included papers, this was more manageable within project capacity and their 'peer-reviewed' status indicates a certain degree of quality and rigour. The screening process produced 20 articles which were then assessed for eligibility. Papers were critically appraised to gauge methodological quality (Gough, 2007; weight of evidence (WoE) A) using the qualitative framework developed by Woods (2020). The methodological quality of five of the 20 papers (25%) was appraised by two independent reviewers whose ratings were compared in calibration meetings to expand reviewers' thinking about each criterion within the framework and to move closer to consensus on ratings of papers. For example, during a calibration discussion regarding sampling rationale, it was agreed that whilst giving supporting reasons for the chosen method of sampling constituted a good level of supporting rationale, best practice might denote reasons why the chosen sampling method was selected over other possible methods. Through this process, the mean inter-rater agreement across the five papers rose from 78% (pre-calibration) to 96% (post-calibration). For this review, methodological quality ratings of <7 were judged

as low quality, 7-14 as medium quality, and 14.1-20 as high quality. Only papers rated as medium or high quality in the critical appraisal process are included in the current review, leading to 19 papers being included in the review.

Methodological appropriateness to the aim of the review (Gough, 2007; 'WoE B') was judged upon the level of evaluation reported in the research with ratings at one of three levels of evaluation, where level 3 represents the highest level: level 1 – evaluation including the reports of those implementing the intervention/approach; level 2 – evaluation including the reports of the recipients of the intervention/approach; level 3 – evaluation including observable data (e.g., pre- and post- measure, school statistics, observations in school). Where appropriate, studies with a higher WoE B rating are given more focus in the current review because they are deemed to provide a better indication of efficacy of the approach in question and, therefore, can have more impactful implication for future practice. Key information was extracted from each paper to provide an overview and input into a table to provide a comparative summary of the overall research sample; information extracted included participant sample, anti-oppressive focus, details of the focal approach, research aims, data source(s), findings, and level of evaluation. Thereafter, for each paper, data extracts of key findings and researcher interpretations were collated (see Appendix E for example) and coded in NVivo (QSR International Pty Ltd., 2020; see Appendix F for example). These codes were then formulated into themes and sub-themes, based on the aims of this review, to provide a deeper narrative understanding and thematic synthesis of the papers alongside the analysis of the tabulated research features summary. Initial theme and sub-theme ideas were identified inductively during the reading of the included research, as the researcher noticed emergent common themes across the papers. These ideas then served as a rudimentary framework during the coding process and theme extraction process; any codes which did not fit within these predetermined ideas formed new themes/sub-themes.

## Findings

An overview of the 19 reviewed papers can be found at Appendix G. Most papers reviewed (14/19), alongside the majority of the 423 papers screened, focus on anti-racism suggesting a high representation in the literature base compared to other forms of oppression. Most of the studies (14) happened in the USA, with three in Canada and two in Australia. Most studies (11/19) used reports from intervention recipients (evaluation level 2), whereas fewer papers (6/19) evaluated the intervention/approach using observable data (evaluation level 3). Papers examined programs/courses for teachers (9 papers), courses for school leaders (4), school-leader-driven interventions in their school (3), and miscellaneous (3). Nine interventions were elective and eight were mandatory<sup>1</sup>.

### *Thematic synthesis*

Upon analysing the 19 papers in this review, the emergent global themes identified were: ‘addressing oppression’ broadly focusing on underpinning anti-oppressive philosophies and principles/stances in interventions; ‘agents of change’ centring methods of developing anti-oppressive change makers and the nature of being a change maker; ‘intervention design’ detailing logistical facets of anti-oppressive interventions with staff.

**Addressing oppression.** A key element across most papers was the importance of addressing oppression systemically on different levels (e.g., Ezzani, 2021; Salisbury, 2020; Swanson & Welton, 2019); for example, “acknowledging multiple levels of heteronormative and cisgender oppression” (Mitton et al., 2021, p.43) and training leaders to “change how local educational policies are developed and implemented” (Diem et al., 2019, p.727). However, Priest (2021) highlights the danger of discussions of racism remaining on an interpersonal level rather than a structural one.

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<sup>1</sup> It was unclear in two papers whether the intervention was elective or mandatory

Explicitly naming the problem or oppression and using related language was emergent in many papers as integral to meaningfully addressing systemic oppressions (e.g., Mitton et al., 2021; Salisbury, 2020; Swanson & Welton, 2019). Galloway et al. (2019, p.494) explain, “when participants were asked about antiracist pedagogy as opposed to [culturally responsive pedagogy and practice] the responses shifted from an individual student perspective to a critical interrogation of racist systems and practices”. Similarly Bornstein (2018) explains, “without naming race, my point was lost” (p.14) and Waite (2021) speaks of recipients’ developing understanding of the harm of the colour-blind, assimilationist narrative. However, findings suggest discussions of racism in leadership programs are often met with silence (Liou & Hermanns, 2017), and White teachers can have difficulties in explicitly naming race, leading to marginalised students feeling unable to share their true story of marginalisation (Kinloch & Dixon, 2017). Active disruption was key in much of the research in developing anti-oppressive practice amongst school staff (e.g., Mitton-Kukner et al., 2016; Salisbury, 2020; Swanson & Welton, 2019).

**Agents of change.** The ability to be open about one’s identity (e.g., LGBTQ+) within an intervention can impact feelings of safety and engagement (e.g., Mitton et al., 2021). Many papers highlight the importance of encouraging teachers to examine their own positionality and its implications for students’ lives and the systems they are part of (e.g. Diem et al., 2019; Galloway et al., 2019; Waite, 2021). Swanson and Welton (2019) emphasise the privilege of White people not having to think about how people perceive their race as people of colour do, and the necessity of advocating for racially minoritised students. Methods of confronting power and privilege include White teachers listening to the stories of teachers/students of colour (Kinloch & Dixon, 2017); engaging in power analysis with explicit focus on each individual’s power levels to intervene in oppressive situations (Edmiston, 2016); pushing recipients in positions of relative power to acknowledge that inaction and unawareness can amount to complicity in structurally oppressive systems (e.g. Gooden et al., 2018).

Personal growth is a theme prevalent across all reviewed papers and is therefore emergent as a key tenet of developing anti-oppressive mindset and practice; discomfort is purported by several authors necessary for this growth (Galloway et al., 2019; Ohito, 2016; Salisbury, 2020; Swanson & Welton, 2019). Ohito's (2016) pedagogy of discomfort upset the status quo and uncovered latent feelings about racial oppression. Relatedly, Salisbury's (2020) findings emphasise the comfortable state of sitting in privilege and failing to disrupt oppressive systems.

Raising awareness and understanding of oppressive systems and developing critical consciousness featured across many of the papers (e.g., Gooden et al., 2018; Salisbury, 2020; Swanson & Welton, 2019). Methods to do this included, facilitating cognitive dissonance to change beliefs and behaviours (Ezzani, 2021); encouraging students to read texts outside typical content (Liou & Hermanns, 2017); using online spaces to give recipients time to reflect before commenting/responding (Ohito, 2016); framing teaching work as political (Martinez et al., 2016). Galloway et al. (2019, p.497) found "calling out and addressing acts of racism" as key in anti-racist practice and Diem (2019) argues leadership preparation programs should help students "feel confident challenging policies" (p.725). Provision of resources (e.g., lesson plans, scripts) was found by several studies to be effective in supporting educators to feel prepared to discuss and challenge oppressive systems (e.g., Mitton et al., 2021; Priest et al., 2021; Salisbury, 2020).

Leadership commitment to implementing a program/intervention in a school is key (e.g., Priest et al., 2021). Studies advocated for leaders to use data strategically to open discussions of inequality (Ezzani, 2021; Gooden et al., 2018). Leaders balancing protecting relationships with staff and pushing for change whilst being aware of the emotionally-charged nature of leading discussions about racism was also found as important (Swanson & Welton, 2019). Authors highlight the importance of leaders being sufficiently prepared to drive anti-oppressive change (Gooden et al., 2018; Swanson & Welton, 2019), with Swanson and Welton advocating for "constant coaching" for principals on how to lead schoolwide change for racial equity (p.752).

'Community' featured at different levels in reviewed papers, e.g., engaging students' local community context (Ezzani, 2021), building a sense of community within an organisation/trainee group of teachers (Martinez et al., 2016; Mitton et al., 2021; Ohito, 2016), and building a sense of community within and around a school (Mizell, 2021). Relatedly, connection with others through discussion and dialogue was found to facilitate awareness and understanding of oppressive systems (Kinloch & Dixon, 2017; Liou & Hermanns, 2017; Salisbury, 2020); critical reflection and critical consciousness (Diem et al., 2019; Gooden et al., 2018); therapeutically digesting professional experiences (Kinloch & Dixon, 2017; Martinez et al., 2016); listening, being changed by, and learning from other people and their ideas (Bentley-Williams et al., 2017; Edmiston, 2016).

**Intervention design.** Two papers highlight prolonged interventions and, in turn, prolonged exposure of recipients as facilitating increased receptivity, willingness and comfort in discussing race (Liou & Hermanns, 2017), alongside understanding and personal growth (Bentley-Williams et al., 2017). Mitton et al. (2021) found positioning the intervention early in teacher training facilitated LGBTQ+ identifying teachers feeling they and their identities were valued in the teaching community. Also, early input on power, privilege, equity, social justice, race, class, gender, and sexuality, meant the group felt safer and more supportive of LGBTQ+ individuals. Embedding anti-oppressive content across courses, rather than having it as a singular discrete course was found to facilitate widespread impact (Gooden et al., 2018; Liou & Hermanns, 2017; Mitton-Kukner et al., 2016; Tompkins et al., 2017).

Elective interventions were found to attract individuals already interested in social justice issues which led to motivated engagement in interventions (Bentley-Williams et al., 2017; Ohito, 2016). However, mandatory interventions (Bornstein, 2018; Ezzani, 2021; Swanson & Welton, 2019) arguably reached a wider population, with some papers outlining how the compulsory nature allowed the modelling of

how to disrupt oppressive systems to all pre-service teachers (Mitton et al., 2021; Tompkins et al., 2017).

Different kinds of spaces were discussed across ten of the papers. Firstly, informal spaces outside the formal intervention space can harbour informal discussions which reinforce frustration and resistance to change because recipients feel safer discussing it away from intervention practitioners (Diem et al., 2019). Additionally, informal spaces were highlighted as contested spaces for LGBTQ+ youth where oppressive systems can easily play out if unchecked (Mitton-Kukner et al., 2016; Mitton et al., 2021). Secondly, safe spaces featured in papers as: helping teachers deal with professional challenges through venting and discussing them with peers (Martinez et al., 2016); helping LGBTQ+ pre-service teachers to feel safe to be out (Mitton et al., 2021); facilitating White faculty to resist change and maintain the school as a safe space of White normalcy (Bornstein, 2018, p.19).

## **Discussion**

### ***Summary of findings***

This paper reviews studies exploring the process and impact of delivering interventions with school staff to develop anti-oppressive practice in schools. All reviewed papers were of medium or high quality as determined against a qualitative critical appraisal framework (Woods, 2020), thus, increasing the validity of conclusions drawn. The most common characteristics of reviewed papers included courses for teachers, elective interventions, a focus on anti-racism, evaluated mainly through recipient report, and from the USA.

The review found that the core principles of addressing oppression include taking a systemic approach; explicitly naming the problem and using direct language such as 'racism' as it is more effective than positively framed phrases such as 'culturally responsive' and 'diversity and inclusion'; understanding that silence and colour-

blind approaches are common and harmful, and acknowledging difference is important; people striving to disrupt these systemic oppressions despite difficulty and resistance from peers.

Encouraging intervention recipients to be aware of, examine and critically reflect on experiences, stories, identities, positionality, privilege, and power relating to themselves and others were common elements of evaluated approaches and found to be effective for promoting personal anti-oppressive growth. Some research within the current review advocated for introducing discomfort, especially for those in privileged groups, to deepen understanding of the oppressive systems and their place in it, rather than retreating to the safety and comfort of privilege. Instilling a willingness and confidence in trainees to challenge oppressions on both an interpersonal and systemic level was found to be important. Reviewed papers found that effective leadership tools for change can include balancing change with protecting staff relationships, using data strategically, and having an awareness of the emotive nature of leading discussions about oppressions. Papers found that leaders must be sufficiently prepared, educated and coached to lead anti-oppressive change. Connection to others was also seen as important to facilitating the development of anti-oppressive practitioners, building communities within groups, schools and local areas, alongside promoting open discussion about oppression to critically reflect, digest experiences, listen to each other and make sense of reality.

In terms of the intervention design, prolonged involvement and exposure was found to give trainees more time to open up and develop confidence. Anti-oppressive input implemented earlier in educators' training was found to instil principles to inform later spaces and input. Also, embedding anti-oppressive content across courses was found to have more widespread impact. Elective interventions attracted recipients motivated to engage in anti-oppressive work and mandatory interventions reached wider audiences and were argued to have greater potential to disrupt oppressive normalcy in systems. Informal spaces outside the formal intervention offer less controlled arenas in which oppressive



practices can play out if unchecked and oppressive mindsets can be reinforced. Reviewed papers also indicate safe spaces can facilitate trainees being open about their identities, but that safety is also something to be retreated to by privileged groups when not ready for or open to change. Generally, facilitating spaces where educators can reflect, be open, support one another, contextualise and make meaning from their experiences, and connect were found to be important for engagement and the development of anti-oppressive practice.

### ***Implications for theory***

The evidence in this review chimes with much of the literature suggesting meaningful and widespread anti-oppressive change is facilitated by taking a systemic approach to oppression rather than addressing the interpersonal oppressions symptomatic of the systemic issues (e.g., Beelmann & Heinemann, 2014). Furthermore, to meaningfully address oppressions, reviewed papers alongside previous literature advocate for avoiding harmful silence and colour-blind approaches whilst acknowledging and addressing difference (Surtees & Gunn, 2010; Wollast et al., 2022); explicitly naming problems and using direct language such as 'racism' and 'heteronormativity' (Gooden & Dantley, 2012; Howard, 2010), rather than implied and veiled through positively-framed phrases such as 'culturally responsive', 'diversity and inclusion' etc. (Koutsouris et al., 2022); pushing for change despite resistance from peers and those in power (Brooks, 2012; Hyland, 2005). Therefore, the current review's findings and the previous literature suggest addressing oppression is most effective when targeting the oppressive systems directly, explicitly, systemically, and persistently.

Findings in this research highlight the importance of people examining their own and others' identities, positionality, privilege and power to develop understanding and critical consciousness, leading to changing beliefs and behaviours, aligning with similar findings in the literature (Khalifa et al., 2016). Furthermore, these findings relate to previous research which take this idea further, suggesting people should

be encouraged to recognise that unawareness and inaction can amount to complicity in the systemic oppressions (Derman-Sparks & Phillips, 1997; Singleton & Linton, 2006). Following on from this, the finding in this review that it is important to instil in practitioners a willingness and a confidence to challenge oppressions on a systemic level is significant in relation to literature outlining that higher-level systemic mechanisms, such as district-wide policies, can play a key role in systemic oppression (Frankenberg et al., 2010; Wells, 2014).

Broaching issues of unawareness, inaction and complicity alongside willingness to challenge relate to Singleton and Linton's (2006) espousal of having 'courageous' conversations about race. This, in turn, relates to findings from research within this review promoting the introduction of discomfort, especially for those in privileged groups, to deepen understanding of oppressive systems and their place in them. Perhaps, then, Arao and Clemens' (2013) 'brave spaces' where risk, difficulty and controversy are privileged over safety, are an important mechanism for developing anti-oppressive practitioners. However, within this review, Mitton et al., (2021) found providing safe spaces facilitated being open about one's identity for, in this case, LGBTQ+ identifying teachers; here, the oppressed group is afforded acceptance and safety typically afforded to privileged groups. Thus, notions of safety and comfort have different implications for different social groups with different levels of power and privilege; spaces and people privileging the normalcy of certain groups must be disrupted and discomforted so people belonging to currently marginalised groups can be comfortably open about their identities.

Alike with the reviewed research, leadership is emergent in the wider literature as a key element of promoting anti-oppressive practice in school staff (Khalifa et al., 2016), with emphasis on the necessity of leaders' critical self-reflection (Furman, 2012). Within the reviewed research, Swanson and Welton (2019) emphasise that leaders should balance the protection of relationships with staff with pushing for change. This links with Brooks and Watson's (2018) advocacy for leaders to take an individualised approach to everyone within their own ecological reality because each person has unique tolerance levels of leaders pushing for change based on

their individual readiness for change. The emotionally charged nature of leading discussion about oppression highlighted in this review links to wider literature suggesting leaders must be sufficiently prepared, educated and coached to effectively lead anti-oppressive change (Khalifa et al., 2016).

Findings in this research espousing the benefits of interventions in this area with prolonged involvement and exposure is pertinent in light of research finding social justice training to often be short-term and narrowly focused (Banks & Banks, 2004; Sleeter, 2012). This could suggest interventions with prolonged involvement could be more likely to meaningfully address oppression, rather than tokenistic or inadequate attempts. Additionally, findings in this review suggesting mandatory interventions reach wider audiences chime with previous research suggesting that mandatory training reaches audiences who would not otherwise complete training without a formal obligation to do so (Hébert et al., 2022). This is also significant in relation to research suggesting mandatory training is associated with recipients perceiving the training as important and thus increasing their motivation to engage (Tsai & Tai, 2003). This broader reach and increased motivation support claims in reviewed studies that mandatory interventions have greater potential to disrupt oppressive systems on a larger scale.

### ***Implications for practice***

In response to calls for practices addressing a range of prejudices and oppressions (Capper & Young, 2014; FitzGerald et al., 2019), some core principles applicable to multiple forms of oppression are emergent from this review and can therefore suggest a rudimentary blueprint for future interventions to develop anti-oppressive practice in school staff:

- Adopt a stance addressing oppressions on the systemic level (e.g., Ezzani, 2021; Salisbury, 2020; Swanson & Welton, 2019).
- Name the problem and use appropriate, relevant, and direct language (e.g., Mitton et al., 2021; Salisbury, 2020; Swanson & Welton, 2019).

- Encourage recipients to reflect on positionality, identity, and their role in systems of oppression with particular focus on power and privilege (e.g. Diem et al., 2019; Galloway et al., 2019; Waite, 2021).
- Train recipients to feel confident and competent in challenging and disrupting oppressive systems (e.g., Galloway, 2019; Mitton et al., 2021; Priest et al., 2021; Salisbury, 2020).
- Strive to make marginalised groups comfortable (Mitton et al., 2021). Privileged groups must be prepared to be uncomfortable (Galloway et al., 2019; Ohito, 2016; Salisbury, 2020; Swanson & Welton, 2019); create brave spaces and help these groups to sit in and embrace discomfort.
- Develop recipients' awareness and critical consciousness (e.g., Gooden et al., 2018; Salisbury, 2020; Swanson & Welton, 2019).
- Target leadership to commit to change and challenge oppressive systems (e.g., Priest et al., 2021). Provide leaders with sufficient training and guidance on leading change (Gooden et al., 2018; Swanson & Welton, 2019).
- Encourage connection, relationships, and community between recipients (e.g., Kinloch & Dixon, 2017; Martinez et al., 2016; Salisbury).
- Prolonged involvement and exposure are effective (Bentley-Williams et al., 2017; Liou & hermanns, 2017), and the timing of delivery is important to optimise people's openness, buy-in and personal growth (Mitton et al., 2021).
- Make the intervention/training mandatory for all staff (e.g., Mitton et al., 2021; Swanson & Welton, 2019; Tompkins, 2017) and embed content/instruction widely (Gooden et al., 2018; Liou & Hermanns, 2017; Mitton-Kukner et al., 2016; Tompkins et al., 2017).
- Address both formal and informal spaces in relation to anti-oppressive practices (e.g., Diem et al., 2019; Mitton-Kukner et al., 2016).

### ***Limitations***

One limitation of this review is that not all reviewed papers have complete independence from the intervention, for example, the author of the paper is also

the implementer of the intervention. This may arguably compromise impartiality of reflections on the processes and efficacy of the focal intervention. Future evaluative studies should strive for increased independence from the intervention to increase objectivity. To mitigate this limitation, the current review's critical appraisal strategy recognised those studies with evaluative elements drawing on more objective and/or multiple forms of evidence of efficacy, thus providing a mechanism for presenting more reliable evidence of efficacy in the review. The international breadth of the studies is also limited as they were all conducted in Western White-majority countries. This perhaps relates to the overrepresentation of anti-racist literature in the literature base as compared to other anti-oppressions, alongside the prevalence of racism in White-majority countries; this prevalence of anti-racism is also reflected in the supporting literature in this review. However, the Western White-majority prevalence also indicates an overrepresentation of these countries in the literature base and perhaps, in turn, suggests an inequality in the literature stored and sought by the databases searched.

### ***Implications for future research***

Further directions for future research could include research examining and evaluating interventions with school staff targeting oppressions that are underrepresented in this review and the wider literature, such as classism, ableism, sexism, Islamophobia, and anti-Semitism, as this could indicate further anti-oppressive principles as yet unacknowledged and unexplored. Furthermore, more studies evaluating generally anti-oppressive practices not focused on a single form of oppression could provide important evidence for anti-oppressive approaches with staff. In terms of evaluating anti-oppressive interventions, a minority of reviewed studies presented observable evidence of efficacy of the intervention (level 3). Therefore, the identification and use of further methods to evidence real-world outcomes of anti-oppressive interventions with school staff, such as pre- and post-measures of social climate/levels of exclusion/inequality within a school

setting or reports from students within the intervention school, could provide a more reliable indication of intervention effectiveness.

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**Paper Two: Cohesion in schools: Developing a tool to build community**

Manuscript prepared in accordance with submission guidelines from the journal Educational Psychology in Practice (see Appendix H).

## **Abstract**

This participatory action research (PAR) project brought together seven educational psychology practitioners to collaborate and produce an electronic online resource for use with school staff to promote community cohesion in schools. The study aimed to identify participants' priorities in producing an accessible and effective community cohesion training resource, alongside an evaluation of the PAR model in developing a community cohesion online resource. Findings suggest that community cohesion is a broad, complex, multi-levelled system that Educational Psychologists believe must be carefully managed and delivered in an accessible and targeted way. The PAR working group format is emergent as an effective method of collaboration in producing an online training resource, in this case, the North West Cohesion in Schools (NWCiS) training package; key facilitators and barriers to the process are referenced. Implications for policy, practice, and future research, alongside plans for dissemination, are discussed.

## **Keywords**

Community cohesion; Participatory action research; training; school staff

## **Introduction**

Article 29 of The United Nations Convention for the Rights of the Child (UNCRC) states that the education of the child shall be directed to 'the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin' (UNICEF, 1989, p. 9). The aims and principles of community psychology speak to the prerogatives outlined in Article 29 in the UNCRC as the field is primarily concerned with the promotion of social justice, equity and social change; adopting an ecological, systemic and holistic perspective; an attention to and appreciation of diversity; the empowerment of people and the strengthening of communities (American Psychological Association, 2017; Bond, 2016; Nelson & Prilleltensky, 2010).

Community cohesion (CC) is a concept that embodies the underlying principles of community psychology and Article 29. CC centres the sustaining of positive relationships whilst tackling prejudice and social exclusion, empowering people, and building feelings of trust, safety and belonging which, in turn, can promote shared common values and norms of behaviour (Forrest & Kearns, 1999; Jackson Taft et al., 2020; Webster et al., 2004). UK schools were explicitly charged with promoting CC by the previous government (HM Government, 2006) but in recent years reference to CC has been removed from the school inspection agenda by the current government (HM Government, 2011) indicating that there is no longer an explicit remit for schools to promote CC.

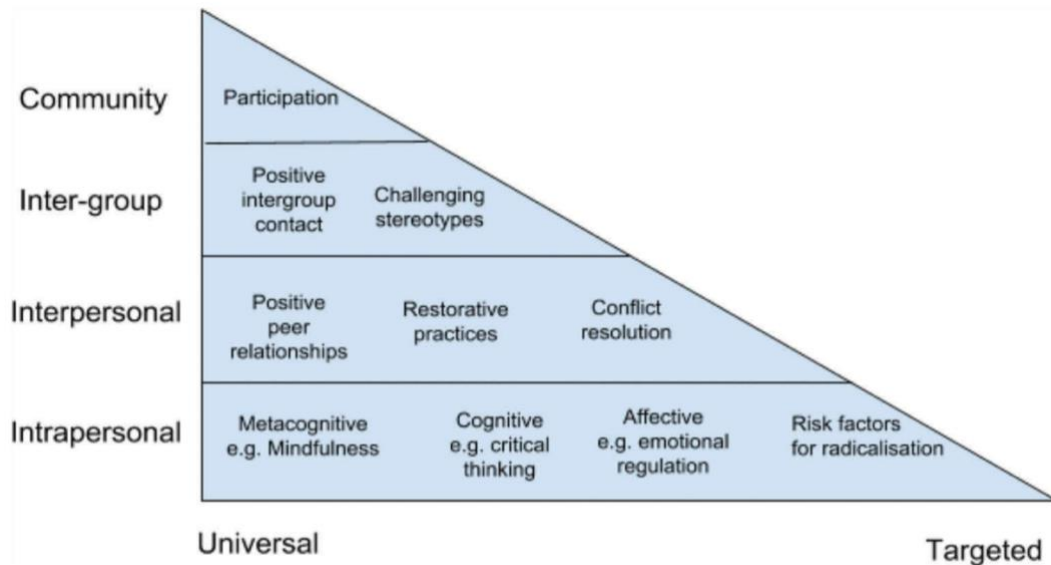
Aspects of UK society indicate a lack of CC, such as systemic inequality and discrimination in relation to race and ethnicity (Equality and Human Rights Commission, 2016; Lammy, 2017; Mirza & Warwick, 2022), sexuality and gender identity (Bachmann & Gooch, 2017; Hudson-Sharp & Metcalf, 2016), and disabled status (Equality and Human Rights Commission, 2017; Office for National Statistics, 2021). A recent call for a re-examination of the definition of community psychology practice to account for changes in socio-political context and psychological thinking/practice (Julian et al., 2023) emphasises the importance of contemporaneous knowledge and action in supporting and developing CC. One reason for this is that significant societal and global events can shape the context in which we live and impact upon our individual and collective realities; such as the COVID-19 pandemic which threatened our physical (Gupta, 2020) and mental health (Killgore et al., 2020; Li & Wang, 2020) alongside highlighting and exacerbating existing inequalities (Blundell et al., 2020; White & Nafilyan, 2020); the 2016 UK vote to leave the European Union, after which, a significant increase in racially or religiously aggravated hate crime in England and Wales was recorded (Cuerden & Rogers, 2017); the murder of George Floyd by a police officer in Minneapolis, United States, in 2020 which fuelled some of the largest racial justice protests in history around the globe (Buchanan et al., 2020; Mohdin et al., 2020; Silverstein, 2021).

The Manchester Arena Attack in 2017 caused the death of 23 people and wounded hundreds more, in turn, impacting the emotional wellbeing of people across the UK and particularly the North West of England (NW). The emotional fallout was particularly acute in schools because many of the casualties were children. In response to this impact, with a view to build the capacity of schools to prevent and better respond to critical incidents such as this one in the future, the Department for Education, via the North-West Association of Principal Educational Psychologists (NWAPEP), commissioned two training packages to instruct schools in psychological approaches to critical incident response and promoting CC (NWAPEP, 2017). These training packages were then developed and delivered by educational psychologists (EPs) from Educational Psychology Services (EPSs) across the NW. The critical incident training materials have since been developed into an online electronic resource (e-resource) by Dunne et al. (2020, 2022) and the current project was commissioned by NWAPEP to develop the CC training materials into an e-resource to create a legacy and disseminate them more widely. The nature of the content, format, and implementation method of the e-resource was to be decided within the development process.

The original CC training materials were delivered by EPs in a training session aimed at school leaders. Post-session feedback was generally positive with trainees feeling motivated to develop CC practice in their settings, but also highlighted that it was a lot to cover in one session. Despite the aforementioned high motivation, there was little evidence indicating what CC practice was happening in schools in the years following the training, as suggested by a preliminary project interviewing EPs across the NW about CC practice in schools (Legate, 2021, unpublished). The original CC training was based upon research by Jackson-Taft et al. (2020) which conceptualised CC in a framework comprising CC elements (e.g., participation, conflict resolution, etc.) at multiple levels: community, inter-group, interpersonal and intrapersonal (see Figure 1 below). Educational psychologists (EPs) operate in a variety of ways at multiple levels and across different spaces (Fallon et al., 2010, p.4) and therefore, in line with Jackson-Taft et al.' CC framework, are well-placed to support and promote CC in schools.

**Figure 1**

*Community cohesion framework, developed by Jackson-Taft et al. (2020)*



Many CC elements in Jackson-Taft’s framework relate to social justice. Research suggests that the most effective social justice and anti-oppressive interventions are evidence-informed and foster systemic change alongside individual attitudinal change (Beelmann & Heinemann, 2014; Walton et al., 2013). Research suggests that school leadership is important for embedding practice into school norms and culture (Khalifa et al., 2016; Legate & Woods, unpublished; Theoharis & Haddix, 2011). Research has also found that effective approaches to school-wide anti-oppressive change include taking a systemic approach to tackling discrimination and oppression in school settings; explicitly naming the problem or oppression using related language (e.g., ‘racism’, ‘homophobia’); prolonged involvement and exposure, with more time in training to develop knowledge and confidence (Legate & Woods, unpublished).

Drawing inspiration from the action research approach employed by Dunne et al. (2022) in developing the critical incident e-resource, the current project aimed to track a collaborative process with EPs to develop the CC e-resource commissioned



by the NWAPEP. Therefore, considering the information in this section, the current project will aim to address the following research questions (RQs):

1. What elements relating to content, format and implementation are necessary for a CC e-resource?
2. What are the facilitators and barriers to creating a CC e-resource through a participatory action research process?

## **Methodology**

### ***Design***

Social organisation, commonality and communication are core principles of 'community' (APA, n.d.). The aims of the current study necessitate the collaboration of WG members to create meaning and knowledge in the form of the CC e-resource. This underpinning principle of meaning making through collaboration and communication informed the decision to adopt a social constructionist stance for this project because it situates knowledge in the domain of social interchange (Guterman, 2013; Robson & McCartan, 2016).

The collaborative, action-oriented foundation of action research (Piggot-Irvine et al., 2015) makes it an appropriate approach to accomplish the current project's aims. Furthermore, participatory action research (PAR) is distinguished by its focus on interrogating social structures and challenging inequalities in its pursuit of social change (Cohen, 2017), linking with the principles of CC and this project. The iterative, cyclical and reflective process that characterises PAR (Baum et al., 2006) was also an appropriate fit with the structure of the planned process, as the WG would need to review progress, in the context of previous aims, to determine decisions and direction throughout the process. Therefore, PAR was adopted as the focal methodological design of this study. The research process had multiple stages and spanned a 15-month period. A detailed account of the research process, based on the RADIO model (Timmins et al., 2003), can be found at Appendix I.

## ***Participants***

The WG consisted of the first researcher (trainee educational psychologist), and six participants who were all qualified EPs from EPSs across the NW. WG members participated in the process to varying degrees, ranging from attending a minimum of one meeting to a maximum of all eight meetings; the mode value for attendees at meetings, including the researcher, was 4-5. To track the background of voices being heard in constructing this tool to facilitate CC, 'identities data' were collected via an anonymous online tool (see Appendix J) through which participants and the first researcher could, if they chose to, submit entries relating to their identities; entries could include a single item or multiple. The responses indicate the following identities were represented in the research process (each bullet point represents one entry and entries are presented in a random order):

- White female
- 42 years old
- Age 47, worked as an EP for 20 years
- 4 years as an EP
- Heterosexual
- 48, white british, female, middle class, heterosexual, agnostic
- No religion
- 30 years old, white, cisgender, male, middle class, heterosexual, non-disabled, no additional needs, no religion, British
- White
- No disability or additional needs
- Woman
- Working class origins

The first researcher's role in the research process comprised researcher, WG facilitator, and WG member. It was important to maintain an awareness of the position in respect to these roles throughout the work as different situations

required different prioritisation of roles, e.g., gathering feedback from participants on the research process (researcher), supporting the group to build rapport (facilitator), and producing resource content (WG member).

### ***Data gathering***

A researcher journal (see Appendix K for example) was used throughout the process as a tool to log researcher reflections, such as discussions during meetings and the experience of being group facilitator. WG meetings were audio recorded. There was also a range of WG documentation, including meeting summaries (see Appendix L for example) outlining the agenda and actions from each meeting; a workbook comprising co-produced documents (e.g., action planning crib sheets, workshop and website structure plans; see Appendix M); miscellaneous workshop facilitation documents (e.g., meeting session PowerPoints). The final e-resource also constitutes a data source as it is the manifestation of the process and design decisions. Following discussion between WG members, one member provided additional data at a subsequent meeting from a school setting relating to good CC practice and priorities in schools.

### ***Data analysis***

Directed content analysis was used because a) it can be utilised to qualitatively analyse data in the range of mediums represented within this project (Robson & McCartan, 2016); b) it can be used to 'efficiently extend or refine existing theory' (Hsieh & Shannon, 2005, p.1286), aligning with current project aims of developing previous training materials and research by Jackson-Taft et al. (2020). An initial coding framework was used based upon the CC framework used in the original CC training materials which, in turn, was inspired by Jackson-Taft et al.'s (2020) CC framework (Figure 1 above) comprising the CC elements at the levels of community, inter-group, interpersonal and intrapersonal. Data that could not be coded under the predetermined codes were assigned a new code either within an

existing category, or as part of a new category (Hsieh & Shannon, 2005). Using NVivo (QSR International Pty Ltd., 2020), this coding method was used on all project documentation (see Appendix N for example coding of WG workbook). Because much of the discussion and decisions from WG meetings are manifest in the WG documentation and e-resource, data from audio recordings were extracted through solely auditory means, with key data points extracted in note form by the researcher and then coded in NVivo. The common coding framework detailed above facilitated the synthesis of multiple data sources and all data were collected before coding began, then once all data were coded, they were organised into themes.

### ***Ethical considerations***

Prior to project commencement, ethical approval was obtained through the host institution Research and Ethics Committee (October 2020, approval reference 2021-12721-20194; see Appendix O for ethics documentation). WG wellbeing was prioritised throughout the process. Due to the emotive topics featured within CC, alongside reference to the Manchester Arena Attack, it was important to provide ‘trigger warnings’<sup>2</sup> and check-ins in WG meetings, when necessary. Care was also taken to balance the demands of the project alongside participants’ busy workloads typical of educational psychology practice, ensuring that work assigned to WG members was not too demanding, deadlines were flexible, and meetings were of manageable lengths with sufficient comfort breaks throughout.

Research highlights that demographic questionnaires often ‘[ignores] the complexity of identity’ leading to frustration and marginalisation (Hughes et al., 2016, p.138); tick-box options in demographic questionnaires are unrepresentative whereas write-in options allow people to ‘identify as they wish’ (Office for National Statistics, n.d.); free-text response in surveys has been found to offer a ‘rich source

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<sup>2</sup> Comprising statements alerting WG members to potentially distressing content and advising to seek support if necessary.

of data' (Rich et al., 2013, p.11). Therefore, participant agency, comfort and individual experience were prioritised in the collection of identities data in this project (see identities data collection process above).

## **Findings**

The use of the coding framework and development of new codes and categories within and alongside the framework led to the formation of two superordinate themes: first, 'research product', relating to the CC e-resource itself (and therefore RQ1): second, 'research process', capturing the data relating specifically to the research process (and therefore focusing on RQ2).

### ***Research product***

The resource developed during this process has been titled North West Cohesion in Schools (NWCiS) and can be found at the following temporary URL (active until 19.05.23, new temporary URL available on request from the researcher):

<https://wix.to/9wkwbwF>

**Underpinning principles and purpose of NWCiS.** Early discussions within the working group emphasised the centrality and importance of CC in EP work and work in schools generally; a WG member described CC as the 'thread of everything we're trying to do', underscoring its all-permeating nature. At the beginning of the development process, the foundations of the e-resource were integral in setting the trajectory of the WG work. Therefore, WG members decided that the underpinning principles of the work and the resource should be decided first. These principles included

accessibility; inclusivity; respect for others/difference; acceptance; making effort to find out about people without judgement; curiosity about others and valuing difference; flexible thinking and considering others' perspectives; safety, feeling safe and creating safe environments; dialogue; commitment to

the journey and revisiting it; participation – whole school; challenging – self and others; the whole is bigger than the sum of its parts – bringing communities together (ecological perspective); moving away from norms; openness to change; importance of relationships. (CC Digital Workbook)

Following the establishment of the underlying principles, it was determined that the purpose of NWCiS should be decided. The intended purpose of the resource was to promote cultural change in schools; increase staff confidence, particularly in difficult situations, such as intergroup conflict; raising awareness and the status of CC; working preventatively, for example, in relation to mental health difficulties; creating safe environments within the training process and within schools as a result of the training; promoting a unified approach across communities to supporting children; linking wellbeing, attainment and CC together and emphasising the impact each has on the others; have a broader impact for society and not just schools. An additional theme that was recurrent throughout the process was the facilitation of open and difficult conversations as the WG thought this to be an important to engendering change and overcoming barriers. To achieve the above goals and incorporate the aforementioned underpinning principles, it was deemed by the WG that an online training tool would be effective.

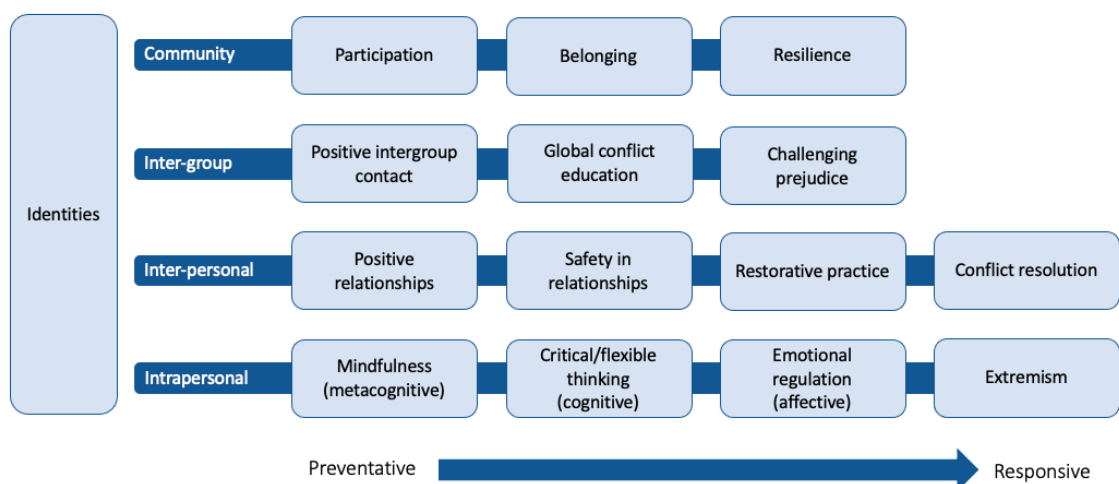
#### **Resource design and format.**

**Target audience.** Early conversations in the development process related to who the resource would be aimed at. The original CC training resources were aimed at school leaders and the importance of targeting the senior leadership in schools was emphasised in WG discussions due to the importance of leadership commitment in engendering school culture change. Considering this, it was decided that the resource should be used by EPs to deliver a training package to all staff in a school setting as this was deemed more in line with whole-school approaches and, therefore, would more likely have school-wide impact. There were also desires voiced by WG members to target other services and groups within the community alongside schools to have a broader impact, but with the primary target audience as school staff.

**Resource content.** The original CC training used a CC framework that was derived and developed from the CC framework developed by Jackson-Taft et al. (2020) (see Figure 1 above). The current project took inspiration from Jackson-Taft et al.'s (2020) framework alongside the framework used in the original CC training to inform the CC framework for NWCiS (see Figure 2 below). Notable differences in the NWCiS framework compared to the original (Jackson Taft et al., 2020) include the change in the continuum from 'universal-targeted' to 'preventative-responsive'; the inclusion of 'belonging' and 'resilience' at the community level; 'global conflict education' added at the intergroup level; 'challenging prejudice' replacing 'challenging stereotypes'; the addition of 'safety in relationships' at the inter-personal level; 'extremism' instead of 'risk factors for radicalisation'; having 'identities' as an all-permeating factor across the framework rather than a discrete element in itself. There were many discussions recorded relating to contemporary context and how this shapes resource content; for instance, in the original CC training materials, there was an emphasis on radicalisation due to the training originating from the Manchester Arena Attack. However, there was an awareness that NWCiS content would be influenced by more recent public discourses, such as the increased activity of the Black Lives Matter movement, and this shift is reflected in the content of the resource, with a diminished focus on radicalisation and inclusion of more anti-racism content.

**Figure 2**

NWCiS framework



**Format of NWCiS.** Although the original CC training resources comprised one training session providing an overview of all CC elements, feedback from trainers (EPs) and trainees (school staff) involved indicated how broad the topic of CC is and that it is a lot to cover within one training session. Therefore, the WG decided that NWCiS would be an online repository of training resources for each of the 14 CC elements within the NWCiS framework. The format of delivery then evolved into a two-workshop model. The first workshop (Intro Workshop) gives a brief overview of all the CC elements, with particular focus on the school's areas of strength and areas of potential further development as informed by an audit tool completed by school staff prior to the training programme which asks questions relating to all CC areas. Taking this strengths-based approach in highlighting schools' achievements was cited as important by the WG members. The purpose of the audit tool is to identify and meet need as it exists within particular settings; school staff are asked to use a Likert scale to rate the extent to which they agree with statements, such as, 'I have opportunities to participate in decision making and planning in my setting' (participation) and 'restorative practice is embedded in the culture and ethos of my school' (restorative practice). The second workshop (Focus Workshop) in the two-workshop model is a training session, selected from the 14 training sessions devoted to each CC element, that had been identified via the audit tool as an area in need of development, ending with the formulation of an action plan. Further key elements that WG members added to the resource design include the incorporation of a 'dream phase' in workshop 1 where the trainees outline their aspirations for training impact and how they will know it has been achieved, and treating the training sessions as a micro-environment in which there is a commitment to a pedagogy of practicing the CC elements the resource is aiming to disseminate.



## ***Research process***

**Participatory action research design.** In research journal notes early in the project, there is reference to the close link between the principles of action research and CC, noting that CC elements (such as participation, belonging and critical/flexible thinking) are necessary for a cohesive working group and, in turn, a fruitful action research project. There are also many instances within the research journal and WG documentation where the collaborative nature of PAR shines through, such as an agenda item of deciding within the group of the deadline for independent work to be completed by the WG members, or the WG facilitator providing some general prompts for the action planning meeting on some questions that needed answering (e.g., purpose of the resource, format, etc.), but consulting the group about further questions, the structure of the session, and in what order the questions should be approached/prioritised. The iterative, cyclical and reflective nature of PAR (Baum et al., 2006) was evident in the process through which WG members collected data and information (e.g., previous training materials, information on CC principles, collective ideas about CC), collectively reflected and analysed these within the WG meetings, then determine what action should follow (e.g., the direction of the resource, the content of a training presentation).

### **Project stages and mechanisms.**

**Recruitment.** During the feedback session, a WG member reflected that an appealing and enjoyable aspect of the WG process was the opportunity for people from different EPSs to come together to make new connections and bring different perspectives together; this suggests that the rationale for inviting people from EPSs across the NW was an effective one. Recruitment was an ongoing process throughout the project due to turnover of WG members which presented a challenging aspect of the process as the consistency and cohesion of the group was highlighted by WG members as vital to the strength of the WG and the progression of the process. Therefore, entries in the research journal reflect the decision to consult the WG on whether to recruit new members as members withdrew from

the process; the WG decision was to recruit members to deal with the workload, suggesting that projects involving WGs require a balance between consistency of WG makeup and manageability with regard project work.

**Process foundations.** As previously mentioned, much time in the process was dedicated to developing a solid foundation to the resource and development process, focusing on core values and principles of the WG and the resource itself (for examples, see quotation from CC Digital Workbook in the 'Underpinning principles and purpose of the resource' section above). This primarily took place in the early stages of the process, particularly during the action planning meeting (research phase 7 in table at Appendix I) in which the structure of the sessions was devoted to answering questions, such as, 'what are our core principles for this work?', 'what is the purpose of this resource?', 'how should the group approach this task?' (CC action planning meeting summary). In the feedback session at the end of the process, WG members reflected that committing time at the start of the process to setting the trajectory and values meant that the group 'knew where we were going' (WG member) from early on which gave the WG more momentum and further commitment to plan more meetings and finish the development process. WG member feedback also cited that establishing these shared values at the beginning was integral in solidifying the coherence between the process and the product (NWCiS).

**Data collection.** Data collection was emergent as a prevalent element of the research process. It was agreed by the WG to collect identities data from the WG members to track the background of the voices involved in the development process. Collecting data from stakeholders (namely members of schools' senior leadership teams) to gain their perspective on what they would want from a CC resource/training programme was an action from a WG meeting. Feedback data were collected from WG members reflecting on the research process to evaluate the efficacy of the WG model in creating the resource. There were also discussions in WG meetings about incorporating a data collection tool in the resource itself to

collect feedback from people using the resource and receiving the training to inform the ongoing development of the resource.

***Working group resources.*** Digital resources were a key element of the WG meetings and the process generally. In the initial phases of the process where the WG members were collecting ideas and planning the resource/development process, a digital workbook was used where the key discussion points and decisions were accumulated in a PowerPoint as the process progressed, providing an iterative manifestation of WG work and discussions. Feedback on this approach was universally positive as it allowed the tracking of progress and the reorientation of what stage the WG was up to when it was revisited in different meetings. Feedback from WG members also suggested that the virtual meeting format, alongside competent navigation of digital resources by the WG facilitator meant it was easier for everyone to see what was being worked on in situ as the facilitator shared screen whilst adding to the workbook. An additional WG resource that WG members highlighted as useful was a communal online repository of resources which was accessible to all WG members; in this case, Dropbox was used, collecting documents such as summaries of meetings, relevant research/literature, the digital workbook. As this was a lengthy and complex development process with a lot of work put in by WG members, a WG member suggested that having a tool to manage people's jobs and timeframe, such as a Gantt chart, would have been helpful for WG members to track the process and remember their tasks.

***Piloting, dissemination and legacy.*** The nature of the pilot phase changed over the course of the project. Initially, the plan was to trial the resource with a group of target audience members and collect feedback data from them through a working group. Due to project capacity in relation to the high workload demand and length of the development process, this plan did not come to fruition. Instead, the WG decided that feedback data would be collected after the end of the development phase reported here, and would serve as the initial phase of dissemination before the resource was launched and shared more widely for use with schools. Ideas for collecting feedback included gathering face validity feedback

from EP colleagues within WG members' EPSs, trialling the audit tool within these EPSs to generate a score, and piloting the training process with a selected school.

The question of the legacy of the resource was prevalent throughout the WG meetings as WG members were keen to produce a resource that would last and could be applicable to future contemporaneous contexts. Here, it was clear that the current research process was but a step in the development, utilisation and evaluation of the resource and that the PAR process reported here has acted as a springboard from which WG members became involved and vested their interest. This realisation led to the decision to form an annual-review model to curate the resource as it is used, optimising its content and format.

***Changing plans.*** There were marked differences between the initial process plan laid out in the presentation to WG members about the project background and the course the final process took: for example, the initial plan suggested six WG meetings which became eight; the change in plans for the pilot stage previously detailed; the overall timespan of the development project spanning from introduction to dissemination of the resource shifting from nine months to upwards of 21 months.

***Working group elements and characteristics.*** The WG was the core mechanism of this PAR process. The WG operated in different ways as befitted each task, for example, during the initial planning stages, the group worked altogether in one group to establish the shared values and goals as mentioned previously; during the creation meeting (research phase 8 in table at Appendix I) the group split into sub-groups to tackle different tasks, e.g., audit tool and workshop content, with WG members working independently between meetings to create PowerPoint presentations for each CC element. Across the research journal and feedback data from the WG, there is much evidence of the importance for a project such as this to have a cohesive group, where people are interested in the topic and meaningfully participate in the development process. During WG meetings, there was much agreement across the group about central issues and

values relating to CC; this was particularly the case early in the process when discussing overarching CC principles and values. More discussion and debate featured when creating the resource content, particularly relating to topics that are more emotive, such as challenging prejudice and extremism. WG members highlighted the importance of the WG meetings feeling like a safe space to them where their voice and opinion is respected, and people are understanding about their personal and professional life demands. Additionally, having difficult conversations was highlighted in the feedback as enhancing congruence between the process and the product, because difficult conversations was an important activity the WG wanted to facilitate in schools via the training.

**Facilitator role.** The first researcher on the current project adopted the roles of researcher, WG facilitator, and WG member; the underpinning and overlapping goals of these roles included moving the process forward and gathering data to evaluate the process and the product (researcher), creating a comfortable and fruitful space for the resource to be developed by the WG (facilitator), and making contributions to the creation of NWCiS (WG member). There is evidence from the research journal of the challenge, and sometimes conflict, of managing these simultaneous roles in a PAR project. One of the primary challenges in this respect was the amount of guidance or control that was exerted over the process and progress of the work. For instance, when decisions were being made on the direction or content of the resource, there were times when suggestions made by WG members may not completely align with the facilitator's own preferences or intentions; in these instances, emergent was the feeling of conflict between challenging the suggestion and risk being too directive as a facilitator, and including the suggestion and accepting an uncomfortable compromise. Conversely, there were several occasions during the process when WG members made suggestions that reflected ideas and desired outcomes of the first researcher that had not been communicated to the WG; in the researcher journal, there is an entry that ponders whether this suggests that the WG is very cohesive and thinking along similar lines, or whether the WG facilitation had implicitly guided the WG members in a certain direction. Elements of facilitation

that were highlighted as helpful in the feedback include returning to shared values within WG resources throughout the process, being flexible with deadlines, slowing things down and giving the process the time it needs, and meeting personal needs (e.g., ensuring regular comfort breaks).

## **Discussion**

This project aimed to evaluate a PAR process to develop existing research (Jackson Taft et al., 2020) and training materials (NWAPEP, 2017) into an e-resource, NWCiS, to be delivered to schools staff by EPs to develop CC in schools.

Research question (RQ) 1 aimed to explore what elements relating to content, format and implementation are necessary for a CC e-resource. NWCiS is a significant up-scale of the original CC training materials, moving from materials supporting one CC training session to materials covering an Intro Workshop and 14 Focus Workshops, alongside a website, audit tool and action plan tool. Aiming the resource at whole school teams, utilising an audit tool, and having a two-workshop format (Intro Workshop and Focus Workshop) were development decisions made by the WG to facilitate targeted school-wide development. This model supports past findings that systemic approaches and prolonged involvement are effective strategies for interventions with staff relating to social justice and anti-oppression (Legate & Woods, unpublished). The elements deemed essential to developing CC in schools are detailed in the NWCiS framework (see Figure 2 in the previous section).

RQ2 aimed to elucidate what are the facilitators and barriers to creating a CC e-resource through a PAR process. Grounding the research process and NWCiS itself in shared values and underlying principles enabled the WG and research process to be cohesive and embody the CC elements that formed the core of NWCiS resource. Forming and maintaining a consistent, collaborative, and cohesive WG whilst balancing this with having sufficient people to manage the workload was found to

be a key facilitator for an enjoyable and productive development process. Collecting data was also emergent as important in tracking and informing the process. Using comprehensive online resources and tools was highlighted as integral to tracking the process and logging work completed, although a more visually explicit approach to project/task management, such as a Gantt Chart, would have been helpful for WG members to keep track of tasks and responsibilities. In relation to the WG, having a reflexive operations format (e.g., whole-group and small-group working) and having a safe space to have open discussions were key aspects of a productive development environment. Additionally, a reflexive approach to the researcher/facilitator/WG member role was key in balancing leadership and collaboration. The most significant barriers to the creating NWCiS through a PAR process were the expanded scale and timeline, the heavy workload, and organically changing plans.

The current project emphasises the importance of project management in the action research process, e.g., establishing shared values from the beginning, and using communal resources to track the process. These findings relate to generic forms of action research practice that facilitated the development of NWCiS. However, emergent in this study was the significance of the nature of the specific subject matter of the project, CC, because it meant that cohesion was foregrounded in the project aims and discourse, forging a link between the process and the product. Concordantly, the first researcher's attention to issues pertaining to group cohesion was heightened, for instance, understanding the reasons for participant dropout mid-process was important because a high number of dropouts for unexplained reasons could suggest a lack of group cohesion or sense of belonging; particular attention was given to respect and WG member comfort when collecting identities data; effortful facilitation of psychologically safe spaces where WG members could be comfortable, whilst also feeling able to have difficult conversations, by preparing WG members for what was upcoming, providing trigger warnings, and establishing rapport and shared values from the beginning.

### ***Implications for policy and practice***

The current project found that a PAR model is effective for producing an e-resource, with evidence supporting generic action research processes, alongside how these apply specifically in a context of CC. Additionally, the iterative, cyclical and reflective PAR methodology worked well because it made a complex task efficient, kept it on track, and gave a higher chance of success; it helped to orient and motivate WG members within the and throughout the process by regularly reviewing what had been done to decide where we would go next; it kept the link between actions, aims and outcomes tight throughout the process. Following the development process, it is the intention of the WG that NWCiS be implemented by EPs with school staff to promote and develop CC in their school settings. Therefore, NWCiS will be disseminated to EPSs as a training programme to be offered to schools with whom they work. Once NWCiS is being implemented, evaluating its impact could provide insight to its effectiveness. If the evaluation of NWCiS finds that the work is feasible and important, the identification and communication of potential benefits could increase the resource's traction with potential recipient schools and increase prevalence of CC in general educational discourse, policy, and practice.

Findings in this project suggesting that CC work requires difficult conversations and safe spaces relate to literature advocating for safe spaces to increase comfort in discussing difficult topics (Delano-Oriaran & Parks, 2015; Souza-Smith et al., 2021), alongside literature advocating for 'brave spaces' rather than safe ones because discussing issues of oppression, power and privilege require risk, difficulty and controversy which are 'incompatible' with safety (Arao & Clemens, 2013). The simultaneous imperatives of facilitating safety whilst encouraging difficult conversations suggested by the current study's findings therefore indicate the importance for practitioners to develop an understanding of how to balance safety and risk in these contexts.



### ***Implications for future research***

Research evaluating NWCiS's utility and effectiveness in real-world situations would be useful in determining whether it achieves its aims of developing CC in schools and informing future development of the resource. Strategies for evaluating the impact of NWCiS could include the use of school-based case studies within settings in receipt of NWCiS training or wider-reaching measurement of outcomes across multiple settings engaging in this work. Areas to explore within the evaluative research could include measuring cohesive interactions within the school community, e.g., increased frequency of positive inter-group contact between students; measuring the rate of conflict within and related to the school community, e.g., a reduction in incidents involving prejudiced behaviour; measuring self-reported feelings relating to CC elements, e.g., increased student feelings of participation in decision making at school. Evaluation could be situated within or across different stakeholder groups, for example, focusing discretely on students, school staff or parents, or including all three.

### ***Limitations***

EPs are well-placed to conceptualise what elements relating to content, format and implementation can facilitate the development of CC in schools. Having a WG comprising EPs from across the NW was a strength of the current project as it meant that a variety of psychological perspectives contributed to NWCiS and there was a strong foundation of care for supporting the psychological wellbeing of members of the community. However, the inclusion of other voices and perspectives (e.g., children and young people, parents, teachers) could bring useful insights and strategies for adapting the resource to meet the needs of the people it is aiming to serve (Boswell et al., 2021). The focused, intensive nature of the process of the current research project meant that the WG had limited capacity to include these other voices. Therefore, the WG decided that the annual review process/curation group would enable further and ongoing work, such as the gathering of other voices, to inform the future development of the resource.

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**Paper Three: The dissemination of evidence to professional practice**

## **Introduction**

This paper will explore the contribution research can make to EP practice with schools. The first section will examine the principles of evidence-based practice and practice-based evidence. The second section will then centre effective dissemination practice to communicate research. The third section will summarise the findings and implications of Paper One and Paper Two of this thesis, alongside the product of Paper Two, at the research site, organisational level, and professional level. The final section will outline the strategy of disseminating this research, with considerations of impact, evaluation and legacy.

## **Evidence-based practice and practice-based evidence**

Educational psychologists (EPs) in the UK have a statutorily-mandated responsibility to “engage in evidence-based and evidence-informed practice, evaluate practice systemically and participate in audit procedures” (Health & Care Professions Council, 2015, Standard 12.1, p.12). At the heart of this stipulation within EP practice is the notion that EPs should select and implement interventions and approaches for which there is supporting evidence of effectiveness, rather than those which are supported by unsubstantiated claims or no evidence (Lilienfeld et al., 2012). Evidence-based practice (EBP) is defined as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences” (American Psychological Association, 2006, p.273) with the aim of providing service users with support that is safe, effective and cost-effective (Woods et al., 2014). The notion of EBP links with the conceptualisation of the EP as a ‘scientist-practitioner’ which emphasizes the integration of the roles of practitioner, consumer of research, and producer of research in the support of EBP to produce rigorous, objective and generalisable knowledge alongside that which is subjective, holistic and applicable to the individual (Woods & Bond, 2014).

Early iterations of EBP discourse in educational psychology mirrored the scientific framing of the concept which privileged the use of randomised controlled trials

(RCTs) as the ‘gold standard’ of evidence upon which practice should be based (Fox, 2003). The central aim of efficacy research is to ascertain whether a particular intervention has a specific, measurable effect and Barkham and Mellor-Clark (2003) describe the components of RCTs as the ‘epitome’ of efficacy trial, namely randomisation, manualised treatment, a control condition, and specific inclusion and exclusion criteria. In her discussion of EBP, Frederickson (2002) presents the traditional hierarchy of evidence used in evidence-based medicine and clinical psychology (see Figure 3 below) which also posits RCTs as the optimum form of evidence of effectiveness. Frederickson (2002) also highlights limitations of the RCT approach, for example, suggesting that the homogenous and tightly-defined participant groups typical of RCTs can be unrepresentative of real-world populations and situations and therefore, limit RCTs’ ecological validity. This criticism highlights an important shift in the EBP discourse away from prioritising the ‘best available research’ above all other considerations and instead considering it as but one element of an EBP approach to intervention, alongside, for instance, the specific needs of the individual (Robinson et al., 2018). Perhaps, then, effectiveness research is a more reliable method of determining the real-world effect of an intervention because, distinct from efficacy research, it aims to identify whether efficacious treatment can have measurable effect when implemented across “broad populations and in other service settings” (Barkham & Mellor-Clark, 2003, p.320).

**Figure 3**

*Traditional hierarchy of evidence, from Frederickson (2002).*

1. Several systematic reviews of randomised controlled trials
2. Systematic review of randomised controlled trials
3. Randomised controlled trials
4. Quasi-experimental trials
5. Case control trials
6. Expert consensus opinion
7. Individual opinion

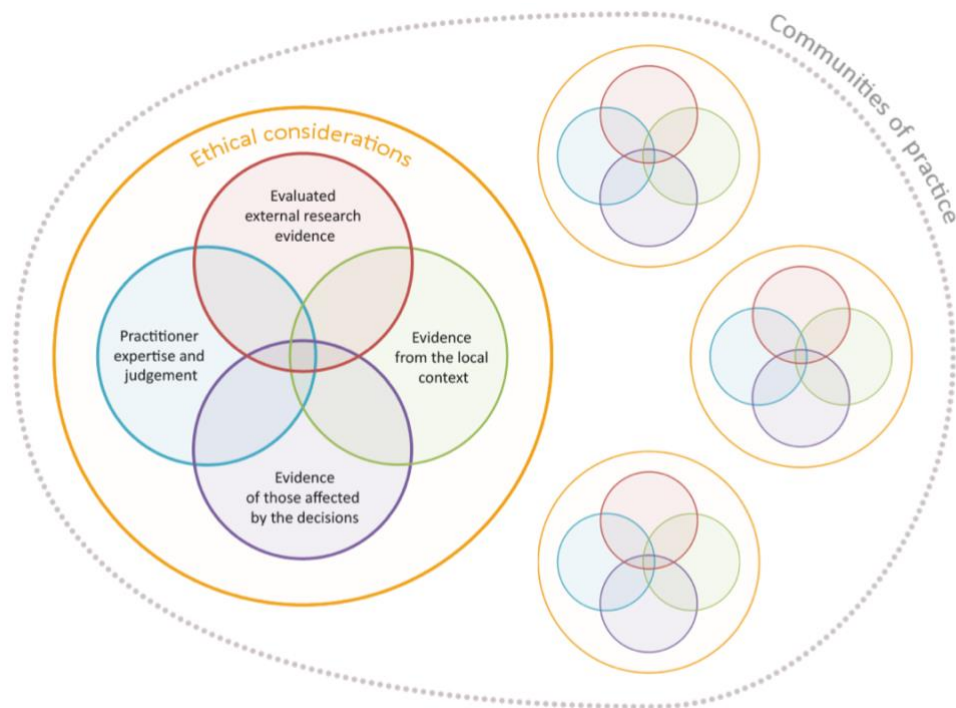


There are numerous factors that might affect the effectiveness of an intervention with an individual within a given setting and, therefore, elements aside from best available research would need to factor into decision making with regard EBP.

O'Hare's (2015) study explored EP understanding of and use of EBP and adopts a model of EBP from the field of organisational psychology, which acknowledges a wide range of sources of evidence upon which practice can be based. Sources of evidence in O'Hare's model include best available research, evidence from the local context, evidence from the people affected by EP decisions, practitioner experience and judgement, ethical considerations, and the community of practice (see Figure 4 below). The model moves away from the ranking system used by the traditional hierarchy of evidence aforementioned, bringing different forms of evidence together in a dynamic system; for example, the 'communities of practice' element in O'Hare's (2015) model could be said to reside somewhere between levels 6 and 7 of the traditional hierarchy, but is afforded no less importance than the other elements in O'Hare's model. The model also aligns more closely with the principles of community and, by extension, this thesis, because different voices/perspectives, contexts and communities are valued alongside research evidence, creating a more holistic framework of 'what works'. Additionally, this approach links more closely to the dualities of objectivity with subjectivity, and generalisability with individuality outlined by Woods and Bond (2014) in relation to the scientist-practitioner framing of the EP role. O'Hare's (2015) model also responds to Frederickson's (2002) criticism of RCTs because it draws on real-world experience alongside the specific socio-political context of the EP, the setting, and the recipient(s) of the approach. Therefore, this shift of focus could increase the likelihood of having real-world impact.

**Figure 4**

*Evidence-based educational psychology practice, taken from O'Hare (2015).*



O'Hare's model and effectiveness research are generally emblematic of a movement within the EP field towards valuing multiple forms and sources of evidence, namely, the consideration of practice-based evidence (PBE). Fox (2003) questions "do EPs [...] see the evidence base for professional practice as experience and not research?" and outlines Dutton's (1995) model which suggests that experienced professionals use three strategies to guide their practice:

1. *Pattern recognition*: comparing clients to past clients to identify familiar patterns, requiring qualitative interpretation of cues based on professional experience.
2. *Knowing-in-action*: adopting a conventional routine to address the problem, revealing knowledge through actions that are spontaneous and intrinsic for experienced professionals.
3. *Naming and framing*: clarifying the problem in a way that indicates a solution, framing the problem in a theoretical base which could be grounded in, for example, values, training, or research evidence.

All three strategies suggest the use of one's experience to assess and address a situation, thus, suggesting EPs use their past practice as evidence to inform current and future practice. Fox (2003) emphasises that there are different ways of approaching EP practice and formulation, and therefore starts from a premise that there are many different ways of seeing the world or, in EP work for example, an individual's educational needs. Perhaps, then, balancing Fox's (2003) emphasis on using experience of a service-user's needs as PBE to individualise EP work to suit those needs with the generalisability of supporting research evidence within an EBP approach to ensure practice is safe, effective, and cost-effective (Woods et al., 2014) is key to meaningfully and effectively supporting service users. In other words, utilising research evidence as an indicator for identifying guiding hypotheses to then use personal experience to hone and cater the approach to suit the individual. Interestingly, Fox (2003) suggests that EPs can align with a constructionist paradigm, using their own experience and perceptions alongside those of clients (PBE), when clients' perception of the problem resembles the EP's perception; but they can flip to a positivist paradigm when a client's perception differs from their own, leaning on research evidence (EBP) to support their point of view. Here we see the shifting between EBP and PBE to suit the situation which, depending on the circumstances, could indicate a cynical, tokenistic engagement in 'co-production' and PBE as long as it is in line with the EP's opinion, or, alternatively, the use of EBP to ensure the safety of the child in the context of a potentially harmful perspective of a client, e.g., teacher or parent.

EBP and PBE are both utilised by EPs to influence their work with children and young people. The two are intrinsically linked, as there are myriad sources of evidence that can and should inform practice, including best available research alongside contextual information and practitioner experience. The synthesis of these different forms and sources of evidence, as demonstrated by O'Hare's (2015) model of evidence-based educational psychology practice, can facilitate the optimisation of interventions and approaches to meaningfully and holistically meet the needs of the individual.

## **Effective dissemination of research and notions of research impact**

The transfer of research knowledge into practice, whether it stems from EBP or PBE, is dependent on effective dissemination (Sedgwick & Stothard, 2021). Wilson et al. (2010) define dissemination as:

a planned process that involves consideration of target audiences and the settings in which research findings are to be received and, where appropriate, communicating and interacting with wider policy and health service audiences in ways that will facilitate research uptake in decision-making processes and practice. (p.2)

Wilson et al. (2010) also list different terms that are used to describe overlapping and interrelated concepts and practices relating to dissemination, including diffusion, dissemination, implementation, knowledge transfer, knowledge mobilisation, linkage and exchange, and research into practice. Marín-González et al. (2016) draw a distinction between dissemination and communication of research. dissemination, they explain, is typically a unidirectional output of research through mediums such as peer-reviewed articles, scientific conferences, workshops, or seminars. Whereas communication of research is a multidirectional process with iteration and interaction involving interpreting complex research into languages and formats that are accessible to a wider range of partners, such as stakeholders or members of the public. This touches on an important aspect of dissemination for EBP because for research evidence to be used to inform practice, it must be accessible and understandable for those who use it and those with whom it would be used. In line with this focus on engaging a target audience and opening multidirectional communication with them, Keen and Todres (2007) summarise the main features of successful dissemination strategy as: tailoring approaches to the audience in terms of the content, message and medium; paying attention to the source of the message; enabling active discussion of research findings. Emergent so far is a prerogative of effective and meaningful communication of research findings with the target audience in receipt of the disseminated research. What must now be determined, therefore, is the identity of

the target audience and for what purpose the research is being disseminated to them.

Identifying the function of dissemination is an integral step in determining what the dissemination process should look like and there are multiple functions of disseminating research, as outlined by Harmsworth et al. (2001):

1. *Dissemination for awareness*: aimed at stakeholders who do not require a detailed knowledge of the research but raises their interest in and awareness of it.
2. *Dissemination for understanding*: aiming to develop deeper understanding of the research in the target audience because they are potential beneficiaries of what the research can offer.
3. *Dissemination for action*: aiming to equip the target audience (those in positions to make change) with the appropriate skills, knowledge and understanding of the research to facilitate real change.

Projects that aim for all three functions of dissemination would likely progress through them sequentially as dissemination for *awareness* allows audiences to become interested enough to want to learn more and develop a deeper *understanding*, and these two initial stages are the basis for audiences to have the interest and commitment to take *action* (Harmsworth et al., 2001). Once the function of dissemination is determined, a helpful guiding question can be derived from Lasswell's (1948) seminal description of persuasive communications as being about 'who says what in which channel to whom with what'. The wide-ranging impact of Lasswell's description is emblemised in it forming the basis for the Persuasive Communication Matrix, which features as the dissemination framework in many of the reviewed papers in Wilson et al.'s (2010) scoping review of research dissemination frameworks.

Despite myriad frameworks and strategies of dissemination, defining and measuring the impact of research dissemination are challenging (Brownson et al., 2018). Different fields may use different methods and parameters by which to measure impact; in academia, for example, rating systems such as the Journal

Impact Factor or number of times an article is cited by others can be used to measure impact. In relation to this latter metric, some evidence suggests that 90% of papers are never cited and 50% of papers are never read by anyone other than their authors, referees and journal editors (Meho, 2007). Metrics such as these are limited in how much they can tell us about the impact of research and the nature of that impact, as per Harmsworth et al.'s (2001) three functions of dissemination referenced above. For instance, knowing that a research article has been cited twenty times does not indicate whether that research has inspired any action in stakeholders or change in practice.

The gap between research and practice is a prevalent issue in education, with many attempts at redressing the gap (Joyce & Cartwright, 2020; Rycroft-Smith, 2022; Vanderlinde & van Braak, 2010). The National Children's Bureau (NCB) was commissioned by the Department of Education in Northern Ireland to investigate the dissemination of best practice in teaching and learning; a framework for dissemination was proposed on the basis of the project's findings and focuses on five key elements:

- *Identifying best practice*: Best practice should be identified and endorsed by a credible source and validated before widespread dissemination. The practice must be relevant to the intended audience and address a specific school need. This stage relates closely to the 'best available evidence' in EBP as the evidence must be credible and reliable.
- *Creating a readiness for change*: Systems need to be ready for change and school staff must be motivated to act in accordance with said change. Clarity about who will be the recipients and who will be the implementers of the approach is integral. Active participation of the beneficiaries can facilitate readiness for change. 'Implementation Drivers' must be in place to create and support practitioner readiness.
- *Target innovators*: Practitioners can be both innovators (developing and testing the approach) and adopters (receiving information and learning about the approach) of best practice.

- *Select dissemination methods and goals*: dissemination methods must be closely aligned with intended outcomes, e.g., transmission approaches for raising awareness, transfer approaches for increasing knowledge, and transformative approaches to generate action. These align with the Harmsworth et al.'s (2001) three functions of dissemination.
- *Embed change*: Dissemination must be a continuous process involving evaluation, reflection, re-planning, and adaptation to cater to the needs of the school. Dissemination is deemed successful if the best practice is 'normalised' in school practice.

EPs operate in a variety of ways at multiple levels and across different spaces, including "consultation, assessment, intervention, research and training at organisational, group and individual level across educational, care and community settings, with a variety of role partners" (Fallon et al., 2010, p.4). Therefore, EP practices and activities in schools can be mapped onto the NCB model above, such as, the collaborative nature of consultation (Jones & Atkinson, 2021) acting as a platform to target innovators by working with school staff to develop and test an approach in a real-life setting; the evaluation, reflection, replanning and adaptation of the 'embed change' stage mirrors the principles of assess, plan, do, review which forms a foundation for EP work, as outlined in the SEND Code of Practice (HMG, 2015). In sum, the EP role offers a unique position from which to engage in dissemination in education settings. The five NCB elements can also specifically relate to the NWCiS process. *Identifying best practice* relates to the development process of NWCiS where working group (WG) members identified evidence-based approaches to incorporate into the resource, alongside the strengths-based approach adopted in the Intro Workshop to celebrate areas of strength identified through the audit. *Creating readiness for change* relates to conversations a link EP would likely have with key members of staff (e.g., SENDCO) in identifying a need for NWCiS and then the Intro Workshop format makes explicit the results of the audit and what change would look like within the 'dream phase'. *Target innovators* relates to the collaborative nature of selecting the focus area for the Focus Workshop through the audit model, alongside potential ideas to move towards a 'train the trainers' approach discussed by the WG. *Select dissemination methods*

*and goals* again relates to the audit model and 'dream phase' where trainees are involved in the selection of focus and the envisioning of change. *Embed change* relates to the NWCiS process of creating an action plan with a follow-up from the link EP to check in with the setting at a later date as to the progress made towards goals, alongside the annual review process embodied in the curation group.

## **Implications of the current research on policy, practice, and research development**

### ***Introduction***

This thesis comprised a systematic literature review (SLR) exploring practices being used to develop anti-oppressive practices in school staff and an empirical study evaluating a participatory action research (PAR) process to produce a resource to develop community cohesion (CC) in schools, also highlighting necessary elements of such a resource. The researcher aimed to contribute to current understanding about CC and anti-oppressive practice in education, alongside supporting practitioners with strategies to develop CC and anti-oppressive practices in schools. It was anticipated that findings and outcomes of the research would be of interest to EPs, EPSs, school staff, education professionals/practitioners/organisations, and members of the community. The sections that follow will outline the implications of this research at the research site level, the organisational level, and the professional level.

### ***The research site***

The empirical project took a PAR approach, recruiting EPs into a working group (WG) with the aim of developing a CC e-resource, the product being the North West Cohesion in Schools (NWCiS) resource. A total of eight WG meetings took place in which extensive discussions were had about CC, its constituent elements as per the NWCiS framework (see Figure 2, Paper Two), and intervention/training



design and implementation. Feedback data from WG members about the research process highlighted that having dedicated time to discuss these issues and topics enabled the connection of EPs from different services and they were able to learn from each other. The time spent discussing these topics alongside the explicit feedback highlighting the learning from each other suggests that the research process itself facilitated personal development of the EPs involved. Additionally, an experience of a PAR process such as this will equip the EPs involved with skills and experience in participating in/facilitating group projects in the future, whether those projects constitute action research or another model of group working.

An outcome of the NWCiS development process was the formation of a curation group for the NWCiS resource including some of the EPs who participated in the project. This means that the project provided a platform for the formation of a CC interest group whose remit is ongoing maintenance and development of the NWCiS resource. Additionally, the time invested in developing the NWCiS resource and the high levels of participation of the EPs involved, as prescribed by the PAR design, means that the EPs involved in the process have in-depth knowledge of CC and the resource itself. Concordantly, this will equip them with skills and knowledge to effectively disseminate and use NWCiS in their practice.

### ***Organisational level***

The SLR explores methods of conducting interventions with school staff with the aim of developing anti-oppressive practice. Therefore, the SLR findings could have implications for schools in terms of potential development of anti-oppressive practice in their staff teams, for example, if it was decided to implement an intervention incorporating strategies highlighted in the findings. In turn, this could contribute to reduced levels of oppression within the schools and, due to their interrelated nature, the promotion of CC. Taking the SLR findings to a higher organisational level, the practices highlighted in the paper relating to developing anti-oppressive practice in school staff could be used as evidence to inform

Department for Education (DfE) and Association of Educational Psychologists (AEP) guidance around social justice and anti-oppressive practice.

On a very basic level, the empirical project can serve as an awareness raising tool for CC and the importance afforded to it by EPs. Findings from the empirical project provide indications for a development in EP understanding and conceptualisation of CC, following on from Jackson-Taft et al.'s (2020) original study exploring EP contributions to CC and the original CC training resources that formed the basis of the current project. This can be most readily and digestibly seen and understood through the evolution of Jackson-Taft et al.'s (2020) CC framework (Figure 1 in Paper Two) to the NWCiS framework (Figure 2 in Paper Two). This developed conceptualisation can provide a working model upon which future CC work within NWAPEP (commissioning body of this research) can be based. The notions of community and social justice are ever-changing so the NWCiS framework may provide a current conceptualisation which can then form the basis of further development, like this project did with the previous iterations. Findings relating to the research process itself can also provide evidence which NWAPEP and other organisations can consider when selecting processes by which to develop resources.

### ***Professional level***

Findings from the SLR span the levels of 'addressing oppression', broadly focusing on underpinning philosophies, principles and stances of approaches aiming to develop anti-oppressive practice in school staff; 'agents of change' centring specific methods of developing anti-oppressive change makers and the nature of being a change maker; 'intervention design' which details logistical aspects of anti-oppressive interventions with staff. Therefore, the SLR provides implications for professional practice on multiple levels. The overarching nature of 'addressing oppression' can provide recommendations for strategic approaches and decisions for practitioners wishing to undertake an intervention with school staff to develop

anti-oppressive practice. Furthermore, specific findings within this section such as the importance of taking a systemic approach to oppressions, explicitly naming the problem (e.g., racism or homophobia), or avoiding colour-blind approaches, provide implications for general anti-oppressive thinking that can facilitate personal professional development for any professional wishing to develop their thinking or practice in this area. Alike with the 'addressing oppression' findings, the 'agents of change' findings can have implications both for practitioners aiming to design and implement interventions and for professionals wishing to develop their own thinking or practice. For intervention implementers, the findings can give an indication of certain skills to focus on developing in their trainees alongside experiences to provide for them in developing these skills; for example, exposing people from privileged groups to the stories and perspectives of those from less privileged groups to deepen their understanding of the problem and grow their critical consciousness. Simultaneously, this example can operate for individual thinking alongside intervention implementation; for instance, a person from a privileged group exposing themselves to stories and perspectives of those from less privileged groups to deepen their own understanding of the problem and grow their own critical consciousness. The 'intervention design' findings from the SLR have professional implications more specifically focused on practitioners implementing interventions, providing logistical suggestions that could increase the effectiveness of any intervention they design in the arena of anti-oppressive practice.

The development of the NWCiS framework within the empirical project mentioned previously has implications for professional practice across the EP field. The mere existence of a framework can raise awareness of CC across the EP field, develop understanding about what CC is, and connect commonly known and understood concepts (e.g., belonging, conflict resolution) under one unified concept/approach. The findings, therefore, promote a model of community and how its cohesion can be supported; this could, therefore, inform EP thinking of the school as a system and, in turn, provide some basis upon which systemic work in schools can be considered, pitched to schools, planned, targeted, and implemented. This

implication can contribute to more community-oriented educational psychology conceptualisations and practices, as seen in research exploring the approaches of certain EPSs (Boswell et al., 2021; Stringer et al., 2006).

### **Strategy for promoting and evaluating the dissemination and impact of the research**

Most of the implications detailed in the previous section will only be possible if the research outputs of this thesis are disseminated; for that, a dissemination strategy must be formulated to facilitate effective communication of the research.

Harmsworth et al. (2001) emphasise the importance of considering the target audience and level of dissemination required in order for the dissemination to be successful; as previously mentioned, they cite that dissemination occurs across three levels: dissemination for awareness, dissemination for understanding and dissemination for action. Centring the target audience and level of dissemination guided the researcher to develop a dissemination strategy. For this project, considerations have been made for disseminating the research findings of Paper One, Paper Two, and the product of the empirical project, the NWCiS resource. The target audiences included EPs, EPSs, schools, NWAPEP, the DfE, the AEP, education practitioners, and the research community. Table 1 details the dissemination strategy for the current research and NWCiS. The researcher has developed a dissemination plan to ensure this research has a legacy, so that key stakeholders can develop their awareness and understanding of anti-oppressive practice, CC and the NWCiS resource, and, in turn, generate action which aims to develop anti-oppressive practice and CC in schools (see Table 1 below).

**Table 1***Dissemination strategy*

Target audience	Dissemination site	Dissemination level	Dissemination activities	Outcomes	Impact	Evaluation
Educational psychologists/ Educational psychology services	Research site	Action	Researcher to keep open lines of communication with EPs from the working group (WG) who agreed to be part of the curation group	WG EPs will attend annual curation meetings to develop the NWCiS on an ongoing basis	NWCiS and CC will remain prominent on the agenda of WG EPs.  NWCiS will be reflexive and responsive to contemporaneous context.	Curation group to monitor attendance to annual curation meetings to evaluate retention of members
	Organisational	Awareness  Understanding	WG members to present NWCiS prototype to their EPS teams	EPs from the EPSs will reflect on how the NWCiS links to their current practice and	EPs within EPSs will have an increased awareness and understanding of CC as a concept,	Feedback on NWCiS will be sought from EPSs which can feed into future

				consider how they can incorporate the NWCiS training programme into their practice/service delivery	alongside becoming aware of the NWCiS resource and developing their understanding of how to use it.	development of the resource
	Professional	Awareness  Understanding  Action	Publication of Paper One in <i>School Psychology International</i>	Findings related to developing anti-oppressive practice in school staff would be accessed by EPs nationally and internationally	EPs will develop their thinking in relation to anti-oppressive practice and use learned knowledge (i.e., addressing oppression, training agents of change, and how to implement an anti-oppressive intervention with	An indication of the impact could be gained through examination of the number of downloads and citations for the article.

					school staff) within their practice.	
	Professional	Awareness  Understanding	Publication of Paper Two in <i>Educational Psychology in Practice</i>	Findings related to developing a CC e-resource would be accessed nationally and internationally	EPs will develop their awareness and understanding of the utility of a participatory action research model for developing a resource, alongside learning about facilitators and barriers to the process.  EPs will develop their understanding of facilitating group work, particularly relating to CC	An indication of the impact could be gained through examination of the number of downloads and citations for the article.

					<p>principles within this work.</p> <p>The article would promote awareness and understanding of CC and NWCiS.</p>	
	Professional	<p>Awareness</p> <p>Understanding</p> <p>Action</p>	<p>Presentation of NWCiS at the North West CPD Conference 2023</p> <p>Sharing the NWCiS resource with EPSs across the NW</p>	<p>EPs from across the NW region will hear about the findings from Paper One, Paper Two, and the NWCiS resource.</p> <p>EPs will incorporate NWCiS into their practice with schools.</p>	<p>NW EPs will develop their awareness and understanding of promoting anti-oppressive practice in school staff; using participatory action research to develop a resource; the NWCiS resource and how to use it.</p>	<p>Data will be sought from NW EPSs on how many times the NWCiS training programme has been commissioned, which will feed into the annual curation meeting.</p>



					NW EPs will use the NWCiS with their link schools	
Schools	Organisational	Awareness  Understanding  Action	NWCiS resource to be shared with EPSs across the NW who will then offer it as part of their service delivery to their link schools.  WG member(s) will publicise NWCiS through staff events, e.g., SENDCO networks, headteacher briefings	Schools will learn about, commission and engage in the NWCiS training programme.	School staff will develop their awareness of what CC is and how it applies to their school setting.  School staff will develop their understanding of CC, including the constituent principles within the NWCiS framework, particularly on the identified focal area	Feedback will be sought from schools that have experienced NWCiS to feed into discussions in the annual curation meeting.  Data will be sought from NW EPSs on how many times the NWCiS training programme has been

					<p>for their setting's training programme.</p> <p>School staff will develop an action plan on promoting CC in their schools, pertaining particularly to the identified focal area. They will then implement the actions in their action plan.</p>	<p>commissioned, which will feed into the annual curation meeting</p>
	Professional	<p>Awareness</p> <p>Understanding</p> <p>Action</p>	<p>Researcher will develop an executive summary/advice sheet for schools</p>	<p>Education professionals within schools will learn about the findings from the</p>	<p>Education professionals within schools will take steps to develop anti-</p>	<p>Researcher will follow-up with schools to see if any action has been taken.</p>

			based on the findings of Paper One and disseminate it to staff with power to make change and implement approaches in his link schools.	SLR relating to developing anti-oppressive practice in schools.	oppressive practice within their setting.	
NWAPEP	Organisational	Understanding  Action	Researcher to present findings from Paper One, Paper Two, and NWCiS at NWAPEP quarterly meeting	Principal EPs (PEPs) in NWAPEP will have a first look at the resource they commissioned and hear about the findings from the commissioned research.	PEPs will develop their understanding of promoting CC and anti-oppressive practice in school staff, alongside how to use the NWCiS resource.  PEPs will promote the NWCiS resource	Verbal feedback will be sought from PEPs within the meeting and researcher will attend following quarterly meeting to hear how the NWCiS and any other learning points

					within their EPSs to increase its use by EPs with their link schools	from the findings of Paper One or Paper Two has been disseminated and integrated within their EPSs.
DfE and AEP	Organisational	Awareness  Understanding  Action	Researcher to send executive summary of Paper One to representatives from the DfE and AEP.	DfE and AEP representatives to become aware of the findings of Paper One and increase their understanding of developing anti-oppressive practice in schools staff.	Findings from Paper One to be used as evidence to support anti-oppressive and social justice approaches in DfE and AEP guidance.	See if any of the findings are used in DfE or AEP guidance
Education practitioners	Professional	Awareness	Publication of Paper One in	Findings related to developing anti-	Education practitioners will	An indication of the impact could

		Understanding  Action	<i>School Psychology International</i>	oppressive practice in school staff would be accessed by education practitioners nationally and internationally	develop their thinking in relation to anti-oppressive practice and use learned knowledge (i.e., addressing oppression, training agents of change and how to implement an anti-oppressive intervention with school staff) within their practice.	be gained through examination of the number of downloads and citations for the article.
Research community	Research site	Action	Work in collaboration with the University of Manchester to commission a	This will contribute to the bank of thesis topics for Trainee Educational Psychologists on	Findings from the evaluative study can feed into the ongoing development of NWCiS, e.g., it can	Findings from the research study will provide an evaluation of the effectiveness and impact of NWCiS.

			research project evaluating NWCiS.	the doctoral programme.  A Trainee Educational Psychologist will be commissioned to conduct a research project evaluating the effectiveness and impact NWCiS.	be discussed at the annual curation meeting.	
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## Appendices

### Appendix A: Preliminary project: Executive summary of findings

#### **Community cohesion in schools: An investigation of current context and practice in schools in the North West of England following the delivery of a community cohesion training package**

##### **EXECUTIVE SUMMARY**

This study aimed to provide insight to the community cohesion (CC) work going on in schools and local authorities (LAs) across the North West of England, and the extent to which this work has been influenced by the CC training package developed and delivered in 2017/2018. The study also explored the change in CC context since training delivery, and any ways in which the training package could be developed. The investigation was conducted with a view to develop a CC resource to be used to promote CC in schools. Three PEPs and one EP from EPSs across the North West were interviewed to address the above aims.

##### **Key findings**

###### ***Community cohesion context***

- There has been a shift from terrorism and radicalisation, which were prevalent in the original training package, to other CC priorities, namely COVID-19 causing negative impacts on physical health, mental health and community relations, and Black Lives Matter in terms of listening to other perspectives and thinking critically and flexibly about these issues.
- There are different CC contexts in different LAs, e.g., different levels of segregation, different CC priorities e.g., gangs.
- Budget cuts have led to the shrinking and eradication of certain CC services and work.
- The importance of the head teacher role was emphasised, with one participant describing them as 'community leaders'.
- Some participants said that, in education, there is a culture of 'on to the next thing' and creating anew, rather than developing and embedding practice.
- Participants spoke of the mainstream media as raising awareness of community conflict whilst also fuelling stereotypes and catalysing problematic behaviour; social

media was described as providing a platform for ‘echo chambers’ and personal attacks.

### ***Community cohesion principles and practice***

- CC work can be explicit and implicit; participants spoke a lot about CC implicitly permeating through much of EP work and work in schools.
- Most participants highlighted the importance of multi-agency working in CC and cohesion between services themselves.
- One participant spoke about the importance of a school’s sense of belonging to their LA/catchment area and the effect this can have on the school’s place in the local community, e.g., academies can feel more of a sense of belonging to their academy chain than their LA and perhaps don’t see as much value in meeting the needs of the local community.
- Social identity and positive relationships were the CC principles referenced most often in the data.
- Cultural awareness, sensitivity and understanding of diverse social groups was emphasised as integral for teachers, EPs, other professionals, and community members generally.
- Community events and programmes bringing different social groups together were described by three participants as positive experiences of intergroup contact, facilitating CC.
- Participants spoke of some of the effects of the pandemic, such as highlighting inequalities, interrupting intervention/training/outreach work etc., increased priority of supporting students’ sense of belonging, and more time committed to developing positive relationships between staff and students/families, e.g., calls home checking how families are doing and fewer students in school leading to teachers doing less “crowd control” and having more time to chat with students.
- Participants discussed the need to develop CC within the staff team as well as for students, e.g., prioritising facilitating positive relationships between staff.
- Issues of participation and inclusion in the community and schools were discussed, e.g., varied/conflicting attitudes to the inclusion of undocumented migrants and CYP with SEND.

- Community was cited as a key protective factor and the resilience of students and staff was highlighted as a priority for support in the context of the pandemic.
- The importance of being aware of stressors in people's lives was cited as important for promoting CC.
- The high-stress nature of teaching and the need for supervision for school staff was discussed.
- Participants spoke of a need for debate and open discussion aiming for shared understanding in order to address core issues of CC; however, they also highlighted how difficult this can be. In line with this, one participant discussed moving away from a punitive approach to problematic/extremist views and behaviour, towards a more constructive approach of open discussion about contentious issues.

#### ***Implications for practice and the CC resource***

- CC principles were described as ever-relevant so participants suggested that the 'essence' of the CC training package does not need to change but adapting the training to be relevant in the current CC context would be effective, with most participants citing issues relating to the COVID-19 pandemic and the BLM movement as important subjects to consider.
- Participants emphasised the importance of the CC resource being accessible, so it could be used with different groups of people at different levels, and adaptable, so it can be catered to the CC needs of a particular school/area and for ease of use by different trainers with different styles.
- Participants generally thought an online resource would be appropriate, incorporating in-person delivery/contact, and a skills-based element to the training. One participant suggested treating the resource and training as a 'microenvironment' through which to practice and model the CC principles it is aiming to disseminate.
- Whole-school approaches or targeting staff at different levels of the school were suggested strategies in order to embed practices.
- Two participants suggested using school leaders as conduits to promote CC in their setting, by training them and empowering them to use the online resource to disseminate to their setting.

- The importance of creating a legacy was emergent, with participants frequently speaking about evaluation, embedding practice, and maintaining momentum. Suggestions on how to facilitate the longevity of this work included developing an annual CC offer, facilitating reflective practice for trainers and trainees, developing CC interest groups, and a comprehensive evaluative process.

## Appendix B: School Psychology international – Submission guidelines

Manuscript Submission Guidelines:

### **Manuscript Submission Guidelines: *School Psychology International***

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## **7. Further information**

Any correspondence, queries or additional requests for information on the manuscript submission process should be sent to the *School Psychology International* editorial office as follows:

Amity Noltemeyer, Ph.D. [anoltemeyer@miamioh.edu](mailto:anoltemeyer@miamioh.edu)

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## **Appendix C: Letter to the Editor of *School Psychology International***

Dear Professor Noltemeyer,

I am contacting you regarding our prepared manuscript entitled:

### **‘Up the anti’: A systematic literature review of developing anti-oppressive practice with school staff**

The manuscript explores approaches and interventions used with school staff to develop anti-oppressive practices, relating to multiple forms of oppression. It focuses on international research that includes an evaluative component to highlight intervention elements which improve effectiveness. The systematic literature review provides a comprehensive examination of contemporaneous practice, synthesising 19 papers published between 2016-2021. We believe that the subject matter links closely to the priorities of *School Psychology International* relating to social justice and equity. We also hope that the findings of the paper will be highly significant for the journal’s audience, offering critical insights into approaches developing anti-oppressive practices with school staff and offering practical suggestions for anti-oppressive interventions in the future.

We understand that the word limit for articles outlined in your journal’s submission guidelines is between 3000-6000 words, inclusive of tables, figures, references and appendices. On account of the size and scope of this review, it has a long reference list, and the prepared manuscript exceeds the aforementioned word limit, standing at 7573 words (5489 words main text + 2084 words reference list). The paper has been through several stages of editing and redrafting, but we feel that any further editing will affect the quality of the reporting. Within your journal’s submission guidelines, it outlines that papers over 7000 words may be published with authorization from the Editor. Therefore, we are contacting you to enquire as to whether the prepared manuscript in its current form could be considered for review by *School Psychology International*, given its alignment with the journal’s values and wide scope.

We would welcome the opportunity to speak further about this matter if it would be helpful.

Yours sincerely,

Kivlan Legate (corresponding author)

*Trainee Educational Psychologist*

Doctorate in Educational and Child Psychology Programme

School of Environment, Education and Development,

Ellen Wilkinson Building,

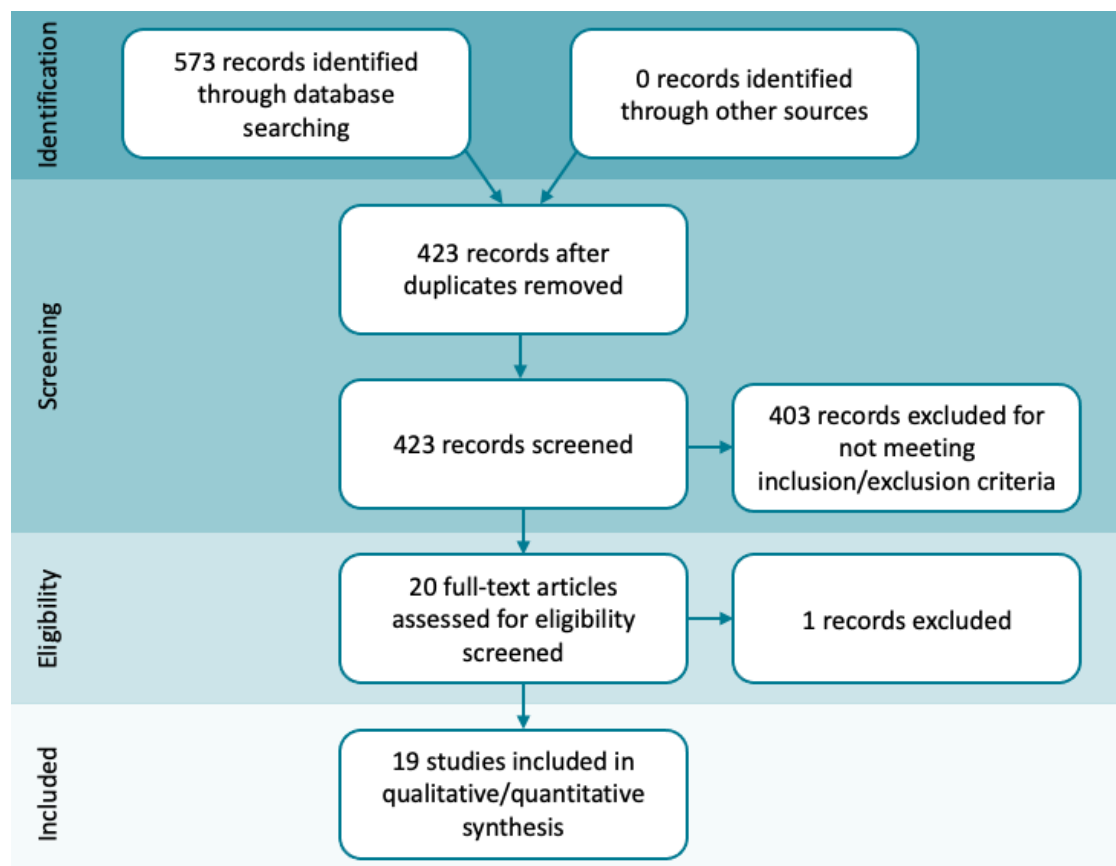
University of Manchester,

Oxford Road,

Manchester, M13 9PL

email: [kivlan.legate@postgrad.manchester.ac.uk](mailto:kivlan.legate@postgrad.manchester.ac.uk)

## Appendix D: PRISMA diagram





## **Appendix E: Example data extracts of key findings and researcher interpretations for reviewed study in Paper One**

### **Priest, et al., 2021 – key points**

- “wide-ranging action and population-level interventions to promote societal anti-racism and bystander action by individuals are needed” – Priest et al., 2021 p.2
- “such programs also have risks and can do harm if poorly designed and implemented” p.2
- “The intervention group had an increased student rating of the teacher interethnic climate at follow-up, while student rating of the teacher inter- ethnic climate did not change in the comparison group compared with baseline” p.9
- “there was evidence of change in the students’ prosocial score in the intervention group compared with the comparison group” p.9
- Staff described it as “a pro- active program addressing racism among students as well as staff.” P.9
- Scaffolding and explicit, structured resources/lesson plans welcomed by staff, especially with a difficult topic where it’s easy to feel like you don’t know what to say. p.9-11
- “You’re upskilling teachers to deal with racism as an issue and then you’re empowering children to be drivers of the cause” p.11
- References the interdependent relationship between staff and students in making cultural change within a school/setting.
- Teachers noting that training improved their awareness of racism and what to do in a bystander situation but author notes that teacher discussions of racism remained on an interpersonal level and didn’t address structural racism (p.11)
- Staff and students enjoyed programme.
- Most students described positive result of SOAR on prosocial norms, school climate and reduced racial discrimination, but some said there was little difference
- Increased students’ understandings and awareness of racism and its expressions, including concepts such as stereotypes. P.13
- increased student knowledge regarding po- tential bystander responses to racism p.12
- This increased awareness of racism in the world was de- scribed as an inspiration to anti-racism action among students and a commitment to acceptance of difference and the right to fair treatment for all. P.13
- Challenging to implement because of high workload of teachers. p.13
- Importance of leadership commitment to programme highlighted, p.13
- Summary in discussion: “It also provides qualita- tive evidence of the SOAR program’s potential to pro- mote teacher attitudinal and behaviour change regarding racism, to reduce interpersonal racial discrimination, and to improve peer prosocial norms, awareness of ra- cism and commitment to anti-racism, knowledge of pro- active bystander responses and confidence and self- efficacy to intervene to address racism among primary school students.” P.14

- “overall the study findings are promising and a larger implementation trial of the program is recommended using methods such as a stepped-wedge cluster randomised trial” p.14

## Appendix F: Example coding of key findings document in Paper One

### Tompkins, Kearns & Mitton-Kukner, 2017 - KEY POINTS

Teacher candidates need to understand the curriculum is not static nor it is a stand-alone document handed to them from their Ministry of Education. There are many forms of curriculum — the formal, informal, hidden, and null (what is not taught) — all of which serve to communicate to LGBTQ students and all other students whether they belong or not in schools. Sapp (2016) asserted, “curriculum is not ‘it’ — an object to be mastered, but a ‘Thou’ — a subject so deeply and intimately connected to the teacher that students see them as one” (p. 125). (p.681)

We draw upon the conceptual framework of safe, positive, and queering moments in anti-oppressive work (Goldstein, Russell, & Daley, 2007) to name three different types of approaches teacher candidates might employ and experience in schools with regard to challenging LGBTQ oppression; this includes curriculum content which acknowledges LGBTQ identities. The first (safe) uses a human rights discourse that speaks to everyone’s right to equality, the second (positive) moves beyond tolerance and actively affirms members of the LGBTQ community, and the third space (queering) seeks to challenge heteronormativity itself.” P.683-684

themes that emerged from the data: 1) reclaiming the informal curriculum; 2) seizing formal curriculum opportunities; 3) identifying as leaders in strategic curriculum spaces for the LGBTQ community; and 4) witnessing social justice practices enacted in curricular spaces. )p.686

One of the challenges in our work with teacher candidates is to have them move beyond a reactive stance of intervention to a more proactive stance of educative interruption.

Participants reported that the training imparted a sense of empowerment, enabling them to pedagogically engage LGBTQ curricula with purpose and confidence. P.686

little things like the language used especially in elementary, like ‘boys go here’, ‘girls go here’...subtle things like.... I changed the way I was addressing [the class]” (Rosemary, Focus group interview, March 6, 2014). In another instance, when giving students a choice of books, some that may be “stereotypically” characterized as male, female, or neutral, Rosemary was sure to say to the students, “none of these books are specifically for girls or boys. You can pick whatever book you want to pick.” She further credited the training for “understanding...those little tiny interruptions...subtle things make a difference.” More explicitly, Rosemary also said, “if you hear somebody talking shit...don’t just ignore it because it’s easy. You stop it and you educate and you explain why those words are hurtful” (Rosemary, Focus group interview, March 6, 2014). P.686



**Appendix G: Table 2: Paper One findings table**

***Overview of the 19 papers included in the review***

<b>Author(s) and location</b>	<b>Participants and level of schooling</b>	<b>Anti-oppressive focus</b>	<b>Approach/ intervention</b>	<b>Research aims</b>	<b>Data source(s)</b>	<b>Summary of findings/implications</b>	<b>Level of evaluation (WoE B)</b>
Bentley-Williams et al. (2017), AUS	10 pre-service teachers; 5 school leaders; 6 special education mentors  Schooling level not specified	Anti-ableism	Elective proactive partnership programme providing a sustained inclusive teaching experience for pre-service teachers to deepen understanding of working with disabled students.	To identify formative professional experiences and personal qualities enhance inclusive practice.	Interviews; participant reflective journals	Long-term collaborative immersion with specialised support facilitates pre-service teachers' deeper understanding of SEND and appropriate practice whilst providing a valuable service to placement schools.	Level 2
Bornstein (2018), USA	Autoethnography of school principal  Elementary level	Anti-racism & anti-ableism	Transformative leadership framework, grounded in Critical Race Theory and Critical Whiteness Studies. Approach was mandatory for school staff.	To show how transformative leadership framework can address silence on Whiteness.	Journals; school documents, statistics and communications	Teachers resisted efforts to move towards trauma-informed/restorative justice approaches. External suspensions dropped by 45% and internal suspensions dropped by 80%.  Antiracist leaders should examine their own	Level 3

						identities, challenge structural Whiteness and disrupt oppressive structures.	
Diem et al. (2019), USA	16 school practitioners on a leadership preparation program  Mixed schooling level	Anti-racism	Elective educational leadership program developing racial awareness through critical examination of local issues, exposure to critically-oriented scholars, and field-based experiences.	To understand how the program prepares school leaders to address racialised educational policies, e.g., school choice	Focus groups; interviews	Preparation programmes should normalise conversations about race and empower their students to challenge ineffective policies. Critical reflection on identity should be encouraged early in educators' careers. Program practitioners must be aware of group dynamics particularly in relation to race.	Level 2
Edmiston (2016), USA	3 teachers  Mixed schooling level	Anti-oppression	An elective program offering a dramatic inquiry-based approach using multimodal dramatic approaches to promote collaborative meaning making through dialogic inquiry. The approach explores tensions felt through conflict and	To explore how the dramatic inquiry approach can promote ideological becoming and anti-oppressive practice in teachers.	Course assignments; written reflections; written communications	Dramatic inquiry allows teachers to embody others' perspectives alongside their own, make meaning out of the dialogue between perspectives, and question their own assumptions. This allows teachers to develop their awareness and understanding of	Level 2

			crisis in fictional events in children's literature.			oppressive behaviours and systems.	
Ezzani (2020), USA	1 school principal; school staff at the same school  Elementary level	Anti-racism	Social justice leadership through reflective and anti-oppressive practice to counter teachers' beliefs and behaviours toward Black male students. Approach was mandatory for school staff.	To examine one principal's efforts towards social justice leadership.	Interview; focus group; observations; school/district documents	Data-informed leadership, developing the collective consciousness of teachers, anchoring impetus for change in teachers' own ideas and values, and coaching critical self-reflection contributed to a change in teachers' behaviours toward Black male students	Level 3
Galloway et al. (2019), USA	18 educators (varying roles) across three schools  High school level	Anti-racism	Exploring the effects and implications of using the terms 'culturally responsive' and 'antiracist'/'anti-oppressive' with voluntary inquiry teams designed to enact culturally responsive pedagogy and practice.	To understand how educators define and describe culturally responsive pedagogy and practice and how this differs from their definition of anti-racist and anti-oppressive pedagogy.	Semi-structured interviews	'Culturally responsive' pedagogy encourages drawing upon students' cultural funds of knowledge and strengths, and acts to counter white, middle class dominant norms, but can fail to acknowledge and address institutional racism. However, terms 'antiracism' and 'anti-oppressive' support students to understand,	Level 2

						critique, interrogate and combat injustice and racism.	
Gooden et al. (2018), USA	8 Educational leaders enrolled in leadership programme  Mixed schooling level	Anti-racism	Elective anti-racist leadership program using a four-stage model: Gaining and integrating new knowledge Examining Self (Re)envisioning the World Taking anti-racist action	To explore the program's impact on the orientations of its graduates and their experiences with facilitating institutional change for equity	Semi-structured Interviews	The program increased participants' sense of preparedness, affected their values/beliefs, and equipped them with strategies to advance their anti-racism/social justice leadership agenda despite challenges and pushback from colleagues.	Level 2
Kinloch & Dixon (2017), USA	1 in-service and 2 pre-service teachers  Schooling level not specified	Anti-racism	Teacher educators centring equity, justice, and anti-racist practices to cultivate antiracist practices in their teacher students.	To understand how teacher educators and teachers navigate the politics of teaching by centring equity, justice and anti-racist practices.	Audio & video recordings of classes/ research meetings; field notes; interviews; online communications	Creating spaces where teachers can story their experience of oppression, situated within their positionality/racialised identity, and interrogating these identities and their implications for systemic racism is important for developing liberatory forms of teacher education.	Level 2

Liou & Hermanns (2017), USA	Programme faculty/ students at a single Leadership Academy  Schooling level not specified	Anti-racism	Elective university-based educational leadership programme using programmatic missions, frameworks and instructional strategies to develop dispositions of equity and excellence	To explore how the program develops dispositions of equity and excellence in aspiring school leaders.	Ethnographic reflections; programme documents; course syllabi	Educational leadership programmes must prioritise addressing deficit thinking and low expectations; self-examination; systemic thinking; asset-based approaches; transformative leadership practices; curriculum connecting antiracist theories to practice; co-constructed praxis of actualising equity; interdisciplinary approach to critical race leadership studies and preparation.	Level 1
Martinez et al. (2016), USA	10 educators  Mixed schooling level	Anti-colonial	Voluntary community-based teacher-activist organisation taking a decolonial perspective and offering activities, such as monthly meetings (political education and subcommittee breakouts), speaker series, film nights, teacher inquiry groups,	To explore how the organisation's decolonial perspective engaging teachers in understanding the material conditions of their personal and professional lives disrupts	Interviews; field notes	Solidarity amongst teachers empowers/inspires them to develop critical pedagogical practices to meet students' needs and challenge educational structures. Safe spaces fostered sense of community through humanising relationships, personal	Level 2



			curriculum fairs, accountability circles, and social gatherings.	their feelings of alienation in school.		growth and learning, community-oriented teaching, shared beliefs, and commitment to change.	
Mitton et al., (2021), CAN	Pre-service teachers who identify as LGBTQ+  Schooling level not specified	Anti-homophobia and anti-transphobia	Mandatory and elective courses within a two-year pre-service teacher education programme focusing on inclusive learning spaces.	To explore the experiences and learning of four pre-service LGBTQ+ educators on the program and how it informs anti-oppressive pedagogy.	Group interview	Teacher students were comfortable being out on the programme, empowered to see teaching experiences as opportunities to be advocates, concerned about transitioning into the profession in potentially hostile settings. It is important to acknowledge multiple levels of heteronormative and cisgender oppression in formal and informal spaces.	Level 2
Mitton-Kukner et al. (2016), CAN	9 Pre-service teachers  Primary and secondary schooling levels	Anti-oppression (LGBTQ+ focus)	The Positive Space program is two mandatory teacher training workshops exploring LGBTQ realities; language and marginalisation; responsiveness and	To explore the impact of Positive Space training on preservice teachers' understanding of and abilities to create safe	Focus group; interviews	The training developed awareness of LGBTQ oppressions in school, the heteronormative and gender binary systems in schools, and teachers' role as allies. But the engrained gender	Level 2

			responsibility in schools; understanding and challenging homophobia and transphobia; LGBTQ representation in curricula.	spaces for LGBTQ youth and allies in school.		assumptions and power hierarchies make it difficult to speak out and implement anti-oppressive practice.	
Mizell (2021), USA	2 teachers (1 in service, 1 pre-service)  Middle school level	Anti-racism	Elective culturally sustaining systemic functional linguistics programme which co-apprenticed youth and adult allies to support staff to understand and sustain cultural and linguistic heritages of racialised communities and critically examining dominant methods of producing linguistic and literacies knowledge(s).	To explore if/how the belief systems of pre-service teachers changed as they engaged with the programme, and what learning strategies allowed them to become accomplices of students of colour in the fight for equity.	Field notes; audio & video recordings; photograph; poetry; songs; reflection logs; teaching plans/reflective papers	Developing humanising relationships facilitated co-construction of knowledge with youth. Considering register helped staff support students in critically examining situations to achieve objectives. Multi-modal learning facilitates learning and co-construction of knowledge.	Level 3
Ohito (2016), USA	12 pre-service teachers  Schooling level not specified	Anti-racism/ Anti-white supremacy	A pedagogy of discomfort for voluntary White preservice teachers focusing on disruption of White supremacy through exploring the experiences and	To evaluate the utility of a pedagogy of discomfort on both intra- and inter-personal levels.	Surveys; feedback forms; audio-recordings; memos; course-related documents and correspondence	The approach 'punctures' White supremacy by provoking participants to confront racial oppression by noticing interactions between their bodies and emotions. Learning	Level 1

			scholarship of people of colour.		; researcher journal; interviews	spaces based on political relationships allow White participants to be emotionally open and develop critical consciousness about racism.	
Priest et al. (2021), AUS	645 students (across six schools); 10 school staff (across 4 schools)  Primary level	Anti-racism	Speak Out Against Racism (SOAR) program: a whole school program to promote effective bystander responses to racism in primary schools. Approach was mandatory for school staff.	To evaluate the efficacy of SOAR.	Student surveys (pre- and post-) and focus groups; teacher interviews; school leader interviews	SOAR has the potential to promote teacher attitudinal and behaviour change regarding racism; reduce interpersonal racial discrimination; improve peer prosocial norms, awareness of racism and commitment to anti-racism; develop knowledge of pro-active bystander responses, and confidence to intervene.	Level 3
Salisbury (2020), USA	School staff at one school  High school level	Anti-racism	School leaders leveraging organisational improvement tools to support school-wide culturally relevant practices. Approach	To investigate how organisational structures, routines and artefacts influence a staff team's collective	Interviews; artifacts; documentation; observation	Organisational practices centring racism, culturally relevant education, connecting professional practices and racialised outcomes, and staff needs/growth led to culturally relevant	Level 3

			was mandatory for school staff.	ability to engage students of colour in culturally relevant educational experiences.		educational practice became the norm	
Swanson & Welton (2019), USA	Two School Principals  High school level	Anti-racism	White principals attempting to facilitate discussions about race and racism within their school community. Approach was mandatory for school staff.	To understand the ways in which White principals approached this task.	Semi-structured interviews; field notes from observations; documents/ artefacts	School leaders need leadership preparation and ongoing coaching to facilitate schoolwide antiracist change. Trusting relationships with staff and pushing through discomfort around race talk are important for change. Principals cannot be sole driver of race talk in school.	Level 3
Tompkins et al. (2017), CAN	9 pre-service teacher candidates  Elementary and secondary school level	Anti-homophobia/ anti-transphobia / anti-heteronormativity	The mandatory Positive Space program aims to create safe and positive environments for LGBTQ community members by focusing on issues of power and privilege, interlocking forms of oppression, and inclusive education.	To understand the program's impact on participants' reasons and abilities to act as social justice advocates, alongside their developing knowledge and	Focus groups	Using theory alongside the developmental and applied nature of the course enabled participants to blend allyship with action-oriented social justice pedagogy. Participants were empowered to find teaching opportunities relating to LGBTQ issues	Level 2

				empowerment in challenging heteronormativity and the gender binary through the formal and informal curriculum.		in the formal and informal curriculum.	
Waite, (2021), USA	Students of graduate level courses within an educational leadership preparation program  Schooling level not specified	Anti-racism	A leadership program to develop culturally responsive school leadership (CRSL) and support anti-racist education	To explore how reflection, interrogation, self-examination, and awareness support CRSL and anti-racist education.	Student course evaluations; course assignments; course syllabi	Liberatory pedagogical practices are necessary to provide sufficient preparation for education leaders to disrupt racism in education. Education leader preparation programmes must explicitly address race and racism using race language to develop critical consciousness in education leaders and inspire action.	Level 2

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

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

## **Queries**

If you have any queries, please visit our [Author Services website](#) or contact us [here](#).

*Updated 17th March 2023*

**Appendix I: Table 3: Paper Two research process, adapted from RADIO model (Timmins et al., 2003)**

<b>Research phase</b>	<b>Actions</b>
<b>1. Awareness of a need</b>	NWAPEP response to Manchester Arena attack and development of original CC training package
<b>2. Invitation to act</b>	NWAPEP commissioning of current project
<b>3. Clarifying issues</b>	Preliminary CC research project (Legate, 2021, unpublished)
<b>4. Identify and recruit participants for WG</b>	Recruitment emails sent out to EPSs across NW. Participants recruited.
	Resource package sent to WG including original CC training PowerPoint and accompanying audit tool, feedback summary from recipients of the original CC training, and executive summary of preliminary CC research project (Legate, 2021)
<b>5. Agreeing focus</b>	WG meeting 1: introductory session leading into discussion about remit of project and plan process (e.g., dates, in-person/remote working, etc.).
<b>6. Negotiating framework for process</b>	
<b>7. Information review and action planning</b>	WG meeting 2: review materials and agree action plan of work to be done. Stakeholder questionnaire sent out
<b>8. Process information and adapt previous resource</b>	WG meeting 3: workshop adapting previous resource and planning/drafting programme resources.
<b>9. Agreeing areas for future action</b>	WG meeting 4: meeting planning the implementation, evaluation and legacy of the CC e-resource. Setting of 'homework' tasks for producing final drafts of programme resources.
<b>10. Development of e-resource</b>	WG meeting 5: WG meeting 6, WG meeting 7: Development, review and feedback of programme resources.
	WG meeting 8: Review of programme product and research process.
	Researcher and ICT technician developing online platform and inputting output from phases 8 & 9 onto said platform.
<b>11. Implementation</b>	E-resource rollout: Send e-resource to EPSs in NW.
	Writeup of analysis and findings
<b>12. Evaluating action</b>	Evaluation process TBC in phase 9.

## Appendix J: Identities data collection tool – Padlet



### Community cohesion identities

Dear participants, Thank you for being part of this research project. The basis of this research project has been community cohesion, in which identity plays a key role. In line with this, we agreed that it is important to gather an indication of the types of voices/identities/communities that have been represented in this process and have contributed to this resource. Please use the text box accessed through the '+' icon to describe your identity/identities. You can submit separate words/phrases or sentences; for example, I could submit 'white' and 'male' separately, or I could submit 'white man' together depending on how I prefer to identify. You can submit as many responses as you wish to; it would be useful to hear as much or as little about you as you are comfortable with sharing. Your responses are anonymous, and each submitted response cannot be linked to the other responses you have submitted. There are no requirements or limitations on what information to submit, but some areas that may be of use include (this list is not exhaustive): age; number of years as a qualified EP; ethnicity; gender; class; sexuality; religion; neurodiversity; disabled. The identities information gathered here will be used anonymously in the writeup of the research process which will hopefully be published as a journal article. NOTE: Due to the open nature of this platform: 1) please monitor what you have already submitted to avoid accidentally submitting a response more times than you intended to; 2) to avoid submissions being misinterpreted, please distinguish similar kinds of answers from each other by adding additional information, e.g., '42 years old' and '13 years as an EP' rather than '42' and '13'

## Appendix K: Example research journal entry

Date	22.11.21	
Activity	Creation workshop	
Venue	Microsoft Teams	
Who is present	[redacted]	
What's happening	<i>What's happening</i>	<i>Reflections</i>
	Group cohesion	<p>There was slightly more disagreement in this session as it was actually deciding on content, I think. But it was very minor – e.g., just didn't seem to flow quite as much as previous sessions.</p> <p>Some people had to leave early which meant a few of us had more input</p>
	Audit tool	<p>Social identities/groups questions were challenging – trying to be as inclusive as possible whilst trying to ask the right questions in order to get information that could reliably represent CC in the setting e.g., if people aren't conscious of prejudice, how can they comment on the state of the setting in terms of dealing with them.</p> <p>Tried to focus questions on an individual level where possible so as to target what that person experiences themselves rather than asking them to make a judgement on the nature of the setting/ethos etc. Although some questions necessitate this.</p> <p>Felt strange relinquishing control over a portion of the work – first time I haven't been in the room whilst discussing something about it. Was actually quite liberating, not having to think about it and letting others do the work – similar feeling to when the group is having a discussion that isn't driven by me.</p>
Session content	<p>Was quite challenging differentiating what would be in which portion of the session(s) – started by converting the whole training resource from before then realised that there wouldn't be enough time in the training session so scaled it back to broad overviews of each CC component.</p>	

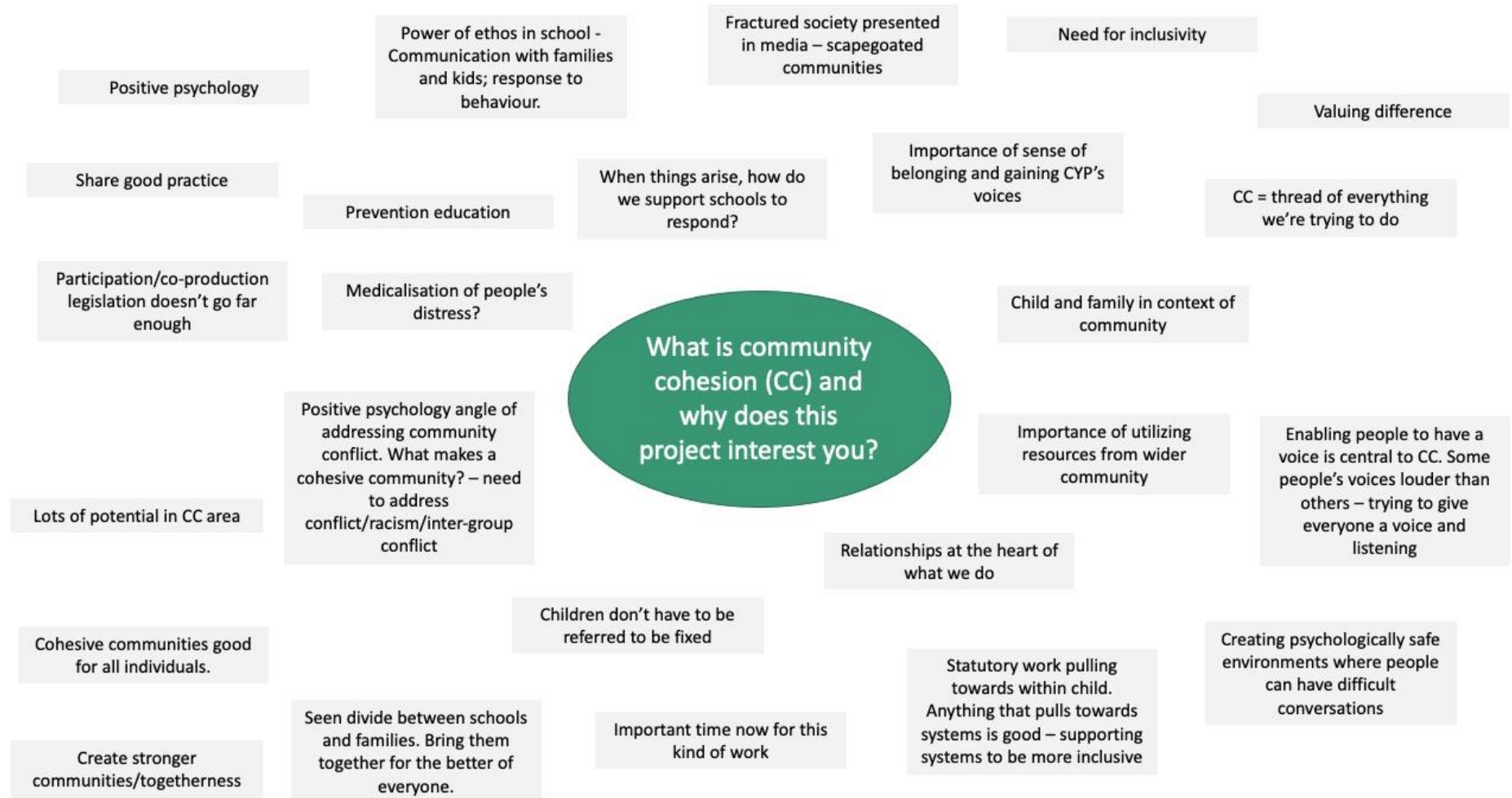
	Session	<p>Mammoth of a meeting – 7hrs in total (w/breaks) – lots of screen time – hope I got the balance right with breaks etc.</p> <p>Feel like we got a lot done but was also worried about how much we have to do – and still am now.</p>
	Work	<p>Thinking that maybe homework will be necessary after the next session if we don't get everything done, e.g., people have to go away and either independently/in pairs, make a section.</p> <p>Much time needed in the first half of the day still deciding what the resource will look like and how it will operate. This meant that less time was available to work on the content.</p> <p>Developing the framework was interesting because it very much frames our work and our concepts of what is important in community cohesion. Felt a little uncomfortable at times asking about dropping stuff as [WG member] worked on it a few years ago. But on the whole it was a good and fruitful discussion.</p>
<b>Actions/ commitments/ appointments made</b>	Next session: 09.12.21	

## Appendix L: Meeting summary example

Date	09.12.21
Meeting title	'Legacy' workshop - repurposed into creation continued
Attendees	[redacted]
Agenda	Recap Discussion about framework Groupwork on audit tool and workshop content Feedback Homework setting
Actions	Homework: Choose a CC principle and complete its page in the CC training workshop PowerPoint. [WG member 1]: Intergroup contact [WG member 2]: Belonging [WG member 3]: Participation [WG member 4]: Resilience [WG member 5]: TBD [WG facilitator] to send out resources produced in this session. [WG facilitator] to send out Doodle Poll to arrange next meeting.
Commitments/ appointments made	To complete homework task before next meeting where we will feedback and discuss completing the rest of the slides. [WG facilitator] and [IT technician] to meet in January to plan the production of the online platform.
Next meeting (date and focus)	February – Date TBD Feedback from homework and discussion/development Decide on how to complete rest of content (e.g., further homework or in meeting, etc.)



## Appendix M: Working group workbook



## Discussion points from 1<sup>st</sup> session

School level and wider community level

Tailorable to different schools/circumstances

Audit tool to identify levels of provision in each area and encourage action plan.

Transitional resource to change with the times.

Linking in with Ofsted?

Promoting staff's skills, knowledge and confidence in challenging issues

Being broad but specific at the same time

Local authority-/borough-wide approach

Community cohesion board/network of schools/organisations?

Micro-environment: pedagogy of practicing the principles we are teaching (teaching, preaching and practicing peace )

## Added points in 2<sup>nd</sup> session

Targeting SLT?

Dream phase – schools' aspirations for CC. 'What would I like it to look like?' 'How will I know it's worked?'

Collecting data from stakeholders – incorporating other people's perspective on what's needed, incentives, best practice etc.

Value approach – starting with values/beliefs/attitudes

'Flipped learning' format - Pre-reading/pre-input > talking, action learning in groups

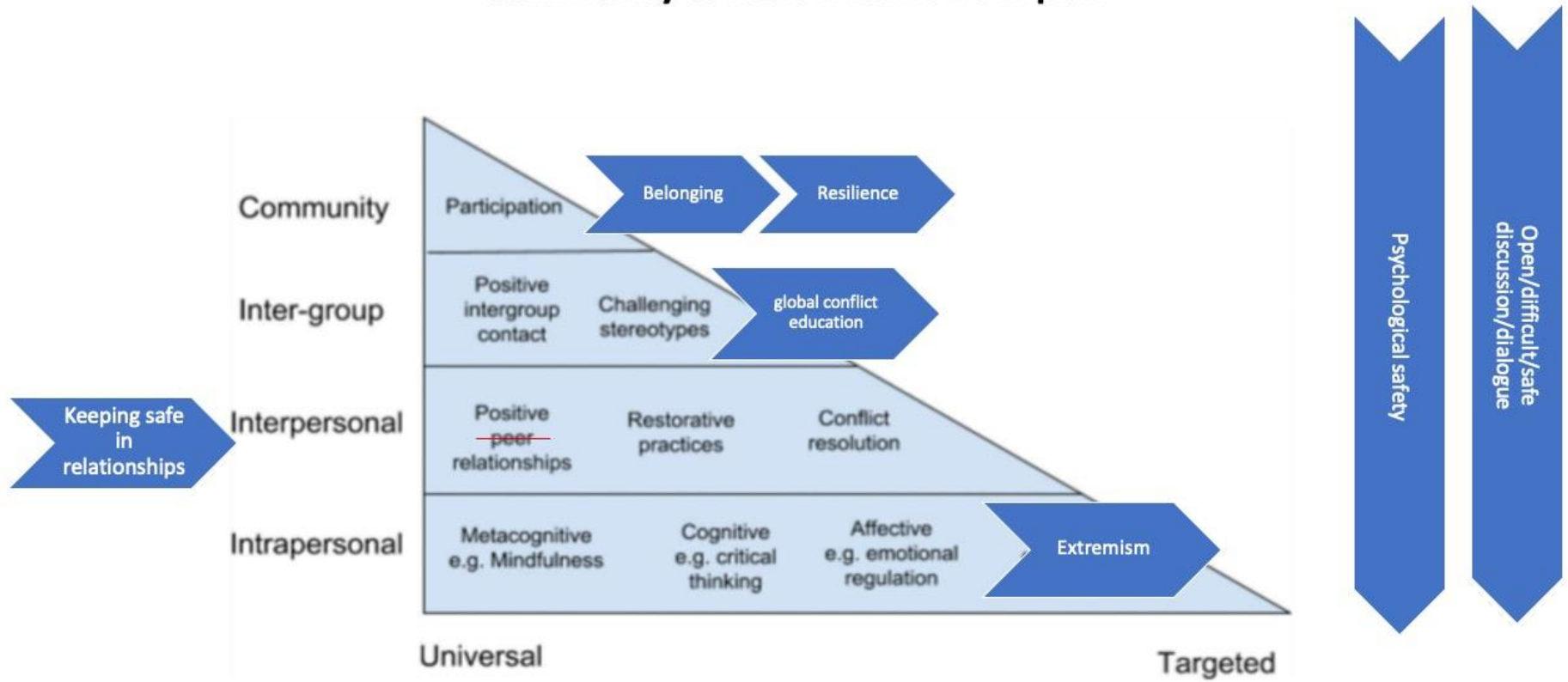
Empowering schools to be confident and competent in difficult situations

Collecting demographic data on us to track the voices being heard in the process?

Enabling repair of relationships

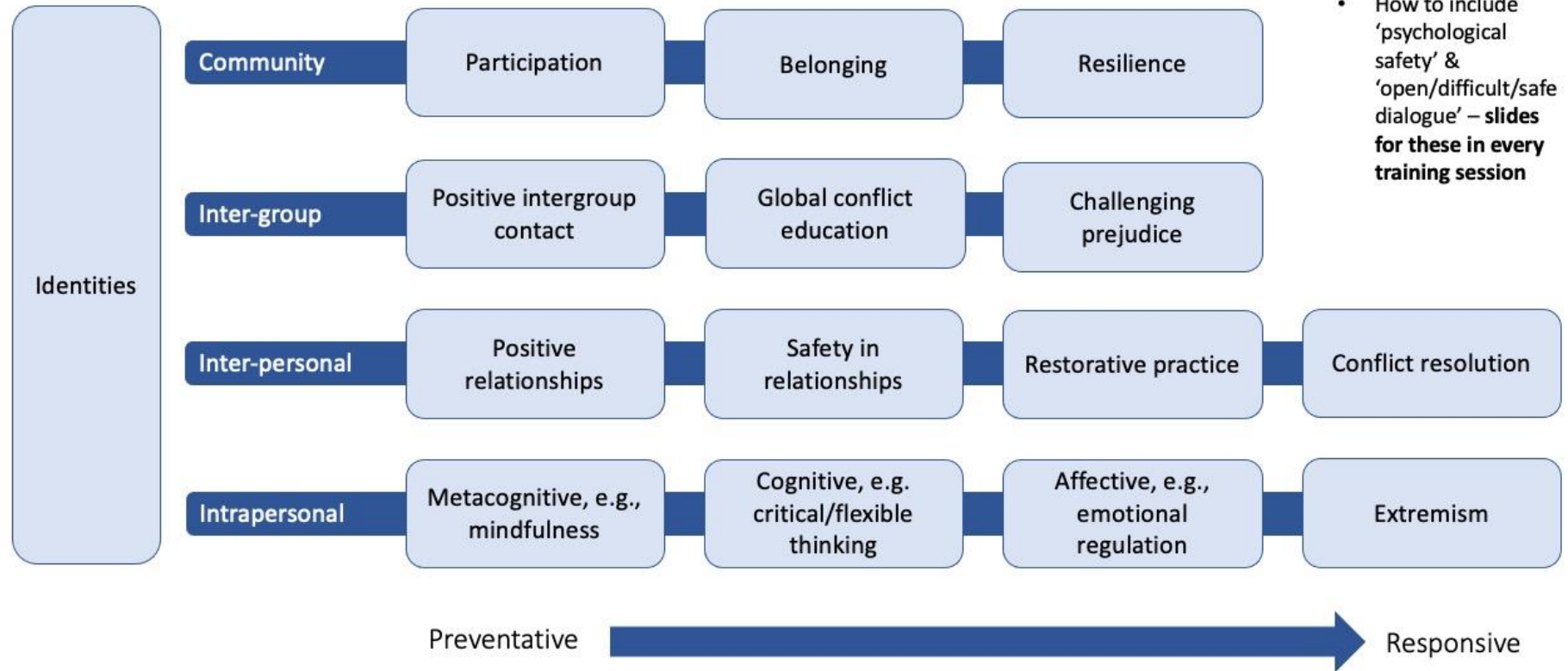
<p><b><u>What are our core principles for this work?</u></b></p> <ul style="list-style-type: none"> <li>-Accessibility</li> <li>-Inclusivity</li> <li>-Respect for others/difference</li> <li>Acceptance</li> <li>Making effort to find out about people without judgement</li> <li>Curiosity about others &amp; valuing difference</li> <li>Flexible thinking – considering others’ perspectives</li> <li>Safety – feeling safe, crating safe environments</li> <li>Dialogue</li> <li>Commitment to the journey and re-visiting it</li> <li>Participation – whole school</li> <li>Challenging – self and others</li> <li>The whole is bigger than the sum of its parts – bringing communities together (ecological perspective)</li> <li>Moving away from norms</li> <li>Openness to change</li> <li>Importance of relationships</li> </ul>	<p><b><u>What is the purpose of the resource?</u></b></p> <ul style="list-style-type: none"> <li>Cultural change in school settings</li> <li>Increase staff confidence</li> <li>Raise awareness/status of CC</li> <li>Preventing mental health difficulties</li> <li>Creating safe environments</li> <li>Unifying approach</li> <li>Linking wellbeing and attainment together and with CC</li> <li>Broader impact for society</li> </ul>	<p><b><u>Who are we aiming the resource at?</u></b></p> <ul style="list-style-type: none"> <li>SLT</li> <li>All staff – whole-school approach</li> <li>Children’s services</li> <li>EPs</li> <li>All schools/nurseries</li> </ul>
<p><b><u>What is the resource?</u></b></p> <ul style="list-style-type: none"> <li>Online tool</li> <li>Online repository of resources: audit tool, recordings from heads, working document for sharing links etc.?</li> <li>Accessible</li> <li>Audit tool: open to whole school to get picture of whole community’s view of where things are</li> </ul>	<p><b><u>What format will the resource take?</u></b></p> <ul style="list-style-type: none"> <li>Online repository of resources – printable too?</li> <li>Incorporate Padlet?</li> <li>Case-studies/vignettes in each CC area</li> <li>2hr session? Split into 2? 1hr-long chunks targeting specific area to adapt to needs of school - can buy-in however many chunks they want?</li> </ul>	<p><b><u>Who will be using the resource?</u></b></p> <ul style="list-style-type: none"> <li>EPs to deliver</li> <li>School staff to have access to certain aspect before/after delivery</li> </ul>
<p><b><u>How will the resource be delivered?</u></b></p> <ul style="list-style-type: none"> <li>To school staff then they can access afterwards for revisiting EP-led session</li> <li>Flipped learning? Provide pre-reading/pre-task (e.g., audit with 2-levels, broad then detailed) &gt; EP-led session (audit at end too)</li> <li>3-step session: reflect, input, reflection</li> <li>To whole school</li> <li>Getting Head Teachers/SLT on-board</li> </ul>	<p><b><u>How can the resource have real-life impact?</u></b></p> <ul style="list-style-type: none"> <li>Annual review to embed – allows space for different priorities identified though audit year-on-year; providing platform/forum for connection between schools (like ARC training)</li> <li>Make links with networks/groups linked to CC (e.g., Social Justice Network)</li> <li>Focus on strategies and real-life application with concise applied theories targeted to schools’ priorities identified in audit</li> <li>Data collection through audit to track progress/overview?</li> </ul>	<p><b><u>How should the group approach this task?</u></b></p> <ul style="list-style-type: none"> <li>Group discussion re: broad overview/direction of different aspects of resource</li> <li>Break off into smaller groups to create areas</li> <li>Periodical check-ins to keep each other on track</li> <li>Come back together to feedback, discuss and amend</li> </ul>

## Community cohesion framework plan



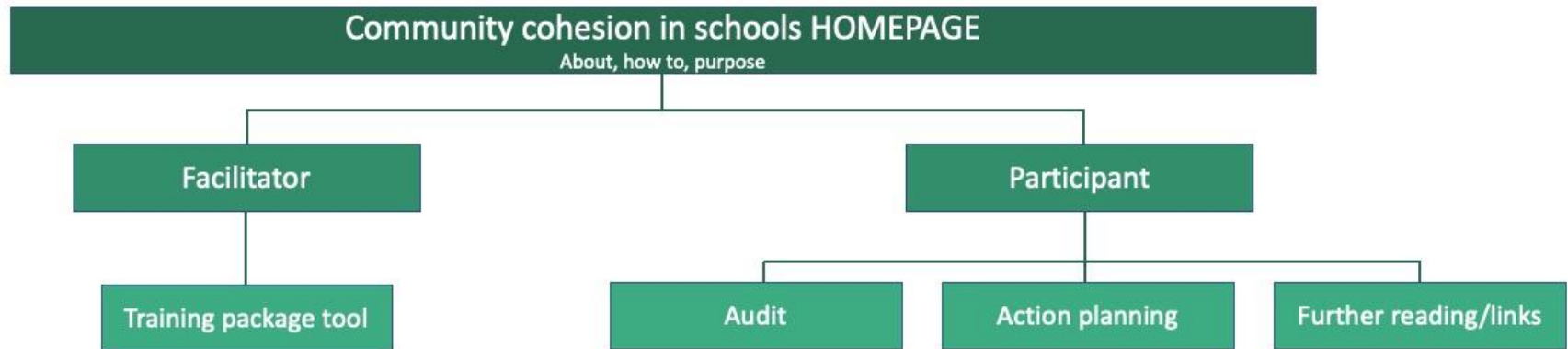


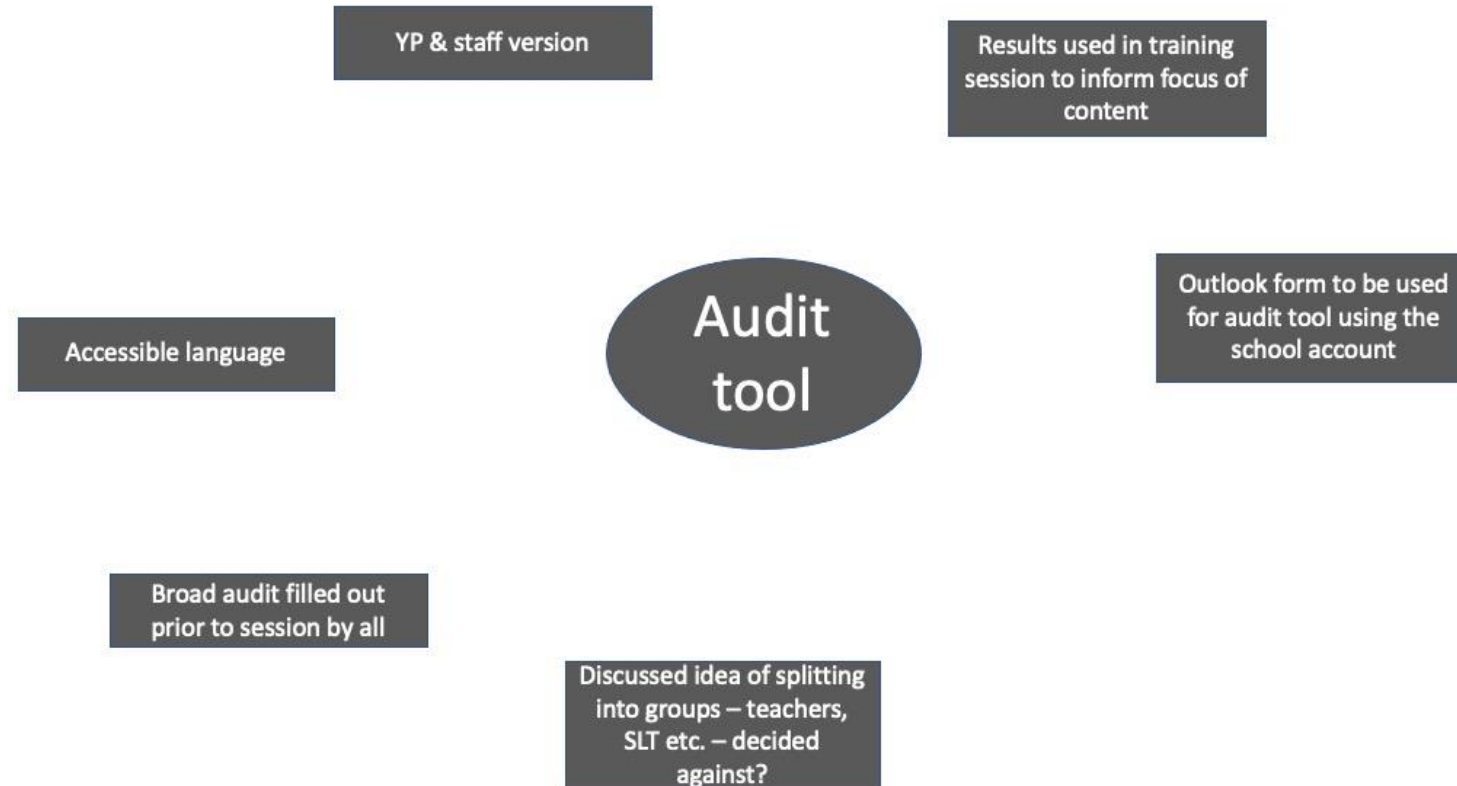
## Community cohesion framework mock-up



- Notes to discuss:
- Nothing around identity
  - Universal-targeted continuum accurate for every level?
  - How to include 'psychological safety' & 'open/difficult/safe dialogue' – **slides for these in every training session**

## Website structure









Action  
plan

Interest/research groups  
& champions within  
schools

Time given in schools for  
continuing momentum

Annual  
meeting/conference

Champions/council  
representatives

Legacy

Review

**Appendix N: Example coding of working group workbook document in Paper Two**



## Appendix O: Ethics documentation

### *Ethical approval letter*



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: 2021-12721-20194

10/08/2021

Dear Mr Kivlan Legate, , Prof Kevin Woods

**Study Title:** Developing an e-resource to disseminate a community cohesion training package to schools

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 26/07/2021 16:31 . I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the application form and supporting documentation as submitted and approved by the Committee.

#### **COVID-19 Important Note**

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

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

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

Document Type	File Name	Date	Version
Additional docs	Meeting schedule	15/07/2021	1
Additional docs	T2 Distress Protocol	15/07/2021	1
Additional docs	T2 risk assessment	15/07/2021	1
Additional docs	CC debrief sheet	15/07/2021	1
Consent Form	CC consent form	15/07/2021	1
Consent Form	CC PILOT consent form	15/07/2021	1
Participant Information Sheet	CC PILOT Participant Information Sheet	15/07/2021	1
Participant Information Sheet	CC Participant Information Sheet	15/07/2021	1
Letters of Permission	CC recruitment email	15/07/2021	1
Letters of Permission	CC PILOT recruitment email	15/07/2021	1
Data Management Plan	T2_DMP	23/07/2021	1
Additional docs	0_ Research journal BLANK	23/07/2021	1
Additional docs	Pilot focus group schedule	23/07/2021	1

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

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

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

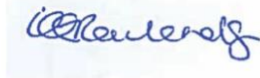
#### **Reporting Requirements:**

You are required to report to us the following:

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

We wish you every success with the research.

Yours sincerely,

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

Dr Kate Rowlands

Environment, Education and Development School Panel PGR

## Ethics application form

MANCHESTER  
1824

The University of Manchester

### Ethics Application

#### Research

Please be mindful that each application, submitted via the University's Ethical Review Manager (ERM), costs the University £750 due to the number of people required to process, review and approve your application.

Please respect this fact and ensure that you carefully follow the guidance provided and help bubble text in order to complete your application appropriately (and choose the correct route of ethical review). Please **DO NOT** use the ERM system for 'test' submissions. Misuse of the ERM system is a waste of numerous resources which could otherwise be dedicated to research, teaching and social responsibility activities.

You are logged into the Ethical Review Manager (ERM), the system provided by Infonetica Ltd that will process the application on behalf of The University of Manchester. Your contact details will be stored by Infonetica Ltd and used by the University for the purpose of managing your application for ethics review. The University will use your details for that purpose only. The information will be retained, archived and deleted in line with the agreed retention policy. Your details will not be passed to any other third party organisations.

The University, in compliance with the Data Protection Act 2018 (DPA) and the UK General Data Protection Regulation (GDPR), has a [Data Protection Policy](#) and [Research Privacy Notice](#) and any information you provide on this form and associated documents will be protected in accordance with these policies. However, it will be assumed that you have not included any sensitive personal information and you should not, therefore, include a *curriculum vitae* or identifiable information about your racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health, sexual life, commission of offenses and/or criminal proceedings. Should you feel it essential to include such details in your application please contact the Research Governance, Ethics and Integrity team ([research.ethics@manchester.ac.uk](mailto:research.ethics@manchester.ac.uk)). Please note, applications submitted in the ERM system may be used for educational, auditing and monitoring purposes but the information contained will be protected and kept confidential in accordance with the policies as outlined above.

**Please also note this system will send all correspondence related to your ethics application to your University of Manchester email account.**

**Please do not proceed unless you are content to comply with this.**

#### A0. Data Protection Statement

I confirm that I have read the above information with regard to data protection and will comply with the requirements as described.

A1. Does your study meet the definition of 'research' using human participants or have you been advised to seek ethical approval for your study (either via the Ethics Decision Tool or other guidance)?

Please visit the help bubble (blue circle with the white letter 'i') to the right of this question for a link to the Ethics Decision tool and supplementary information on the types of projects which may or may not require ethical review.

Yes

You must read the information in the help bubble before answering this question. If you cannot answer yes do not complete the rest of this form, log out of the ERM system and if you have any queries contact your Ethics Signatory.

**You should only be submitting this form if you can answer yes to this question.**

## A02 HRA Approval

A2. Does your study include a component which would require approval by the Health Research Authority (HRA)?

Please visit the Help Bubble in the upper right hand corner for more information.

Please choose the option which is most relevant for your study. If you have 2 components (i.e. one using healthy volunteers and one using NHS patients), please speak with a member of the FBMH Research Governance team who will advise on the most appropriate avenue for review.

- Yes: it includes a component that requires review by BOTH the HRA and the University Research Ethics Committee or a Division/School based Committee (e.g. it is being carried out in the NHS but is exempt from NHS REC review)
- No: it only requires review by the University Research Ethics Committee (UREC) or a Division/School based Committee

## A03 - 05 Decision Tree

A3. I confirm that this research project is being conducted by a:

- Student
- Member of Staff
- Member of Eurolens Research, Optometry Staff

**IMPORTANT:** Your answer to **Question A4** will lead you to the correct application form for ethical review and it is important that you answer this question carefully.

Please ensure you read the guidance notes carefully **BEFORE** answering this question and for student projects, discuss the details with your supervisor.

**The guidance notes can be found in the Help Bubble (small blue circle with the white letter 'i') to the right of Question A4.**

Answering this question incorrectly will result in **SIGNIFICANT** delays to the review process and will result in you needing to **re-apply** for ethical review.



A4. Please select how you will be applying for ethical review:

Please ensure you read the criteria as described in the help bubble carefully before deciding which route of ethical review to select.

**\*\*Division/School review is only available for the 10 Schools/Divisions/Departments listed in the help bubble to the right of this question. If your School/Division/Department is not listed you must apply for Proportionate or full UREC review\*\***

- Division/School Review
- Proportionate University Research Ethics Committee (UREC) Review
- Full University Research Ethics Committee (UREC) Review

**IMPORTANT:** You have indicated that you are seeking ethical approval by Division/School review. Please note that **ONLY** the following Divisions/Schools/Departments currently have a template for the review of low/medium risk projects (**for students only**):

- Alliance Manchester Business School
- Department of Computer Science
- Department of Mechanical, Aerospace and Civil Engineering
- Division of Human Communication, Development & Hearing
- Division of Neuroscience & Experimental Psychology
- Division of Pharmacy & Optometry: Pharmacy
- Division of Psychology & Mental Health
- School of Arts, Languages and Cultures
- School of Environment, Education and Development
- School of Social Sciences

If your Division/School/Department is not listed above, you **MUST** seek ethical review via **Proportionate or full UREC**.

If the above is correct and you wish to continue with the answer selected, please click the **Next** button in the upper left hand corner of the screen. Otherwise, please change your answer to **Question A4** before continuing.

**PLEASE READ CAREFULLY:**

**Please take care** when selecting from the drop-down list below.

Please select your **Division/School** from the list.

Mistakes will result in the need to **re-apply** for ethical review.

A5 Division/School: Please select from the following options:

School of Environment, Education and Development (School Review) 

---

## B02 Students

---



B2. Contact information for the individual completing this form:

Title	First Name	Surname
<input type="text" value="Mr"/>	<input type="text" value="Kivlan"/>	<input type="text" value="Legate"/>
Email <input type="text" value="kivlan.legate@postgrad.manchester.ac.uk"/>		

B2.1 Please confirm one of the following:

- I am the student investigator of this project.
- I am the supervisor of this project.

B2.2 Please provide the full contact details of your primary supervisor:

This **MUST** be a University of Manchester member of staff with a UoM email address. Please note, the primary supervisor is also the data custodian for your research project. If you have more than one supervisor, please use the 'Add Another' button below to add the contact details of your additional supervisor(s).

If when using the Search function you cannot locate your supervisor, please ensure they have logged into the ERM at least once. Once they have done this, their details will be stored for future use.

Title	First Name	Surname
<input type="text" value="Prof"/>	<input type="text" value="Kevin"/>	<input type="text" value="Woods"/>
Email <input type="text" value="kevin.a.woods@manchester.ac.uk"/>		

B2.3 Are there any additional collaborators on this project?

**Please note:** Collaborators are defined as individuals who will assist in either the data collection or data analysis of the project and can be members of staff or students.

Please include any external collaborators from other institutions or organisations. They will **NOT** be involved in any of the electronic correspondence for this project.

- Yes
- No

B2.12 Please confirm the degree being studied for by the student investigator:

- Postgraduate Research (PGR) (e.g. PhD degree)
- Postgraduate Taught (PGT) (e.g. masters degree)
- Undergraduate (UG)
- Postgraduate Taught + Undergraduate (the study will be conducted by BOTH an UG and PGT student; note: this is rare)

### B2.13 IMPORTANT: BEFORE CONTINUING:

Look on the left hand side of the screen for the 'share' button. Push this button, enter the appropriate email address and be sure to tick all the relevant boxes in the pop up window.

I confirm that I have pushed the share button on the left hand side of the screen and 'shared' this form with my supervisor.

### C01: Compliance & Monitoring

**Please note:** Everyone is required to complete the compliance & monitoring questions below, whether you are completing a Proportionate University Research Ethics Committee (UREC), full UREC or Division/School template application.

**IMPORTANT NOTE:** If you will be travelling abroad for your research, and in particular to what is considered to be a risky or dangerous area of the world, you must ensure that you have completed the appropriate Division/School based **risk assessment**, had this **approved** by appropriate individuals within your Division/School and **checked** with the University's Insurance office **regarding travel insurance**. The ERM system **WILL NOT** inform the University's Insurance office of your travel plans automatically (unless you are performing clinical activity) and it is therefore the responsibility of all members of staff and supervisors to contact the Insurance office **prior** to obtaining ethical approval. Please note that specific areas of the world will require additional approvals and this should be taken into consideration when planning a timeline for seeking ethical approval.

If your study involves **ONLY** the use of secondary data, please tick the option from the list below. If your study involves the use of secondary data as well as another method, please **do not** tick this box but proceed with the rest of the Prop UREC form.

C1. Will your research involve any of the following:

**Before answering this question please ensure you click on the help bubble to read the guidance information which includes definitions of each of the terms below. Tick all that apply.**

- the use of invasive techniques on participants
- the use or collection of human tissue
- the physical testing of participants
- the use of psychological intervention (please DO NOT tick this option if you are only administering standard psychological tests/questionnaires)
- the ingestion or inhalation of any substance by participants
- the use of a medical device or a potential medical device
- the use of previously collected data **ONLY** (secondary data analysis)
- None of the above

### D01 - 02 General Project Information: Resubmission and titles

D1. Is this a re-submission of a project that has previously received an unfavourable ethical opinion?

**Please note:** this **does not** include applications where revisions have been requested.

- Yes
- No

D2. Short title of your research project (200 character max)

Developing an e-resource to disseminate a community cohesion training package to schools

D2.1 Formal title of your research project (if different to short title)

D03 Dates of Data Collection/DMP/Data Collection

D3. Will you be collecting data during the course of the research project?

Please note, data refers to any information being gathered about a person or organisation. This information can include specifics such as thoughts, beliefs or characteristics and can be in different formats such as written notes, questionnaires, observations, audio recordings, films, photographs, social media postings or bodily samples.

Please note, if you are ONLY conducting secondary data analysis then please select 'no'.

Yes

No

D3.1 Do you plan to begin collecting data as soon as ethical approval is granted?

Yes

No

D3.2 Please provide your proposed end date of data collection

31/08/2022

D3.3 Please attach a copy of your Data Management Plan:

You **must** use the University's DMP Online system for the creation of your plan and more information can be found in the help bubble.

Type	Document Name	Documents			
		File Name	Version Date	Version	Size
Data Management Plan	T2_DMP	T2_DMP.pdf	23/07/2021	1	56.3 KB

D04 Data Protection Training

1 May 2023

Reference #: 2021-12721-20194

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All staff and students at the University of Manchester are responsible for ensuring they are familiar with the data protection policies and processes and follow these when conducting their research projects. Under the Data Protection Act (2018) and UK General Data Protection Regulations (GDPR) the University is required to provide assurances and safeguards to all research participants that their data will be treated confidentially and will be protected as set out to the relevant data protection legislation. To support this, please complete the relevant question below to confirm that you have undertaken the required Information Security & Data Protection Training or discussed the University's requirements and expectations with your supervisor.

D4. Please tick **each statement** below to indicate that you **understand** and **will adhere** to data protection regulations and The University of Manchester's data protection policies.

For more information, please see the [University's Records Retention Schedule](#) and [SOP for Recording of Research Participants](#).

- I will ensure that paper data (e.g. consent forms) are stored in a locked cabinet that only the research team has access to.
- I confirm that all electronic data will be stored on University servers such as my P drive or on the research drive of my supervisor or University approved cloud services e.g. Dropbox for Business.
- I will NOT use external hard drives, USB sticks or any other portable device to store personal identifiable data as they are subject to loss or theft.
- I will NOT use personal devices for the recording of audio, video or photographs. (Please refer to the SOP for Recording of Research Participants for more information).
- I understand that if I need to use a portable device to record and transfer data, this device should be University of Manchester owned and encrypted, the data transferred to a secure server as soon as possible and must be deleted from the portable device following the transfer. (If an encrypted device is not available you will need to make specific arrangements with respect to securing data as soon as possible and this must be detailed in your ethics application).
- I will NOT store data on cloud based services other than Dropbox for Business approved by the University.
- I will ensure that all data are anonymised/pseudonymised as soon as possible to protect the confidentiality of my participants.
- I will only collect the personal information that is required to answer my research question and as approved by the ethics committee.
- I understand that personal information should be deleted as soon as it is no longer required. If keeping the contact details of participants to contact them about future research or to share findings of my project, I will store these in a separate password protected file or database held on University servers or approved cloud services.
- I understand that all data should be stored in accordance with the University's Records Retention schedule and must be kept for the period as specified in my data management plan or approved ethics application.
- I understand that my supervisor MUST be listed as the data custodian for my project and I must ensure that I transfer custody of all paper and electronic data to them before I leave the University.
- I understand that I SHOULD use encrypted devices when analysing my study data if not accessing the data directly from my P drive or other secure University server.
- I understand that I MUST ensure that when I am transcribing or analysing data that it is done in a way in which other people are NOT able to see any personal data on my devices.
- I understand that if I wish to share study data with other researchers or retain the data for use in future studies that I MUST ensure this is explicitly mentioned in the participant information sheet and consent form.
- I understand that ONLY University of Manchester or study specific email addresses/phone numbers can be used by researchers for their research projects.

### Project Specification: L1-L3



**WARNING:** You are now completing the ethical review form for the **School of Environment, Education and Development (SEED)**.  
If you are not affiliated with SEED, then please return to **Question A5** and select your correct Division/School from the list of options.

**Please note:** This template allows SEED to provide ethical approval for research projects that comply with its terms and conditions.

It should **only be used** for **low and medium risk** research projects conducted by **undergraduate students, postgraduate taught students and postgraduate research students**. If you are conducting a **high risk** research project, you must submit go to the **University Research Ethics Committee (UREC)** for review.

If you are a member of **SEED staff** you **must** submit your research project to the **University Research Ethics Committee (UREC)** for review.

**This form covers research that:**

- Involves only participants who are non-vulnerable adults able to give informed consent
- Involves children and young people in an educational setting/credited organisation who have an opportunity to assent and where parental/guardian consent can be provided
- Will obtain informed consent (or assent) from all participants
- Does not involve physically invasive procedures
- Does not involve activities that pose a significant risk of causing physical harm or more than mild discomfort
- Does not involve activities that pose a significant risk of causing psychological stress or anxiety
- Does not require participants to take part in activities that pose a significant risk of having an adverse effect on their personal well-being (e.g. physical and psychological health), social well-being (e.g. social standing, social connectedness) or economic well-being (e.g. employment, employability, professional standing)
- Does not involve collecting or revealing data that enables individuals, groups or organisations to be identified in such a way that they could experience significant negative effects on their personal, social or economic well-being
- Does not involve activities that pose a significant risk of harming the researcher(s)

**This form does not cover** research that:

- Involves data from NHS patients
- Involves data relating to NHS staff that is not limited to non-sensitive questions about their professional role
- Involves users of other UK Health Department services

\* Please confirm the following:

I declare that this project is being conducted by a student under the supervision of a University of Manchester member of staff.

L1. Please select your institute/discipline area:

*Select one option*

- Architecture
- Geography
- Global Development Institute
- Manchester Institute of Education
- Planning and Environmental Management

L1.1 If you are a student on the M. Ed Psychology of Education Programme, please tick the box below:

I confirm I am a student on the M. Ed Psychology of Education Programme.

L2. Please clarify the specific project or study that you will be conducting:

Select one option

- Doctorate Research: Pilot/Fieldwork projects (PGR)
- Doctoral Research: Thesis/Publications (PGR)
- Professional Doctorate: Placements (PGR)
- Professional Doctorate: Thesis (PGR)
- Dissertation (UGT/PGT)
- Course unit project (UGT/PGT)

L3. Please clarify whether your project or study is classed as low or medium risk:

Please see the **Help Bubble** to the right of this question for detailed information about medium and low risk research projects.

- Low Risk
- Medium Risk

L3.1 Please confirm which of the following criteria are applicable to your project:

**Type of Participants (choose one option)**

Please note, the use of secondary data also includes information that will be obtained from social media platforms.

- Adults who are able to give informed consent.
- Children in an educational setting, who are able to provide assent and a parental/guardian opt-in consent procedure has been established.
- This study ONLY involves the use of secondary data and I have completed the additional questions in Section C6.

**Mandatory Criteria (ALL must be ticked unless performing secondary data analysis)**

- Participants are NOT classed as vulnerable or dependant.
- Topics are NOT of a contentious and/or sensitive nature.
- Topics are NOT distressing.
- Topics are NOT of a confidential nature.
- There is NO risk of physical, emotional or psychological harm to participants.
- Ethical issues DO NOT include the risk of breaking confidentiality due to safeguarding concerns or disclosure requirements.
- Ethical issues DO NOT include the risk of possible coercion of participants.
- Data collection will take place in a public or semi-public space/building (i.e. high street, University campus, school building) or in a domestic environment familiar to the researcher (i.e. family home or friend's residence).
- Data collection will take place within normal working hours and at a time convenient to participants.
- Data collection will take place exclusively within the EU or EEA.

**Optional Criteria (tick all that apply, if applicable)**

- The research will capture video, audio or photographic material and the researcher is able to guarantee controlled access to authorised viewing during analysis.
- Any public screening of the video, audio or photographic material captured by the researcher will be subject to the consent agreement with the participants.
- The research requires the collection of personal data, but data will be anonymised prior to analysis and write up or presented in a format which the participant has explicitly agreed and consented.

**Ethical Considerations: L4**

1 May 2023

Reference #: 2021-12721-20194

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L4. Are participants from any of the following groups?

Tick all that apply

- NHS patients
- Children under 16 years who are being researched outside of an educational setting or accredited organisation.
- Adults with learning difficulties who are being researched outside of a supportive environment
- Adults who have a terminal illness
- Adults with mental illness
- Adults with dementia
- Adults in care homes
- Adults or children in emergency situations
- Prisoners or criminals
- Young offenders
- Users of illegal drugs or illegal substances
- None of the above

L5

L5. Does the research involve physically invasive procedures?

- Yes
- No

L6

L6. Does the research involve physical testing?

- Yes
- No

L7

L7. Does the research involve the use of psychological tests for clinical purposes?

- Yes
- No

L8

L8. Does the research involve the use of psychological tests for non-clinical purposes?

- Yes  
 No

L9

L9. Is it likely that taking part in the research will cause significant levels of embarrassment, distress or anxiety for participants?

- Yes  
 No

L10

L10. Is it likely that taking part in the research will cause significant levels of fatigue for participants?

- Yes  
 No

L11

L11. Does the research require participants to take part in activities that pose a significant risk of having an adverse effect on their:

- personal well-being (e.g. physical and psychological health)
- social well-being (e.g. social standing or social connectedness)
- economic well-being (e.g. employment, employability or professional standing)

- Yes  
 No

L12

L12. Will the research involve personally or socially sensitive topics likely to lead to significant levels of distress?

- Yes  
 No

L13



L13. Is there a significant likelihood that the research will uncover activities or events that should be reported to the authorities?

Please note: this includes illegal or potentially harmful activities.

- Yes  
 No

#### Research Project Details: L14

L14. What is the principal research question, in lay terms?

Limit response to 750 characters. This **MUST** be in lay language and should not be a cut/paste of your theoretical or intellectual rationale.

What elements relating to content, format and implementation are necessary for a community cohesion e-resource to be accessible and effective for use in different schools across the North West of England?

#### L15

L15. How have the quality and suitability of the research design and methods been assessed?

Tick all that apply

- Independent internal review (e.g. review by academic mentor/advisor, research centre/research group at the University of Manchester)  
 External review (e.g. review by the funder of the research, methodological/technical expert, research centre/research group or commercial organisation not at the University of Manchester)  
 In the case of a student research project reviewed by supervisor(s)  
 Other

#### L16

L16. Please confirm the following:

- I confirm the design and methods of the study are appropriate for the question(s) being asked and the researcher(s) has addressed potential threats to validity, accuracy and/or integrity.

You **MUST** tick the box above in order to submit this form.

#### L17

L17. What is the maximum number of participants you plan to recruit (including, if relevant, the potential for dropout)?

12

L17.3 If you will be using more than one group of participants, please explain why and how your total number will be broken down into specific groups:

**This includes if you have experimental and control groups.**

Maximum of six educational psychologists to form the working group to develop the e-resource.  
Maximum six participants of e-resource target group (likely school leaders) and/or trainee educational psychologists.

L18

L18. How was the number of participants decided upon?

Please select at least one option

- Statistical sampling. The sample size is large enough to provide adequate power for appropriate statistical tests concerning statistical significance, effect size and confidence intervals.
- Theoretical sampling. The number of participants is estimated to provide sufficient data such that further increases would likely yield no significant additional insights concerning the topic under investigation.
- Purposive sampling. The number of participants is based on access to the subject group most appropriate for answering the research question(s) under investigation (e.g. critical case sampling, key informant sampling or snowball sampling).
- Convenience sampling. The number of participants is based on selection of the most accessible subject group, to control costs in terms of time, effort or other resources.

Research Methods: L20

L20. Does the research involve any of the following data collection methods?

Tick all that apply

- Method validation
- Interviews
- Focus Groups
- Paper based surveys/questionnaires
- Electronic or online surveys/questionnaires
- Standard, copyrighted psychology questionnaires/tests
- Field observation (including participant observation)
- Child/infant behaviour observation
- Ethnography
- Visual methods (such as those used in Anthropology)
- Case study
- Social Network Analysis
- Diary methods
- Assessment (such as those used in Education research)
- Intervention
- Recordings (audio, video, photographs, etc)
- Use of pre-existing media (photographs, video, etc)
- Creative practice as research (such as drama or music pieces)
- Cognitive psychology/psychophysics (e.g. perception, attention, memory, language, emotion)
- Cognitive neuroscience (e.g. EEG, eye-tracking, pupillometry, or related measures)
- Clinical, social or personality psychology (e.g. hypothetical scenarios, role playing, group interactions, personality/state/trait scales)
- Other qualitative methods (e.g. discourse analysis, interaction analysis, conversation analysis)
- Other on-line or electronic methods (e.g. netography, on-line research, textual analysis of digital sources)
- Any other method not listed above

L20.1 Please attach either a copy of the data collection tools you plan to use (e.g., questionnaires) or a very brief protocol describing the procedure (stimuli, responses, conditions manipulated, etc.)

If performing a study with more than one data collection tool please ensure you include documents for each (i.e. interview topics guides, focus group schedules, questionnaires/surveys, etc)

**IMPORTANT:** If you are administering standard, **copyrighted** psychology questionnaires/tests to participants you **MUST** provide a description of the questionnaire/test to the Committee using the [approved description form](#). Please ensure you use a separate form for each test and label each document with the name of the corresponding test before attaching to this question in the application form.

Type	Document Name	Documents			
		File Name	Version Date	Version	Size
Additional docs	Meeting schedule	Meeting schedule.docx	15/07/2021	1	13.8 KB
Additional docs	0. Research journal BLANK	0. Research journal BLANK.docx	23/07/2021	1	14.9 KB
Additional docs	Pilot focus group schedule	Pilot focus group schedule.docx	23/07/2021	1	13.3 KB

L20.2 Please briefly describe your methodology:

Please ensure your description is written according to the guidelines below:

- Provide responses in bullet point format and limit responses to no more than 2 sentences per bullet point.
- One or more bullet points must explain the background of the project.
- One or more bullet points must explain how participants will be identified, approached and recruited.
- Describe exactly what will happen to participants, how many times and in what order.
- Provide responses which are as clear and concise as possible

• Following the Manchester Arena attack in 2017, a community cohesion training package was developed and delivered by the North West Association of Principal Educational Psychologists (NWAPEP). The current research has been commissioned by NWAPEP to develop an online e-resource to disseminate the community cohesion principles further.

• The project is an action research project which will form a working group with the remit of developing the community cohesion e-resource.

• Participants (working group members) will be members of NWAPEP or delegate educational psychologists (EPs) from their educational psychology services (EPSs), provided the delegates have experience of and/or interest in community cohesion work.

• Interest in participating in this project has already been scoped as a result of a preliminary research project as part of this research commission in which I recruited members of NWAPEP/delegate EPs to discuss the levels of implementation of the original training package in schools in their local authorities. I have, therefore, already had contact with NWAPEP and gathered indications of interested parties.

• Individuals who have expressed interest in participating in this project will be sent a recruitment email indicating the nature of the project and provisional time commitments; the participant information sheet and consent form will be attached to the email.

• Once the participants have been recruited and the working group formed, there will be four working group meetings: an introductory meeting where members will meet and the project will be formally introduced; a planning meeting where an action plan will be mapped out; a workshop to develop the e-resource content; a meeting to plan the implementation, evaluation and legacy of the e-resource.

• The e-resource will then be created by the researcher and ICT technician; it will then be piloted with the target group (likely school leaders) and trainee educational psychologists who will provide feedback in a focus group. The feedback from the pilot will then be used to make final changes to the e-resource before disseminating the resource to EPSs in the North West.

• A research diary will be kept throughout and audio recordings will be taken of the working group meetings and the feedback focus group.

L20.3 Please provide additional information below regarding recordings:

Please describe the content of the recordings and how they will be recorded/stored.

Audio recordings will be taken of the working group meetings and the feedback focus group. They will be recorded on an encrypted UoM-approved audio recording device. The audio file will be transferred to the university secure drive as soon as possible and the original audio file on the recording device will be deleted. The recordings will then be sent to a UoM-approved transcription service and anonymised transcriptions will be produced.

L20.4 Please confirm the following:

- I confirm that I have read, understood and agree to adhere to the guidelines and processes as outlined in the Recording of Participants in Research Projects standard operating procedures.

L20.6 Please provide additional details of the method you wish to use:

If using electronic or online data collection please clarify the platform/site/method to be used as well as where the data will be stored and how they will be transferred.

The community cohesion e-resource will be in some form of electronic format, likely a website; therefore, I will be analysing this digital source.

L21

L21. What do you consider to be the main ethical issues raised by the methodology and how will you address them?

Please provide details in the box below and structure your answers into a bulleted list.

- Informed consent will be collected from participants, providing the information in a comprehensive participant information sheet.
- Participants' rights will be respected throughout the research process, including their right to withdraw.
- As working group facilitator, the researcher will strive to ensure all participants are treated respectfully by other participants, with all voices being valued in the creative process; to do this, the researcher will research effective facilitation techniques and strategies and adapt them to suit the group, such as promoting contributions from those whose contributions are being limited by others.
- Advice will be sought from supervisors to optimise each phase of the research process.
- Data will be collected and handled in accordance with the University Research Ethics Committee guidelines and data protection act guidelines.
- Some issues relating to community cohesion are potentially emotive, such as social identity and prejudice. Concordantly, I will include a content warning in the participant information sheet signposting the potentially emotive topics and providing possible sources of support.
- Transcripts will be produced from the audio recordings and quotations used in the final report to represent participants' voices truthfully. Data will be anonymised, and participants assigned pseudonyms.
- In the finished e-resource, I will ensure to include due and appropriate thanks and credit to parties involved in the process and the creation of the resource.

Consent: L22

L22. Will the researcher(s) obtain direct informed consent/assent to take part in the research from all participating individuals?

- Yes
- Not required as this project will access social media data available to the general public or other routinely available online content for which informed consent is not required.

L23

L23. How will the consent be obtained or verified?

Please note, this section refers to the information being given to adults (or parents only).

Tick *all that apply*

- Written consent (please use the University template)
- Verbally (please explain recording method in the box below)
- Implied (with the return/submission of a completed questionnaire/survey)

L23.2 Please declare the following:

- The researcher(s) will provide an information sheet to all persons invited to take part that explains in concise and clearly understandable terms:
  1. who is conducting the research
  2. why it is being conducted (including the true purpose of the research)
  3. why they have been asked to take part
  4. what it requires of them (including the amount of time they will be required to commit and what they will have to do)
  5. what will happen to the data they provide
  6. whether and how their anonymity and confidentiality will be maintained
  7. that their participation is voluntary and they are free to withdraw at any time without detriment (where possible)
- The researcher(s) will ensure that participants sign/mark a consent form to indicate that they have received sufficient information about the research and are happy to take part.
- All information sheet(s) and consent form(s) to be used are attached below.

I confirm all of the above declarations.

The declaration above **MUST** be ticked in order to submit this form.

L23.3 Please attach a copy of your UK GDPR compliant consent form(s):

**WARNING: Your application will be returned to you and incur substantial delays unless you use the new UK GDPR compliant templates.** Please see the help bubble attached to this question for additional guidance.

For secondary data analysis studies only, please provide proof that the analysis you wish to perform falls within the original consent of data subjects.

This must be attached in order to submit your form.

Documents					
Type	Document Name	File Name	Version Date	Version	Size
Consent Form	CC consent form	CC consent form.pdf	15/07/2021	1	120.1 KB
Consent Form	CC PILOT consent form	CC PILOT consent form.pdf	15/07/2021	1	120.1 KB

L23.4 Please attach a copy of your UK GDPR compliant participant information sheet(s):

**WARNING: Your application will be returned to you and incur substantial delays unless you use the new UK GDPR compliant templates.** Please see the help bubble attached to this question for additional guidance.

For secondary data analysis studies only, please upload a copy of the permission letter from the data controller or external organisation in support of the project.

This must be attached in order to submit your form.

Documents					
Type	Document Name	File Name	Version Date	Version	Size
Participant Information Sheet	CC PILOT Participant Information Sheet	CC PILOT Participant Information Sheet.pdf	15/07/2021	1	155.1 KB
Participant Information Sheet	CC Participant Information Sheet	CC Participant Information Sheet.pdf	15/07/2021	1	209.7 KB

#### L24-L25

L24. Will you be including participants who are under the age of 16?

- Yes  
 No

#### L26-L27

L27. Will the researchers give participants at least 24 hours to decide whether or not to take part in the research?

- Yes  
 No

#### L28

L28. Are participants from any of the following groups?

Tick all that apply

- Children under the age of 16 in an educational setting or accredited organisation  
 Adults with learning difficulties in familiar, supportive environments  
 I will not have any direct contact with participants from either of these groups, but they will be approached to participate in my study via a gatekeeper (i.e. a teacher) and will be completing a questionnaire/survey.  
 None of the above

#### L29

L29. Could participants be considered to have a particularly dependent relationship with the researcher(s) (e.g. students taught or examined by the researcher(s), clients of the researcher(s)).

- Yes  
 No

#### L30-L31

L30. What are the inclusion criteria for participants?

- Participants will be included only if they have experiences and/or characteristics relevant to the research question(s) being investigated.

You **MUST** tick the box above in order to submit this form.



L31. What are the exclusion criteria for participants?

- Participants will be excluded only when they do not have experiences or characteristics relevant to the research question(s) being investigated.

You **MUST** tick the box above in order to submit this form.

L32

L32. How will participants be approached and recruited?

Tick the method below which you will be using for your study. If using more than one method, please tick the appropriate box(es).

- The researcher(s) will approach participants directly and will:
1. provide sufficient information to enable informed consent
  2. not pursue non-responders beyond two reminders, and
  3. maintain the anonymity and confidentiality of responders and non-responders
- The researcher(s) will approach participants indirectly via a third party and the third party will ensure any and all information:
1. is not coercive,
  2. is limited to information that prospective participants need to determine their eligibility and interest,
  3. does not state or imply a favourable outcome or other benefit beyond what is outlined in the participant information sheet and does not emphasise payments/inducements, using means such as large or bold type, and
  4. contains information that is accurate, honest and socially responsible regarding who is conducting the research, its purpose, risks/benefits, requirements of taking part, contact details for further information
- Participants will be recruited using an advertisement or equivalent communication (e.g. posters, flyers, bulk email/distribution list, social media invitations/announcements/pages) and the researcher(s) will ensure that any and all information:
1. provide sufficient information to enable informed consent,
  2. not pursue non-responders beyond two reminders, and
  3. maintain the anonymity and confidentiality of responders and non-responders
- Not applicable as this is a secondary data analysis of existing data/samples

L32.1 Please attach a copy of any introductory letters or emails that will be sent to gatekeepers or used to recruit participants:

Type	Document Name	Documents			
		File Name	Version Date	Version	Size
Letters of Permission	CC recruitment email	CC recruitment email.pdf	15/07/2021	1	97.9 KB
Letters of Permission	CC PILOT recruitment email	CC PILOT recruitment email.pdf	15/07/2021	1	100.4 KB

L33



L33. Will participants receive payment or other incentives for taking part in the research?

No

Yes, but the payments and/or incentives provided will not be sufficiently coercive to over-ride freely given consent, taking into account the financial status of the participants targeted. Specifically, the sums involved will only cover reasonable out of pocket expenses (e.g. travel expenses), reasonable recompense for time given to take part in the study, Psychology credits at standard rate for this type of research and/or will be in the form of a prize draw.

#### Risks to Researchers: L34

L34. Where will the data collection take place?

Please choose the location of where the researcher will be when collecting the data.

Tick all that apply.

- This study involves online surveys/questionnaires/experiments that are distributed either globally or to a specific location
- In a University building on campus (including audio/video teleconference).
- In the researcher's residence/accommodation (including audio/video teleconference)
- Off-campus in a public space (e.g. a high street or cafe) in the UK that poses no significant risk to the safety and well-being of participants and researchers
- Off-campus in a public space (e.g. a high street or cafe) in a safe international setting which poses no significant risk to the safety and well-being of participants and researchers.
- Off campus at a private building or institutional setting (e.g. the premises of a work organisation, participant's place of work or private residence) in the UK that poses no significant risk to the safety and well-being of participants and researchers.
- Off-campus at a private building or institutional setting (e.g. the premises of a work organisation, participant's place of work or private residence) in a safe international setting which poses no significant risk to the safety and well-being of participants and researchers.
- SALC Linguistics/English Language Students ONLY: My project will be primary or practice research conducted in a public space or building within normal working hours, or in a domestic environment familiar to the researcher, within normal working hours or at a time convenient to participants.

L34.1 You MUST agree to the following condition:

- The researcher(s) has reviewed the Division/School's risk assessment for office environments.

L34.2 You MUST agree to the following condition:

- The researcher(s) has reviewed the Division/School's risk assessment for off-site work in the UK.

L34.4 Please specify the location:

Example: Kro Bar, Oxford Road, Manchester

Do not include home addresses. If collecting data in your personal residence, please simply put 'personal residence, Manchester, UK'

University of Manchester, Manchester, UK; personal residence, Manchester, UK

### L35

L35. Will any of the researchers be required to collect data alone in an off-campus setting?

Please note this does not include gathering survey results or social media data from a computer in your own residence/accommodation.

- Yes  
 No

L35.1 You MUST agree to the following condition:

- The researcher(s) will comply with the University's Guidance on Lone Working, including the use of recommended controls (e.g. a 'buddy system'). When required to collect data alone in a community setting (including participants' residences, workplaces or public setting), researcher(s) will undertake a risk assessment for community based working.

### Conflicts of Interest: L36

L36. Do any of the researchers have any direct personal involvement (e.g. financial interests, share-holdings, personal relationships, etc.) in an organisation involved in sponsoring, funding or guiding the research that may give rise to a possible conflict of interest?

- Yes  
 No

### L37

L37. Is any organisation directly involved in sponsoring, funding or guiding the research that may give rise to a possible conflict of interest?

- Yes  
 No

### Reporting Arrangements: L38

L38. How do you intend to report and disseminate the results of the study?

Tick all that apply

- Peer reviewed scientific journals
- Book/chapter contribution
- Published review (e.g. ESRC, Cochrane Review)
- Internal report
- Conference presentation
- Thesis/dissertation
- Assessed course unit submission
- Other (e.g. creative works)

L39

L39. How will the results of research be made available to research participants and communities from which they are drawn?

Tick all that apply

- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (e.g. video/website)
- Results will not be made available

Research Sponsorship: L40

L40. Are you in receipt of any funding for your study (either internal or external)?

- Yes
- No

L41

L41. Who will be responsible for governance and insuring the study?

- The University of Manchester
- Other organisation

Supporting Documents: L42

Please use this section to attach any additional documentation that you have not attached previously in this form. If you do not need to attach any additional supporting documentation, please tick the box at the bottom of the page.

The supporting documents that you may have already been required to attach are:

- Interview guide
- Focus group topic guide
- Questionnaire(s)
- Statistical review
- Advertisements/e-mails/recruitment text
- Social media recruitment text
- Consent/assent form(s)
- Participant information sheet(s)
- Letters from gatekeepers/letters of permission

Examples of documentation that you may wish to attach include, but are not limited to:

- Translated documents
- Verification of translated documents
- Distress protocol/debrief sheet
- Lone worker policy/procedure
- Confidentiality agreements
- Ethical approval from partnering institutions
- Local insurance arrangements
- Completed risk assessment forms

#### L42. Additional supporting documentation

Documents					
Type	Document Name	File Name	Version Date	Version	Size
Additional docs	T2 Distress Protocol	T2 Distress Protocol.docx	15/07/2021	1	18.7 KB
Additional docs	T2 risk assessment	T2 risk assessment.docx	15/07/2021	1	48.3 KB
Additional docs	CC debrief sheet	CC debrief sheet.docx	15/07/2021	1	38.5 KB

I confirm that all required supporting documentation for this project has been appended.

#### L43. In order for your application to proceed to review, please confirm the following:

- To the best of my knowledge the information that I have provided here is accurate and I understand that any deliberate attempts to withhold necessary information or mislead the School Research Ethics Committee will result in my project being given an unfavourable decision.
- I understand that while I have completed this form for undergraduate/postgraduate research, the School Research Ethics Committee may escalate my application to the University Research Ethics Committee (UREC) if my research is deemed to be high risk.

I confirm both of the above declarations.

You **MUST** tick the box above in order to submit this form.

#### Required Signatures

1 May 2023

Reference #: 2021-12721-20194

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## Final Declarations

1. The information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.
2. I agree to abide by the ethical principles underlying the [Policy on the Ethical Involvement of Human Participants in Research](#) and the [University's Code of Good Research Conduct](#).
3. If the research is approved I agree to adhere to the terms of the full application as approved and any conditions set out by the review body in giving approval.
4. I agree to notify the review body of any amendments to the terms of the approved application (both minor and major), and to seek a favourable opinion from that review body via the formal process before implementing the amendment.
5. I agree to submit annual progress reports setting out the progress of the research as well as end of study reports, as required by the review body for all UREC proposals.
6. I understand that research records/data may be subject to inspection by the review body for audit purposes. In addition, I understand that research records/data for those studies that use human tissue, medical devices or pharmaceutical products may be subject to inspection by regulatory authorities for audit purposes.
7. I understand that the information contained in this application, any supporting documentation and all correspondence with the review body or its operational managers relating to the application
  - ◊ Will be held by the University until at least 5 years after the end of the study or at least 10 years for those studies involving medical data.
  - ◊ May be disclosed to the operational managers of the review body in order to check that the application has been processed correctly or to investigate any complaint
  - ◊ May be seen by auditors appointed to undertake accreditation of the University (where applicable)
  - ◊ Will be subject to the provisions of the Freedom of Information Act and may be disclosed in response to request made under the Act except where statutory exemptions apply
  - ◊ May be sent by email to members of the review body
8. I understand that information relating to this research, including the contact details on this application, will be held by Infonetica Ltd, and that this will be managed according to the principles established in the Data Protection Act 2018.
9. I confirm that I have not included any sensitive personal information including a curriculum vitae or identifiable information about my racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health, sexual life, commission of offenses and/or criminal proceedings.

**IMPORTANT:** Please ensure you [request the signatures of the PI or supervisor \(if required\)](#).

The system now features an updated submission function which will automatically queue your application for submission after all required signatures are obtained.

### **If you do not receive a confirmation email within 1 hour of signing the form that the application has successfully submitted, please perform the following:**

1. Open the application and double check the form status as it should be listed as submitted, resubmitted or sent to. If the status is one of these, please email your [Ethics Signatory or School Administrator](#) to double check that they have received your application.
2. If the form status is listed as 'changes requested', 'not submitted' or 'returned' then please double check:
  - a. That an appropriate signature has been obtained in Section S (it should say for example: Mr Smith has signed on 5/7/2019 at 13.15pm)
  - b. That no additional blank signature boxes are listed in Section S
  - c. That the application is not pending a mandatory update (listed in a red bar at the top of the screen)
  - d. If you have performed all of these checks and the application has still not automatically submitted, please email [research.ethics@manchester.ac.uk](mailto:research.ethics@manchester.ac.uk) and provide your project reference number, title and a screenshot confirming these criteria and a member of the team will be able to assist you.

**WARNING:** Once you have signed the form, it will be **locked** and if you wish to make further changes you must **'unlock'** the form, which will break any signatures already obtained.

**For staff projects, if you are NOT the PI, you must obtain their signature (using the request button below).**

**For student projects, if you are NOT the supervisor, you must obtain their signature (using the request button below).**

**For student projects, if you ARE the supervisor please ensure you sign the form.**

**Signature of the Primary Supervisor**

To sign this form please look on the left hand side of your screen for an action button called Sign that has a picture of a pencil on it. Please push this button and this button only to sign the form.

Please note that if you are the student requesting your supervisor's signature that by pressing this request button you are confirming that the application is complete, accurate to the best of your knowledge and ready to be signed off by your supervisor for further processing by relevant Division/School/UREC colleagues.

**Signed:** This form was signed by Prof Kevin Woods (kevin.a.woods@manchester.ac.uk) on 26/07/2021 16:29

## *Participant information sheet*



### **Developing an e-resource to disseminate a community cohesion training package to schools**

## **Participant Information Sheet**

You are being invited to take part in an action research project to develop a community cohesion (CC) resource for dissemination in schools. Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully before deciding whether to take part and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Thank you for taking the time to read this.

### **About the research**

#### ➤ **Who will conduct the research?**

I am Kiv Legate – Student on the Doctorate in Educational and Child Psychology Programme in the Manchester Institute of Education at The University of Manchester. I will be facilitating the research project, but the project will involve a collaboration between yourself and approximately seven other group members in developing the CC resource.

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

The project aims to develop an existing CC training package, created and delivered in 2017/2018, and convert it into an online e-resource to be used for promoting CC in schools across the North West and beyond. To do this, a working group of approximately eight people, consisting of seven educational psychologists and myself, will collaborate to decide the form, content and implementation of the CC e-resource.

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

This project will be submitted as a doctoral thesis project, and it is intended for the study to be subsequently published in an academic journal. The CC e-resource will be disseminated to EPSs for use with schools.

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

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

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

This study is a required part of the doctoral programme which is funded by the Department for Education.

**What would my involvement be?**

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

You will be required to be a member of the CC working group and attend the following meetings across the 2021/2022 academic year (note: the dates, timings and distribution of these meetings are provisional and will be discussed and decided upon by the working group):

1. September 2021: Introductory working group meeting – *2 hours*
2. October 2021: Planning meeting for the development of the CC resource – *½ day*
3. November 2021: Workshop developing the community cohesion e-resource – *1 day*
4. December 2021: Planning meeting for the implementation, evaluation and legacy for the e-resource – *½ day*
5. May 2022: Review meeting to make final amendments, sign off on the final product and reflect on the research process – *2 hours*

Meetings 2, 3, 4 and 5 and part of meeting 1 will be audio recorded. This is essential to your participation in this project, however, you are free to stop recording at any time.

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

Whilst acknowledging the significant time commitment and contribution to professional development and evidence-based practice, we are not able to provide remuneration for participation time.

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

It is up to you to decide whether or not to take part:

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

**Data Protection and Confidentiality**

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



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

- Name and signature on consent forms
- Job title
- Contact details
- Audio recording of meetings (voice only) will be collected on an encrypted audio recording device and transferred to the University of Manchester secure server as soon as possible. The file on the recording device will then be deleted.
- Anonymised notes in a research diary about the meetings and research process generally.
- Further data collection may occur, but this will be decided upon and agreed by the working group.

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

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

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

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

If you would like to know more about your different rights or the way we use your personal information to ensure we follow the law, please consult our [Privacy Notice for Research](#):

<http://documents.manchester.ac.uk/display.aspx?DocID=37095>

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

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

- The audio recordings of the meetings will be uploaded from the encrypted audio recording device to the University of Manchester secure server; the original file on the audio recording device will then be deleted.
- Audio recordings will be anonymised as soon as possible and transcribed by either the researcher or a University of Manchester-approved transcription service, with

any personal identifiable information removed. In the final transcript, any responses will be published under a pseudonym.

- Any personal identifying information (i.e., name and signature on consent form) will be securely stored separate from the main dataset and stored under an assigned ID number known only to the researcher.
- Notes in the research diary will be anonymised and written using pseudonyms.
- Once the project is completed, your anonymised data will be kept on the secure university system and will be stored for a minimum of five years in the custody of the researcher's thesis supervisor, Dr Kevin Woods. It will then be securely deleted.

**Potential disclosures:**

- If, during the study, we have concerns about your safety or the safety of others, we will inform the safeguarding lead at your service.
- If, during the study, you disclose information about misconduct, we have a professional obligation to report this and will therefore need to inform your employer/professional body.
- If, during the study, you disclose information about any current or future illegal activities, we have a legal obligation to report this and will therefore need to inform the relevant authorities.
- Individuals from the University, the site where the research is taking place, and regulatory authorities may need to review the study information for auditing and 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.

**What if I have a complaint?**

➤ **Contact details for complaints**

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

**Kivlan Legate (Researcher):** [kivlan.legate@postgrad.manchester.ac.uk](mailto:kivlan.legate@postgrad.manchester.ac.uk)

**Dr Kevin Woods (University Supervisor):** [kevin.a.woods@manchester.ac.uk](mailto:kevin.a.woods@manchester.ac.uk)

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

**The Research Governance and Integrity Officer**, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: [research.complaints@manchester.ac.uk](mailto:research.complaints@manchester.ac.uk) or by telephoning 0161 306 8089.

If you wish to contact us about your data protection rights, please email [dataprotection@manchester.ac.uk](mailto: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

### **Content warning**

Some issues relating to community cohesion can be emotive. Please look after yourself and, if you are distressed by any part of the research process, seek support from your normal sources. If you wish for further support, you can contact a member of the research team or one of the following organisations:

NHS Direct: tel. 111

Samaritans: tel. 116 123

### **Contact Details**

If you have any queries about the study, then please contact the researcher:

**Kivlan Legate:** [kivlan.legate@postgrad.manchester.ac.uk](mailto:kivlan.legate@postgrad.manchester.ac.uk)

## Participant consent forms

### Developing an e-resource to disseminate a community cohesion training package to schools

## Consent Form

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

	Activities	Initials
1	I confirm that I have read the attached information sheet (Version 1; Date 15/07/21) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set.  I agree to take part on this basis.	
3	I agree to the meetings being audio recorded using an encrypted audio recording device.	
4	I agree that any data collected may be used in anonymous form in a doctoral thesis and in future studies/publications/presentations.	
5	I understand that data collected during the study may be looked at by individuals from The University of Manchester or regulatory authorities, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my data.	
6	I agree to the use of anonymised quotes.	
7	I agree that the researcher may retain my contact details in order to provide me with a summary of the findings for this study.	
8	I understand that there may be instances where during the course of the interview information is revealed which means that the researchers will be obliged to break confidentiality, and this has been explained in more detail in the information sheet.	
9	I agree to take part in this study.	

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

10	I agree that any anonymised data collected may be made available to other researchers.	
11	I agree that the researchers may contact me in future about other research projects.	
12	I agree that the researchers may retain my contact details in order to provide me with a summary of the findings for this study.	
13	I agree that the anonymised data from this project may be uploaded to a publicly accessible data repository.	

### **Data Protection**

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

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of the person taking consent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**This project has been approved by the School of Environment, Education and Development Ethics Committee at The University of Manchester.**

1 copy of this consent form will be retained by the researcher and 1 copy will be retained by the participant.