

**How do staff with a key role in social, emotional and mental health
(SEMH) in secondary school organisations engage in thinking and
talking about the issue? A grounded theory study**

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You can't stop the waves but you can learn to surf ~ Jon Kabat-Zinn

Abstract

Adolescent well-being is a national concern and government priority. It is increasingly recognised that schools have an important role to play in contributing to building resiliency. Indeed, the revised Special Educational Needs and Disability Code of Practice in the UK, has recently introduced the term 'social emotional and mental health' (SEMH) as a category of need which formalises school involvement in this area. As such, the present study, which provides an extended understanding of the way in which staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue, is both timely and pertinent. This study sought to develop a conceptual understanding grounded in data for this purpose and to inform external agency involvement. The research was exploratory and employed a flexible design through a grounded theory methodology with ethnographic components. Individual interviews were conducted with members of staff holding key roles linked to SEMH across four secondary school organisations and ethnographic data was gathered from varied sources to understand cultural meanings. Analysis was carried out in line with grounded theory approaches and in consideration of levels of organisational culture. The research process and findings from the present study led to the development of the conceptual "Model of Integrated Role Identity for Capacity Building". This model, encompassing this study's two emergent conceptual categories of 'integrating personal-professional identity for SEMH' and 'navigating supported agency for organisational growth', offers an understanding of the social processes involved in secondary school organisations in relation to SEMH. The proposed model based on this understanding may guide school leadership, organisational development and external agency support in the future. Indicated implications for practice include support for staff, organisational

capacity building, and inclusion policy and guidance. Implications are considered with reference to Educational Psychology Service involvement in particular.

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Glossary of acronyms

BESD	Behavioural, Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Services
CYP	Children and young people
EBD	Emotional and Behavioural Difficulties
EP	Educational Psychologist
EPS	Educational Psychology Service
LA	Local Authority
MH	Mental Health
SEBD	Social, Emotional and Behavioural difficulties
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs and Disability Coordinator
SEND CoP	Special Educational Needs and Disability Code of Practice
TA	Teaching Assistant
TaMHS	Targeted Mental Health in Schools
TEP	Trainee Educational Psychologist

Foreword and chapters overview

Foreword

This thesis presents research conducted as part of the Doctorate in Child, Community and Educational Psychology Doctorate at the Tavistock and Portman NHS Foundation Trust. It contributes to the academic and research requirements of doctoral training. The study was conducted in the Local Authority (LA) in which the researcher completed her second and third year of doctoral training as Trainee Educational Psychologist (TEP).

Chapters overview

The subject of SEMH is current within present governmental agendas. The present government has pledged increased funds to support the SEMH of children and young people (CYP). In view of recent legislation and guidance (DfE and DoH, 2015; DoH, 2015), it is anticipated that this research will provide a unique contribution to the psychological literature, to guide practice and contribute to positive outcomes.

The research aimed to explore how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue, in order to extend understanding and develop a conceptual model to inform external agency involvement with regards to SEMH work in secondary schools.

This thesis is presented in six chapters. Chapter One provides an introduction and Chapter Two presents an initial review of the literature. Chapter Three describes the methodological foundations and procedures upon which the research was conceived and Chapter Four presents the findings from analysis based upon this methodology. Chapter Five discusses the research in view of the literature and draws implications for the future. Finally, Chapter Six draws conclusions from the research.

1 Introduction

1.1 Overview of chapter

This chapter first outlines the relevance of the research focus at the current time and defines terminology. The role of schools and Educational Psychologists (EPs) in relation to this focus within national and local contexts is then explored. The chapter continues by providing a brief exposé of key points from research to orientate the reader, as well as key theoretical perspectives which influence the research. The chapter concludes with the rationale, origins and aims of the research.

1.2 Prevalence, severity and impact of the issue of SEMH

There is widespread awareness of, and concern for, the social, emotional and mental health (SEMH) of children and young people (CYP). The prevalence and severity of the issue is apparent and the short-term and longer-term impact of CYP experiencing difficulties on life outcomes is evident in the literature as set out below.

1.2.1 Prevalence and severity of the issue

The issue of SEMH is a concern, both at national level and the level of the LA in which the research was carried out, as indicated by statistical data, as follows.

1.2.1.1 A national concern

The UK is ranked 16th of the 29 most affluent countries in terms of CYP SEMH (UNICEF, 2013). UK census data reports clinical levels of distress which interfere with day-to-day living amongst 10% of CYP aged 5-15, and SEMH needs include conduct and emotional problems such as depression and anxiety (Collishaw, Maughan, Goodman and Pickles, 2004; Collishaw, Maughan, Natarajan and Pickles, 2010; Ford,

Goodman and Meltzer, 2003; Meltzer, Gatwood, Goodman and Ford, 2000). A 1999 Office of National Statistics study reported that 6-10% of CYP aged 5-10 years and 10-13% of CYP aged 11-15 years had clinical levels of distress which interfered with day-to-day living (Meltzer et al., 2000, Ford et al., 2003). An additional 15% of CYP have low-level needs which put them at risk of further needs (Brown, Khan and Parsonage, 2012). A decline in need appears in younger groups whereas adolescent needs are increasing (Collishaw et al., 2004; Collishaw, et al., 2010; Sellers, Maughan, Pickles, Thapar and Collishaw, 2015).

Across the 5-15 age group there is some indication that needs plateaued between 1999 and 2004 (Maughan, Collishaw, Meltzer and Goodman, 2008). However, rising levels are indicated amongst adolescents. In 1999, 6-10% of CYP aged 5-10 years old had clinical needs compared to 10-13% of CYP aged 11-15 years old (Meltzer et al., 2000; 2003). There is evidence that this age-related disparity persists. Figures indicate that a decrease in need amongst younger CYP contrasts with an increase in need amongst older CYP (Green, McGinnity, Meltzer, Ford and Goodman, 2004; Sellers, et al., 2015). In England, this reflects an increase from 10.9 to 11.6%, which increases to 12.3% when criteria include ASD (Green et al., 2004). Further age-specific longitudinal data supports this notion. Amongst 15-17 year olds, conduct and emotional problems have substantially increased between 1974 and 2006 (Collishaw, et al., 2004; Collishaw et al., 2010). The issue is a national concern which warrants attention.

1.2.1.2 A local priority

High levels of SEMH need amongst adolescents are paralleled within the LA in which the research was undertaken and are reflected in local data.

Local indicators reflect a higher proportion of need during adolescence and recent local public health reports indicated that 70% of the Child and Adolescent Mental Health Services (CAMHS) caseload is aged 11-18 years old compared to 25% of CYP aged 5-11 years old. Within the region, the local CAMHS ranked within the top five highest number of CAMHS referrals, received and accepted cases, as well as the number of new cases, cases worked with and registered (DUMU, 2009-10).

1.2.2 Impact of the issue on outcomes for children and young people

Given this concern, it is important to consider vulnerability factors and the impact of difficulties. SEMH difficulties have a negative impact, not only in the short term, including an impact on education, but also on socio-economic prospects across the lifespan.

The impact of clinical-level needs on education is apparent for educational experience and early life trajectories. Compared to those without, CYP with clinical levels of need have more limited social networks, higher levels of school absence, substance misuse and contact with the police, and are three times more likely to have special educational needs (SEN) (Ford et al., 2003; Green, McGinnity, Meltzer, Ford and Goodman, 2005; Meltzer et al., 2000).

Long-term negative life trajectories are associated with clinical-level needs and adolescents with SEMH needs experience later difficulties. Initial major depression is associated with recurrence and suicide in adulthood (Fombonne, Wostear, Cooper, Harrington and Rutter, 2000a; 2000b), and conduct problems are associated with negative socio-economic, relational and health outcomes (Collishaw et al., 2004; Colman, Murray, Abbott, Maughan, Kuh, Croudace and Jones, 2009). Long-term SEMH difficulties also occur amongst those with less severe needs. Non-clinical levels are

associated with poor life outcomes, with a negative impact into early and middle adulthood (Collishaw et al., 2004; Colman et al., 2009). The implications of SEMH needs in adolescence are detrimental both short-term and long-term.

1.3 Terminology

1.3.1 The term ‘social, emotional and mental health’

The term ‘social, emotional and mental health’ (SEMH) derives from the revised Special Educational Needs and Disability Code of Practice (SEND CoP) and replaces the previous ‘behaviour, emotional and social development’ category of need (DfE and DoH, 2015; DfES, 2001). The new code states that educational providers should have clear support processes and states that:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

(DfE and DoH, 2015, p.98)

Diverse terminology presents within different government initiatives, including ‘emotional literacy’, ‘emotional health and well-being’ and ‘mental health’ (DCSF, 2007; DCSF, 2008; DoH and DCSF, 2007) and previously, “children with mental health problems [were] those who, in a school context, would broadly [have been] described as having behavioural, social or emotional problems” (p.4, DCSF, 2008). Considering the notion of ‘mental health’ (MH), it has been suggested that a medical discourse led to a dichotomous view of illness and health (Mehta, Kassam, Leese, Butler and Thornicroft,

2009). Indeed, anti-stigma initiatives have sought to challenge negative public attitudes (Time to Change, 2013; Tackling Stigma, 2011). Yet MH is currently considered along a continuum (DfES, 2003) whereby healthy individuals, “develop psychologically, emotionally, creatively, intellectually and spiritually; initiate, develop and sustain mutually satisfying personal relationships; use and enjoy solitude; become aware of others and empathise with them; play and learn; develop a sense of right and wrong; resolve problems and setbacks and learn from them” (Mental Health Foundation, 2005).

The term ‘SEMH’ encapsulates these relational elements where the term ‘MH’ may have hitherto indicated a within-individual focus. The term ‘SEMH’ culminates an increased national focus in education and integrates emotions, with social and relational experiences. This term shall be used throughout, and subsumes all similar terminology, whilst recognising and exploring the context of changing discourses.

1.4 The national context and the role of schools in SEMH

SEMH is a current government health and education priority (DfE and DoH, 2015; DoH, 2015). The new SEND CoP (DfE and DoH, 2015) presents a significant development with terminology which firmly places this priority within educational contexts and recognises the need for access to CAMHS services. Indeed, the role of schools in protecting against SEMH needs is central to this research.

1.4.1 Government agendas: An increasing focus on SEMH

Historically, concern relating to CYP SEMH needs has increased, and, alongside pressures on CAMHS services, a community focus has grown. Local and age-related variation can result in discontinuity of care during transition from child to adult MH services, which can leave vulnerable CYP at risk of being ‘lost’ between service

systems at this challenging time (Singh, Paul, Ford, Kramer and Weaver, 2008). Further, high demands on CAMHS were recognised in an influential health report (DCSF and DoH, 2008). The focus on the role of schools in early intervention for, and prevention against, SEMH difficulties in schools has gained impetus, as they are increasingly recognised as contexts for prevention.

A previous government set out a commitment to enhance outcomes through improving teaching and behaviour (DfE, 2010). Subsequent government strategy aligned mental with physical health priorities, and highlighted the school role in MH as 'everybody's business' (DCSF and DoH, 2008; HM Government, 2010; 2011). LAs, together with health and social care commissioners, must ensure arrangements are made for joint service commissioning, in line with the Children and Families Act (2014). Recently, a financial commitment was made to achieve parity within health services by 2020 (DoH, 2014). Whilst the SEND CoP broadens the age range for SEN support to 0-25 years of age (DfE and DoH, 2015), school contributions to early intervention and prevention in relation to SEMH needs is increasingly explicit. This extended age range provides some protection for CYP where access to CAMHS services varies nationally.

A recent report highlights the association between SEMH and attainment, and LA responsibilities bring potential for individual, interpersonal, school and community intervention (Public Health England, 2014). Recognition is given to CYP with diagnosable needs who are not accessing support (DoH, 2015) and government guidance for schools refers to teaching about SEMH, enhancing resilience and commissioning external agency support (DfE, 2015). Named CAMHS contacts and whole-school resilience approaches are proposed, alongside increased co-

commissioning, designated professionals to integrate delivery for vulnerable CYP and extension of CAMHS to 25 years of age (DoH, 2015).

More recently still, in 2015, and following the publication from the independent Children and Young People's Mental Health and Wellbeing Taskforce (DoH, 2015), the current government appointed the first Mental Health Champion for Schools. Tasked with raising awareness and reducing stigma about CYP SEMH difficulties, as part of the commitment to improve SEMH, the champion highlighted the detrimental effect of the influences of poverty and academic pressures, alongside reduced CAMHS funding. The government subsequently announced that the role would be discontinued and replaced with the creation of a cross-government mental health champion (Mental Health Taskforce, 2016).

1.4.2 The role of schools

Government initiatives reflect an increased focus on SEMH in educational contexts over the last decade, since the Healthy Schools Programme began in 1999 (DoH and DCSF, 2007) and personal, social and health education (PSHE) was incorporated into the National Curriculum in 2000 (DfES and QCA, 1999). Early intervention and prevention approaches included The National Healthy Schools (DoH and DCSF, 2007), Social and Emotional Aspects of Learning (SEAL) (DCSF, 2007) whole-school initiatives.

Subsequent initiatives extended previous efforts. The Targeted Mental Health in School (TaMHS) initiative sought to enskill staff through multi-agency, tailored and evidence-based early intervention across primary and secondary schools (DCSF, 2008) and the UK Resilience Programme sought to enhance resilience during early adolescence (DfE, 2011). The former Mental Health Champion for Schools critiqued government policies

which advocated academic school cultures to the detriment of well-being. Government guidance continues to be developed.

Initiatives have reflected a continued shift from targeted intervention, focusing on individuals experiencing difficulties, to universal preventative approaches for all. While CYP experiencing significant difficulty receive support from health services, teachers play an important role in facilitating access to external services and preventing difficulties from becoming established (Ford, Hamilton, Meltzer and Goodman, 2008; Lauder, Burton, Roxburgh, Themessl-Huber, O'Neill and Abubakari, 2010; Children Act, 2004). This shift is slowly extending to resilience-building, and with academic discourses changing from within-individual to a social-relational focus, the role of communities and contexts is increasingly recognised in supporting positive SEMH. The role of school organisational cultures, as having the potential to embed positive approaches for SEMH for life, is not well understood or acknowledged in educational policy and practice. Schools, as social contexts in which CYP develop, play a key role for CYP SEMH. However, changing contexts, terminology and expectations present challenges for staff caught between professional demands and personal experiences (Armstrong and Hallett, 2012). Indeed, change takes time (Stobie, 2002), amongst individuals and within the social cultures of school organisations. In view of new terminology, and with academic drivers alongside apparent SEMH priorities at government level, an understanding of how staff engage in thinking and talking about SEMH is timely in supporting continued development with regards to SEMH in schools. This may enable an extended understanding and inform SEMH work for collective positive SEMH.

1.5 A role for the Educational Psychologist: Agent for change

EPs have a role in supporting CYP development and SEMH. Working to promote equality of opportunity and eliminate discrimination (Equality Act, 2010) within the Children and Families Act (2014), they seek to enhance outcomes for CYP.

EPs work through “consultation, assessment, intervention, research and training, at organisational, group or individual level across educational, community and care settings, with a variety of role partners” (p.4, Fallon, Woods and Rooney, 2010).

Practicing in recognition of the role of social contexts in determining outcomes, EPs have a distinctive contribution in applying evidence-based psychology to support school practice (Cameron, 2006) by applying evidence-based and theoretical frameworks to facilitate change (Dunsmuir, Brown, Iyadurai and Monsen, 2009; Fox, 2003; Fox, 2011; Stobie, 2002). The EP role extends to SEMH, for individuals, groups and communities, including school organisations.

EPs have a key contribution in bringing early intervention and prevention into educational contexts. In particular, where CAMHS may have high access thresholds and schools are well-placed to promote well-being before difficulties become severe to warrant CAMHS intervention, EPs can support schools in enhancing SEMH outcomes through targeted and systemic approaches. Indeed, they may facilitate the development of positive environments for SEMH (Roffey, 2013; 2015) and enhance positive outcomes for CYP. A focus on SEMH is particularly pertinent for EPs who are increasingly involved with SEMH amongst CYP up to the age of 25 where psychologically based preventative work has the potential to maximise outcomes for large numbers of CYP. With an understanding of complex, interrelated and dynamic social systems, EPs are well-placed to make a positive contribution.

1.6 The local context: An historic commitment to social, emotional and mental health

The LA in which the research was conducted reflects a commitment to support SEMH in schools. LA priorities respond to local needs and include external agency involvement.

Local agendas reflect a continued historic commitment to SEMH. Pressures on CAMHS led to an early intervention service which co-existed alongside specialist CAMHS. A local review document reported provision of short-term direct support for CYP and wider workforce development, including telephone consultation, staff supervision, training and workshops, reduced referrals and improved access to services. Subsequent proposals to establish jointly commissioned integrated services and improve early intervention were set forth.

The LA CYP Plan prioritises improved SEMH as one of its four priorities. Within the placement Educational Psychology Service (EPS), this focus is reflected through input to schools. Historically, the EPS led the TaMHS programme after joining the initiative in 2010, which continued five years hence, with a focus on enskilling staff and targeted intervention (DCSF, 2008). A range of universal and targeted support included whole-school training, staff group consultation and practitioner support for evidence-based intervention. In particular, the LA has supported Nurture Group and Pyramid Club programmes, which are evidence-based early intervention for CYP experiencing SEMH difficulties (Ohi, Mitchell, Cassidy and Fox, 2008; Seth-Smith, Levi, Pratt, Fonagy and Jaffey, 2010). Alongside broadly positive outcomes for LA TaMHS work, it is understood that engagement varied between school organisations.

Changes to SEN budget pathways, government guidance and the SEND CoP reflect increased school commissioning of external services (DfE, 2014; DfE, 2015). TaMHS

was recommissioned by CAMHS, and CAMHS link workers were allocated to all secondary schools, alongside link EPs and associated professionals. Reflecting national trends, provision of EP services to schools has been partly through a well-established traded EP service, whereby schools may purchase additional EP services, alongside a priority needs and consultation-based service delivery model. The EPS has been considering the place of SEMH within its service delivery and has demonstrated a commitment to building on good practice in supporting schools to promote SEMH.

1.7 SEMH, adolescence and the secondary school organisation

Adolescence is “a time of stress and change” (p.151, Waddell, 1998). It is both a physical and social process, which includes increasing identification with peers and decreasing dependence on adults (Music, 2011). Both individual and social change brings challenges for all. Confusion may be associated with an individual’s search for autonomy from parents alongside peer group acceptance, and with defining identity or a “sense of themselves in the world” (Music; p.175, Waddell, 1998). In terms of SEMH, adolescence is associated with psychological risk and gain (Music, 2011). Some CYP are more vulnerable to SEMH needs. Indeed, “the very stress of undergoing this degree of psychic disruption and dislocation may propel the adolescent into various behavioural and emotional states which can be disturbing” (p. 148, Waddell, 1998). CYP may be concerned about appearing vulnerable which may hinder help-seeking to avoid stigma (Kendal, Keeley and Callery, 2014; Prior, 2012). Distinguishing typical confusion from SEMH needs may be problematic for adolescents and caregivers alike (Waddell, 1998).

The literature highlights the importance of whole-school approaches. Schools largely employ recommended universal and targeted early intervention approaches (DfES, 2003; Kendal, Keeley and Callery, 2011; Kendal, Keeley and Callery, 2014; Kidger,

Gunnell, Biddle, Campbell and Donovan, 2010; Vostanis, Humphrey, Fitzgerald, Deighton and Wolpert, 2013). However, in contrast to primary settings, secondary school universal approaches such as the Social Emotional Aspects of Learning (SEAL), TaMHS and UK Resiliency Programmes have been found less effective, whereby emotional demands, programme 'drift' and competing pressures, as well as staff skill, confidence and engagement, influence successful implementation (DfE, 2011; Hallam, 2009; Lendrum, Humphrey and Wigelsworth, 2013; Wolpert, Humphrey, Belsky and Deighton, 2013). Senior management support may contribute to programme sustainability and a help-seeking ethos (DfE, 2011; DfES, 2003; Kendal, Keeley and Callery, 2011; Kendal, Keeley and Callery, 2014; Kidger et al., 2010). While the role of schools is central, adolescence can present challenges for staff. Indeed, it has been suggested that school staff experiences parallel those of adolescents, in seeking stability amongst emotional fluctuations and uncertainty, and managing professional boundaries and development (Ellwood, 1996, Youell, 2006).

It is recognised that schools have a role to play during adolescent vulnerability yet the role of social processes in complex secondary school organisations is little understood. With the aforementioned role for EPs in extending positive SEMH in schools, a deep and conceptual-level understanding of how staff in secondary schools engage in thinking and talking about SEMH has the potential to contribute to EP capacity to enhance school practice and outcomes for CYP. In particular, understanding thought and language may indicate intrapersonal and social processes in school environments.

1.8 Theoretical perspectives

This research is informed by three theoretical perspectives, or lenses, through which the topic can be viewed. The researcher considers these important to refer to at this stage as they illuminate the theoretical influences on the present study.

1.8.1 A psychodynamic perspective

A psychodynamic perspective is relevant to the present study. It provides a basis for considering inter- and intra-personal interactions and the reciprocal effects of interpersonal relationships (Billington, 2006). Where behaviour may be considered to have meaning and to be a communication of internal experience (Geddes, 2003), a psychodynamic view is key in considering adult responses to SEMH.

Psychodynamic thinking originated with the work of Freud and his model of the mind, whereby conscious and unconscious drives could be understood through free association and dream analysis. Klein, focusing on early development, proposed that children develop an 'internal object' through projecting unmanageable emotions, including anxiety, outwards (Youell, 2006). Klein proposed that early notions of good and bad are split and, as the infant learns to manage frustration and ambivalence, become integrated to stimulate learning (Youell, 2006). Bion extended psychodynamic thinking by contributing the 'container-contained' analogy to understanding the mother-child relationship. Within this analogy, an attuned adult understands the difficult emotions of an individual to render them manageable (Hinshelwood, 1991), thus 'containing' them and enabling capacity for thought. Where painful emotions are not contained, they are projected to interactional partners who experience them through transference (Saltzberger-Wittenberg, Williams and Osborne, 1983).

In subsequent psychodynamic developments, Winnicott proposed that play serves as a third space, for potential or creativity, between infant and mother. Bowlby's ideas extended psychodynamic thinking to bring an increasing focus on the influence of the environment on individual development. Through attachment theory, Bowlby posited that the primary infant-caregiver relationship influences future interactions, as early relational patterns, or 'internal working models', for emotional regulation and expectations about self and other are internalised (Geddes, 2003; Sroufe, Carlson, Levy and Egeland, 1999). Secure attachments may be associated with seeking and accepting supportive relationships, however, early disturbances in the attachment relationship may contribute to SEMH needs (Sroufe et al., 1999).

More recently, the heart of a psychodynamic perspective relates to understanding teaching and learning as emotional and relational processes (Salzberger-Wittenberg, Williams and Osborne, 1983). With education, teaching staff are tasked with containing the emotional experience of CYP. When the 'not knowing' or the emotional experience of learning becomes overwhelming, CYP may project their anxieties and seek containment. During times of emotional stress, including adolescence, CYP may regress to infantile patterns and need to be psychologically 'held'. Where the primary task of education may seem unclear or may vary, high demands on school staff may result in adults becoming defended against negative emotions (Bibby, 2011) or experience challenge in containing the emotions of CYP. Yet the capacity of an attuned other to be open to, make sense of and communicate back in manageable form the projected emotions enables an individual to experience being understood. Thus, individual, social and contextual influences, and particularly relationships with emotionally significant others may bring change to individual 'working models' and enhance resilience (Geddes, 2003, Sroufe et al., 1999; Sroufe, 2005). External

agencies may contribute to restorative networks to enable individuals to manage uncertainty and extend reflective capacities (Geddes, 2005).

The literature refers to the importance of school attachments and relationships for engagement, resilience and SEMH (McLaughlin, 2008; McLaughlin and Clarke, 2010), reflecting an attachment perspective. The strain on adult SEMH and a vicious circle of emotional distress has been noted, with pressures and emotional demands mirrored in teacher-pupil dynamics and organisational responses (Armstrong and Hallett, 2012; Harris, 2008; Hutton, Bazalgette and Reed, 1996; Kidger et al., 2010; Mehta et al., 2009; Rogers and Pilgrim, 1997). The need for emotional containment amongst CYP, staff and systems has been recognised (Partridge, 2012; Salter-Jones, 2012). Indeed, external agencies may provide containment for emotions at individual and organisational levels.

1.8.2 A systemic perspective

A systemic lens brings consideration of an interplay at different systemic levels to the current research. A system consists of a whole of interacting parts, in which behaviour may be considered as both a response and an action (Dallos and Draper, 2000).

Interacting processes, interactional patterns and interpersonal dynamics can be viewed as having systemic underpinnings, which are of relevance to the current research.

Systemic theory developed from systemic family therapy and from a paradigm shift from an individual or pathologising perspective towards a focus on interpersonal and relational elements (Fox, 2009). Early 'first order' thinking, including structural family therapy, focused on the interdependence between the individual and the system and incorporated notions of homeostasis, interactions and structures (Dallos and Draper, 2000; Fox, 2009; Pellegrini, 2009). A second phase followed this first phase which was

subsequently viewed as deterministic. A shift to 'second order' systemic theory brought to the systemic perspective notions of hypothesising, circularity and curiosity, which may be considered within a constructivist perspective and focused upon individual meaning-making (Cecchin, 1987; Fox, 2009; Pellegrini, 2009). A further paradigm shift to a social constructionist perspective led to language being viewed as active, where dominant discourses were considered both to reflect social reality whilst also to have the potential to bring new perspectives or influence experience (Fox, 2009). This third phase contributed the 'not-knowing' position and practitioner involvement in co-constructing alternative meanings (Anderson and Goolishian, 1992; Pellegrini, 2009).

Where identities, roles, notions of agency and scripts may develop within diverse versions of accepted reality in systems, negative discourses relating to particular needs may dominate, (Byng-Hall, 1985; Burr, 1995). Narratives may develop around a type of difficulty or concern and come to serve particular functions within the system. Reflexivity of self and relationships, both during and following interaction, is important within a systemic perspective (Pellegrini, 2009). Thinking about roles and interactions, structures and boundaries, as well as considering the meanings and functions of behaviours within the system may inform thinking about ways to bring change to patterns of interaction (Pellegrini, 2009).

SEMH is entwined with the experiences of learning at all levels of educational practice (Salzberger-Wittenberg, Williams and Osborne, 1983). Where positive SEMH develops in cultures of collaboration between those internal and external to school systems, authors have argued for intervention at the level of school culture and models have been proposed (Daniels, 2006; Harris, 2008). These authors advocate a recreation of the human elements of schools, through attuned interaction and intra- and interpersonal connections, to balance the demands of performance and emotional experience for

adults and CYP alike. The notion of schools as relational communities has more recently been highlighted as holding a central place for positive SEMH (Roffey, 2013; 2015). From a systemic perspective, professionals external to the system may enable staff to make sense of uncertainty, complexity and the social and emotional processes of education through the relationship they offer to school staff (Salzberger-Wittenberg, Williams and Osborne, 1983; Bibby, 2011).

1.8.3 An organisational perspective

An organisational perspective is a lens which is pertinent for the current research and which was indicated in the literature. Educational organisations are complex and dynamic, and such a perspective illuminates thinking about schools as social and cultural organisations with diverse levels.

Organisational thinking originates in social psychology and organisational analysis. The study of organisations stemmed from the study of individual behaviour and performance in the workplace. This developed to a shift in thinking to focus on groups, where workplace behaviour was viewed as being influenced by both individual and environmental factors. Lewin's work on group dynamics and change in organisations, including his field theory, was influential. Activity theory, influenced by Vygotsky, which also considers human activity as situated within social and cultural systems, is also relevant in this field. Bronfenbrenner's systems theory may also be considered within an organisational perspective, particularly for EPs who often become involved at individual, group and organisational levels.

More recently, there has been a focus on the notion of organisations as soft systems. Proponents of soft systems approaches have suggested that the effective management of internal-external and internal sub-system boundaries assists task achievement

(Zagier Roberts, 1994). It has been suggested that organisations display various social norms within coherent and bounded systems (Jung, Scott, Davies, Bower, Whalley, McNally and Mannion, 2007).

The view of organisations as environments for growth presents within an organisational lens. The notion of the 'organisation-in-the-mind' may be considered as an individual perspective on relational connections and structures in organisations (Hutton, Bazalgette and Reed, 1996). However, it may also be conceived as an emotional "response to a common, shared organisational dynamic" (Armstrong, 2005, p.5). Organisations may be understood through the way in which they manage anxiety related to their primary task, where structures reflect the way in which emotions are contained (p. 72, Miles 1999). Bion's notion of 'valency' has been applied in organisations, as a "sophisticated use of basic assumption mentality" to channel energies towards effective functioning (Stokes, 1994). Where organisational aims reflect intended organisational directions, the primary task reflects how the organisation engages with these aims, and the 'primary task' may vary in organisations (Zagier Roberts, 1994). Being part of an organisation can make it difficult to see the organisation from different perspectives (Obholzer, 1994).

The notion of culture has increasingly been applied as a way of understanding organisations, as well as groups and leadership. Key thinkers in the field define culture as "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 17, Schein, 2004). Within this view, leaders both create and are created by organisational culture (Schein, 2004).

'Organisational culture' relates to the construction of symbols, both physical and

linguistic, which may influence organisations, thus, “man creates culture and culture creates man” (p. 577, Pettigrew, 1979). Indeed, culture can influence organisational change, by furthering or hindering it (Pascale, Millemann and Gioja, 1997) and understanding culture can guide successful change efforts by contributing strategies which are supported by the governing assumptions of the organisation (Heracleous, 2001).

In relation to the current research, whereby leadership, ethos and whole-school approaches appear in the literature, an organisational perspective appears pertinent, particularly in times of socio-political and financial change. Where schools are embedded in wider systems yet exist as distinct organisations, boundaries, systems and cultures may influence how social processes for SEMH develop and change.

1.9 Rationale and origins of the research

The present study is set upon a changing socio-political and educational landscape, within changing discourses around SEMH. It was within this context, and in view of key theoretical perspectives and research, that the researcher developed the rationale for the present study.

The researcher has a role as a Trainee EP (TEP) within the LA where the research was conducted. This role, previous secondary school roles, involvement in EPS-led TaMHS and current doctoral training with an emphasis on SEMH, including CAMHS experience, provided continued interest in SEMH, adolescence and secondary school organisations, and a solid foundation from which to approach it. This research, which focused on exploring how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue, and has the potential to contribute a conceptual level understanding, is both timely and pertinent.

Recent guidance places an explicit expectation on schools with regards to SEMH (DfE and DoH, 2015). SEMH, adolescence and the secondary school organisation present challenges which require a deeper understanding and gaps in the literature are indicated. At individual staff level, there is a call to further understanding of how teacher attitudes influence their experience of CYP experiencing difficulties (Pillay, Dunbar-Krige and Mostert, 2013); of teacher views about supporting CYP and confidence in engaging with SEMH needs (Kidger et al., 2010) and of how educators perceive CYP with SEMH needs (Armstrong and Hallett, 2012). At organisational level, there is a need to extend understanding of systemic connections between staff perceptions of CYP with needs and their response (Armstrong and Hallett, 2012); of ways to work with management to identify and reduce stigma associated with SEMH needs (Kendall, et al., 2014); of how to create secondary educational environments that encourage positive SEMH for all CYP (Lendrum, et al., 2013) and of how collaboration may enable engagement with SEMH matters (Daniels, 2006). Within complex interrelated social contexts of education, inter-agency support may contribute to positive outcomes.

Secondary schools present as challenging social contexts and a conceptual understanding of the social processes may extend work to promote resilience and SEMH, where this is a priority concern. Extending current understanding, contributing to enhanced practice for the purpose of guiding intervention at school, EPS and LA levels, may enhance positive outcomes for CYP SEMH at this vulnerable age.

1.10 Research aims

The research aimed to explore how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue in order to develop an

extended conceptual understanding of this. As such, the overarching research aim can be summarised as the following broad research question:

How do staff with a key role in social, emotional and mental health (SEMH) in secondary school organisations engage in thinking and talking about the issue?

This research aim was developed from gaps in the literature indicated from the above brief review of the literature. These key areas of interest included consideration the understanding, narratives and confidence of staff, as well as factors which may contribute to organisational engagement.

The research aim relates to the purpose of extending understanding and informing external agency involvement in SEMH work in secondary schools. Where SEMH is a priority, research which contributes an enhanced understanding of the topic in secondary schools has the potential to benefit the SEMH of CYP both locally and nationally. Figure 1.1 presents a visual mapping of the research focus to illustrate the development of the research aim from the abovementioned contexts.

This chapter has defined the relevance and terminology of the research, situated it within national and local contexts, considered the role of schools and of the EP and orientated the reader to salient literature and influencing theoretical perspectives. Having set out the research aim, the following chapter provides a review of the literature.

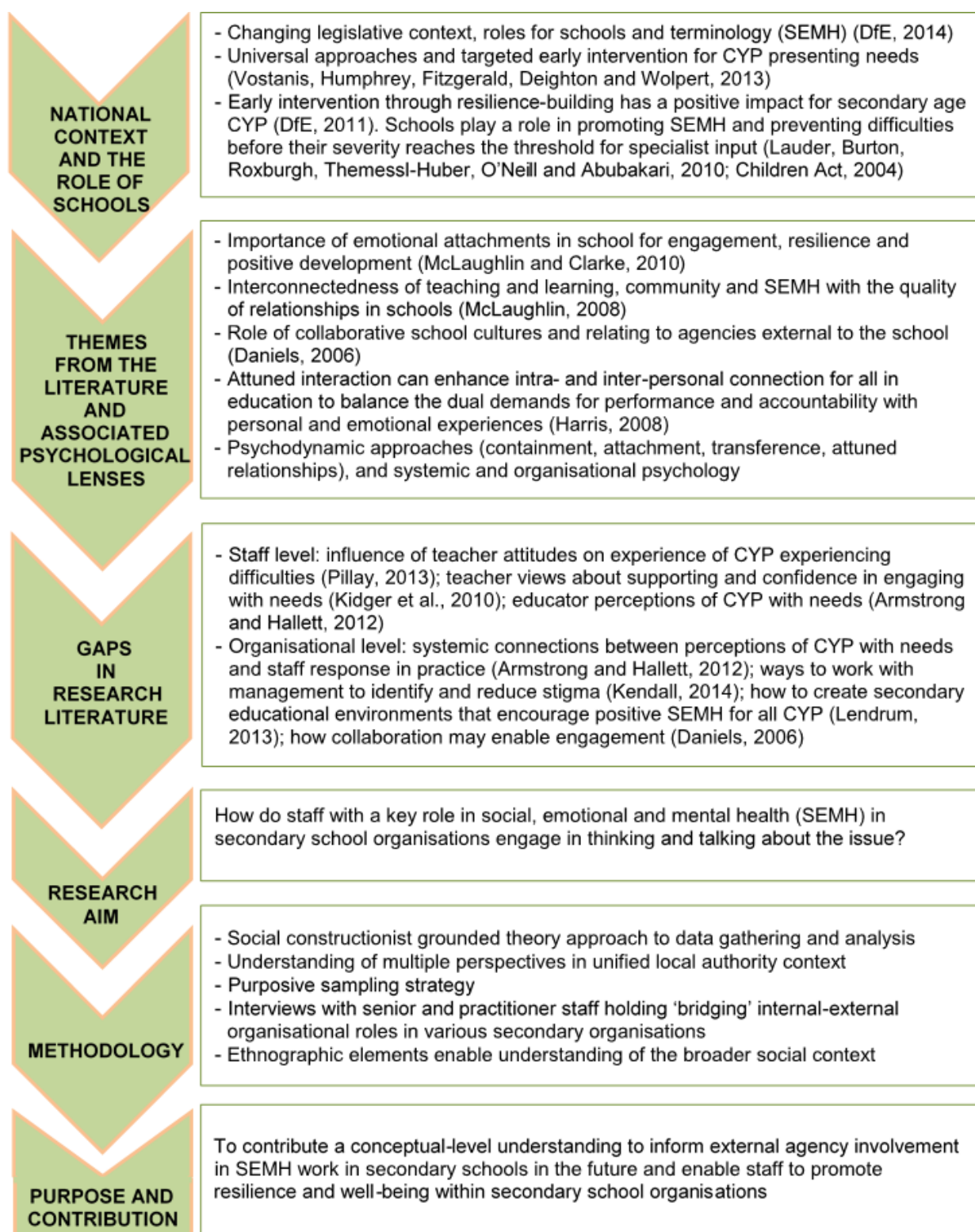


Figure 1.1: *Visual mapping of research focus*

2 Review of the literature

2.1 Overview of chapter

This chapter presents the first literature review of two literature reviews as part of the methodology which is discussed further in Chapter Three. It outlines the approach to the literature review, details the systematic nature of the review and presents a critique of the selected literature.

2.2 Approach to the review of the literature

The first literature review was systematic in approach and was conducted before data was collected and analysed. Literature searches were conducted in December 2015 and January 2016. In brief, an early literature review can bring a positive contribution to the creative research process and this is discussed more fully in Chapter Three (Charmaz, 2006; Thornberg, 2008). This first literature review involved initial reading, to contextualise the present study, followed by a systematic review of the literature, to determine what is currently known about staff views in the secondary school context. This first literature review sensitised the researcher towards ideas emerging from the data in subsequent data analysis, by indicating a range of notions which may speak to the data, as Charmaz (2006) suggests, whilst also allowing the researcher to remain open to what may arise.

A second literature review was carried out after analysis was completed, an approach which is specific to grounded theory. The rationale for a second literature review was to verify the conceptual categories and emergent theory formulated through the process of the research from its development through to the final stages of analysis. This second review was conducted after findings were analysed and the researcher had begun to

formulate conceptual ideas. This theoretical review aimed to determine theoretical correspondence within the literature. Literature searches for the second literature review conducted in July 2016 are discussed in Chapter Six.

2.3 Overview of the first literature review

This first literature review focuses on exploring the research literature relating to SEMH with a particular focus on secondary schools in the UK. As part of this literature review, an initial reading of pertinent works is first briefly considered to set the UK context within the international literature. This will not form a substantial part of this first literature review due to the pertinence of the current UK context for the present study. The systematic review is then presented in response to a focused review question, to determine what is known about staff views in relation to SEMH in UK secondary schools. The review is purposefully broad due to the nature of the research methodology and the exploratory nature of the research process.

2.3.1 Summary of initial reading

An interest in SEMH is apparent in a body of literature conducted outside the UK, in primary and secondary school studies in America and Australasia, as well as Europe. In America and Australasia, behaviours experienced as challenging were described as similar in secondary and primary contexts yet different perspectives in relation to SEMH have been reported by teachers and children (Little, 2005; Soles, Bloom, Heath and Karagiannakis, 2008). Teacher well-being was reported to be related to beliefs, confidence, role identity and school culture, and a focus on teacher talk about MH has highlighted varied health and illness discursive resources (Graham, Phelps, Maddison and Fitzgerald, 2011; Tuffin, Tuffin and Watson, 2001). In Europe, a Norwegian study asserted that familiarity with the notion of MH varies, with teachers of older students

being comfortable with the term (Ekornes, Hauge and Lund, 2012). A range of Greek studies explore teacher perspectives. Teachers were reported to place more emphasis on emotional skills than cognitive and social skills in preventing difficulties (Poulou, 2005a). In terms of teacher capacities, teacher attributions were claimed to play a role in their internal responses and behaviours to CYP and prospective teachers were reported to feel more able to manage emotional than conduct concerns (Poulou and Norwich, 2002; Poulou, 2005b). Drawing on previous research, Poulou (2007) goes on to propose a joint resilience and social and emotional learning framework.

Whilst there is a wealth of literature on SEMH, and, in particular, a developing focus on systemic change and early intervention, research conducted in the UK context is most pertinent to the aims of the present study. Indeed, the present study relates to the current national socio-political contexts, which influence local experiences and perceptions and, as such, this first literature review will focus on the UK only.

Within the UK, some studies have considered teacher views in primary schools and some have considered secondary age CYP views. Primary school adult attitudes about inclusion pointed to notions of cognitive dissonance and leadership expectations were reported to play a role in the relationship between teacher attitudes and behaviours (Grieve, 2009; McFarlane and Woolfson, 2013). Considering secondary age CYP views, teacher sensitivity and confidentiality presented difficulties, alongside a preference amongst CYP to share with peers, yet effective support from trusted adults was valued (Coombes, Appleton, Allen and Yerrell, 2013; Kendal, Keeley and Callery, 2011). Differences between the internal experiences of CYP and their external behaviours were also reported by CYP (Kendal, Keeley and Callery, 2011), which may create difficulties for staff who offer support. CYP were reported to hold notions of individual,

relational and treatment themes for maintaining well-being and views about MH education have been reported to have age and gender variations (Svirydzenka, Bone and Dogra, 2014; Woolfson, Woolfson, Mooney and Bryce, 2009).

Challenges within the secondary school context and teacher well-being have been highlighted through studies which consider the views of other professionals. Indeed, the views of various professionals, teacher well-being and ideology are represented. Whilst contradictory messages about priorities for CYP with needs have been reported, with secondary education and LA professionals noting that pressures for academic achievement overshadow well-being, school-based CAMHS professionals highlight the importance of relationships with educational staff for joint working (Burton, Bartlett and Anderson de Cuevas, 2009; Vostanis, O'Reilly, Taylor, Day, Street, Wolpert and Edwards, 2012). Considering stress and well-being, stressors amongst trainee teachers, pastoral staff and staff implementing intervention have been highlighted, alongside the importance of relationships for staff well-being and ways to support well-being (Chaplain, 2008; Partridge, 2012; Salter-Jones, 2012).

A number of papers reflect various changing discourses, debates and tensions in relation to SEMH in the UK, often with reference to changing policy contexts. A number of authors comment on inclusion and exclusion, and it has been suggested that an increased risk of exclusion exacerbates negative SEMH outcomes, that preventative work is needed to reduce exclusion and that inclusion draws on a rights perspective (Gray and Panter, 2003; Jull, 2008; Visser and Stokes, 2003). Reference to SEN policy is apparent within the literature. While the previous SEN CoP led to altered identification criteria for SEMH needs, policy issues call for coherence and improved notions of inclusive education (Bowers, 2001; Cooper, 2010). More recently, the new SEND CoP

has brought comment in relation to SEMH and a systemic, multi-agency and integrated framework for the identification and assessment of need has been propounded, reflecting discussion about ideology and changing policy (Norwich and Eaton, 2015).

Several authors have proposed theoretical frameworks for SEMH in schools. For example, a framework based in the four levels of school ethos, whole-school organisation, pastoral provision and classroom practice (Hornby and Atkinson, 2003) and a systems theory approach as a framework and intervention approach for teachers (Souter, 2001) have been proposed. While these authors consider theoretical frameworks they do not report research studies. One study presents a framework grounded in data in relation to secondary school well-being from the perspective of CYP and proposes a systemic framework which emphasises a listening culture and inclusive ethos (Aston, 2014).

Within the UK, we have an understanding of primary school teacher views and secondary age CYP views, a perspective on secondary school challenges and teacher well-being, as well as an appreciation of discourses, debates and tensions in relation to changing policy contexts. Whilst theoretical frameworks for SEMH in schools have been proposed and one has been developed from the perspective of CYP, it is important to further consider the perspective of adults. This critical literature review will therefore consider what is currently known about secondary school SEMH from the perspective of the adults.

2.3.2 Critical literature review: methodology and review question

The researcher sought to gain a full understanding of the perspectives of adults in relation to SEMH in secondary schools, in order to understand what is currently known and influence questions to be asked of the data during analysis. The researcher

anticipated it would be possible to do so by examining published research which captures the views of staff in secondary schools. In critically reviewing the literature which met specified criteria selected for critical review, the researcher sought to address the following question:

What can the literature tell us about the views of school professionals in relation to SEMH in secondary school settings in the UK?

In developing the search strategy, psychological literature was sought in the identified relevant databases below. A comprehensive literature search was carried out in December 2015 from the following databases:

- PsycINFO
- Psychology and Behavioural Sciences Collection
- CINAHL
- SocINDEX

Database search terms were trialled, refined and finally defined to ensure that the literature yielded was relevant to the review question and study aim. A number of the defined subject and title search terms were used in various combinations to capture the most relevant peer reviewed literature for review, as presented in Table 2.1. The defined terms encompassed changes in terminology relating to SEMH over time to generate relevant literature focusing on adult perspectives in relevant contexts.

Table 2.1: *Database search terms for initial literature search*

SEMH	Setting and age group	Views and responses
- mental health or mental illness	- (secondary)	- attitude
- well-being or wellbeing or well being	education	- perspective
- resilienc*	- (secondary or high)	- understand*
- SEBD or social emotional and behavioural difficulties	school	- view
- EBD or emotional and behavioural difficulties	- adolescen*	- perception
- BESD or behavioural emotional and social difficulties		- role
- Social or emotional or behaviour		

A range of inclusion and exclusion criteria were identified in order to focus the review search and select relevant literature for review. Inclusion and exclusion criteria were identified in order to provide sufficient focus for the review question and ensure relevant literature for review. Initial searches yielded vast numbers of papers and criteria were applied sequentially and screened to check criteria were met.

An initial process of exclusions related to the type of publication (see Table 2.2). Due to the increased focus on SEMH in the UK following the National Healthy Schools programme (1999) and the PSHE National Curriculum (2000), literature published after 2000 was considered to have greatest pertinence to this first literature review and therefore the search excluded papers published prior to this. Research conducted outside the UK or not published in the English language was also excluded from this first literature review in accordance with the UK social-political context of the research. Only peer reviewed primary research was selected, to ensure the inclusion of the most reliable, rigorous and relevant previous work to focus the present study. Indeed, unpublished work and sources not presenting primary research were considered to

comprise not strong evidence and make a limited contribution to the review question of this first literature review.

Table 2.2: *Inclusion and exclusion criteria by type of publication*

Type of publication	
Inclusion criteria	Exclusion criteria
- Published post 2000	- Pre-2000 publication
- Published in the English language	- Not published in the English language
- Study conducted in the UK context and with a UK population	- Not conducted in the UK context or with a UK population
- Peer reviewed and published journal articles	- Not journal published or peer reviewed (e.g. book, thesis)
- Primary research papers, using both qualitative and quantitative methodologies	- Secondary sources, books, discussion papers, literature review, meta-analysis

Further exclusions were based on title and abstract screening to ensure literature related to the specified age group and setting of the present study, namely secondary mainstream settings and focused on CYP aged 11-18, in order that literature would be within age groups and settings similar to the present study (see Table 2.3).

Table 2.3: *Inclusion and exclusion criteria by age group and setting*

Age group and setting	
Inclusion criteria	Exclusion criteria
- Secondary school setting	- Not secondary school setting (e.g. primary, early years, college)
- Mainstream local authority setting	- Not mainstream setting (e.g. community, specialist, independent)
- Focused on young people aged 11-18	- Young people below 11 or above 18 years of age
- Focused on educational professionals working with young people aged 11-18	- Non-educational professionals and those working with young people outside the 11-18 year age range

Further exclusion criteria were applied in a final screening process which related to the focus of the study, to ensure it was relevant in relation to a broad consideration of school-focused views about SEMH, which did not relate to a particular set of circumstances or difficulties (see Table 2.4). The rationale for these final criteria set out in greater clarity below related to similarities and relevance to the present study.

Table 2.4: *Inclusion and exclusion criteria by focus of study*

Focus of study	
Inclusion criteria	Exclusion criteria
- Focused on views in relation to emotional well-being	- Not focused on cognitive/affective processes in relation to emotional well-being (e.g. intervention, assessment of needs, academic focus)
- Focused on typical circumstances	- Specific to particular circumstances (e.g. transition, exclusion, immigration)
- Focused on typical groups, non-specific needs or behaviours	- Focused on specific groups, needs or behaviours (e.g. autism, suicide, bullying, gender)
- School focus, including relationship between young people and staff	- Not school or interactional focus (e.g. family, peer support, parenting, internal factors)

Accordingly, these factors were selected to form the specified inclusion and exclusion criteria. Following the database search, screening by applying the above criteria, and subsequent scanning of abstracts and full texts where appropriate to ensure relevance and eligibility, a final selection of ten articles was generated and deemed eligible for critical review (see Appendix A). The reference lists of these articles were also searched by hand to capture any further articles deemed relevant by their title and included in the critical review. Further, two relevant journals were searched by hand in a similar way: *Emotional and Behavioural Difficulties*, *Pastoral Care in Education* and *Child and Adolescent Mental Health*. The above selection process is outlined in Figure 2.1. Ten studies were identified for critical review and are presented in Table 2.5.

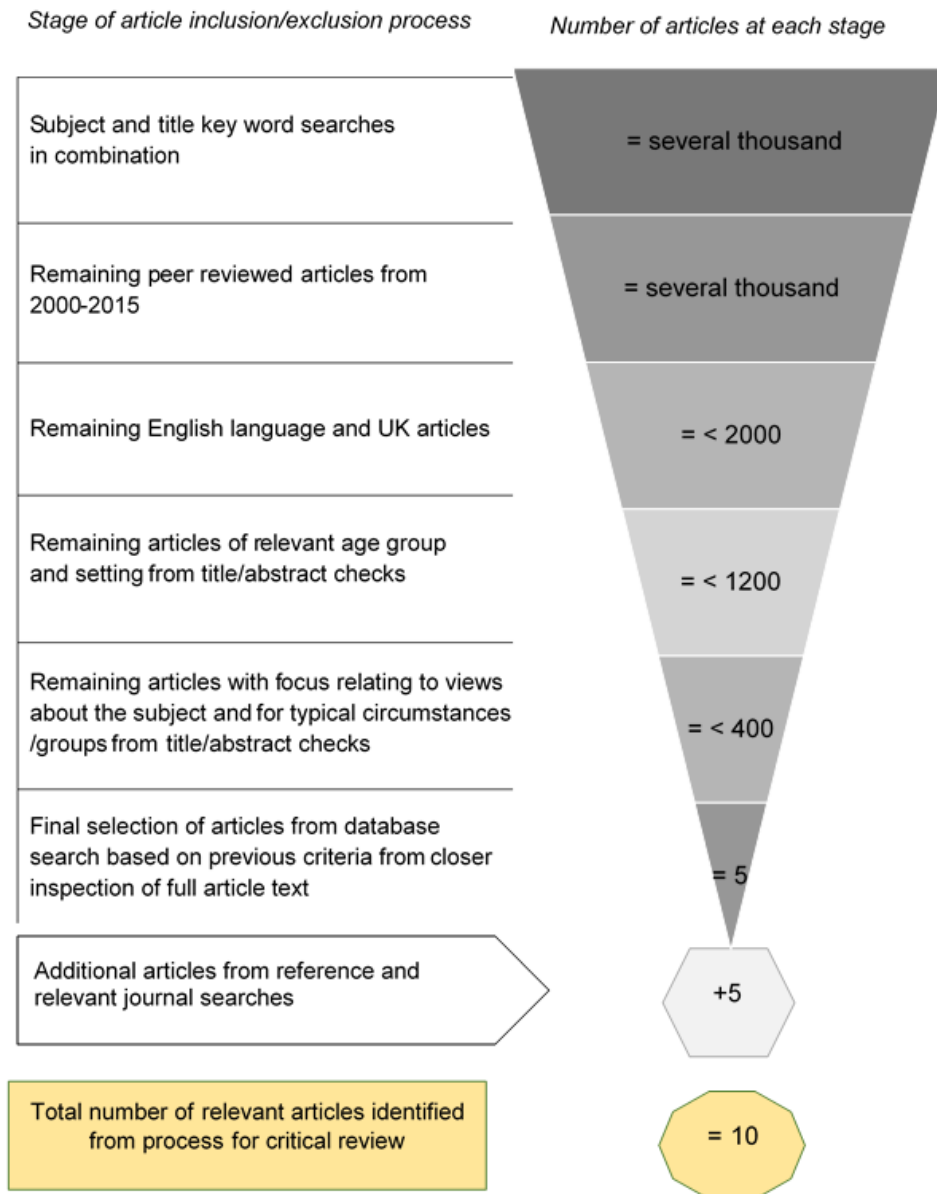


Figure 2.1: *Process of selection of articles for critical review based on process of applying inclusion and exclusion criteria*

2.3.3 Critical review: quality and relevance of identified studies

This section includes discussion of the methodological quality of the studies considered with reference to critical appraisal tools. It also includes consideration of the appropriateness of ten studies in relation to the review question of this first literature review, through evaluation of their relevance and focus. This enables contribution of

these research papers to be considered, in relation to the review question and the present study.

The methodological quality and relevance of the papers was assessed using various critical tools in combination, as adapted by the researcher, to enable a thorough critical appraisal of the literature across broad domains. The CASP qualitative guidelines (CASP, 2014) for qualitative research and the EPPI REPOSE guidelines (Newman and Elbourne, 2005) for empirical studies in education were deemed appropriate tools to enable thorough consideration of the quality of papers. Whilst the former provides a tool for assessing the trustworthiness and relevance of findings, the latter supports consideration of their usefulness and is relevant to education research. These tools were used in conjunction with Gough's weight of evidence and the TAPUPA guidelines set out by Pawson and colleagues (Gough, 2007). Each study was reviewed for its generic quality using the CASP and EPPI tools to contribute to evidence judgement A. Each was then considered in relation to the appropriateness and fitness for purpose in relation to the review question (weight of evidence B) and the relevance of the focus of the evidence for the review question (weight of evidence C). A final overall assessment was given to judge the extent to which each study may contribute to answering the review question. The researcher developed a scoring system and awarded a judgement rating score from one to five to each study under the weight of evidence criteria, whereby one represented a negative judgement and five represented a positive judgement in relation to its significance for the research question. Table 2.5 presents a summary of the ten selected studies in alphabetical order with researcher-allocated judgement ratings based upon the appraisal principles set out above (see Appendix B for full detail).

Table 2.5: *Studies selected for critical review with weight of evidence judgements*

Study: author (date)		Weight of evidence A	Weight of evidence B	Weight of evidence C	Weight of evidence D
		Generic: quality	Specific: method	Specific: focus	Overall judgement
1	Armstrong and Hallett (2012)	4	4	3	3
2	Broomhead (2013)	3	3	1	2
3	Broomhead (2014)	3	3	1	2
4	Burton and Goodman (2011)	5	5	4	5
5	Connelly, Lockhart, Wilson, Furnivall, Bryce, Barbour and Phin (2008)	4	5	2	3
6	Corcoran and Finney (2015)	4	5	3	3
7	Goodman and Burton (2010)	3	5	5	4
8	Kidger, Gunnell, Biddle, Campbell and Donovan (2010)	4	5	5	5
9	Nash and Schlösser (2015)	3	2	2	3
10	Spratt, Shucksmith, Philip, and Watson (2006)	2	2	2	2

Based on the aforementioned tools, this final assessment enabled the researcher to compare the studies considered for critical review.

2.4 Critical review of the literature

Having presented the quality of the studies, a full discussion of the literature under review can be presented. The critical appraisal method set out above enabled the researcher to respond to the review question and assess the selected studies to determine the quality of the evidence of what is currently known about the topic. It allowed the researcher to evaluate the quality of extant research related to the present study. Critical discussion follows a thematic approach, whereby evidence is appraised in

the grouped themes of: perspectives on parents and environment; understanding and experiences; and responses, positions and role.

2.4.1 Perspectives on parents and environment

Three studies consider staff perspectives on parents and the environment, and their contribution. These include educational practitioner experiences and perceptions of parental responsibility, educational practitioner perceptions of the norms and values in relation to parenting and education, and views on the way in which the school environment can impact on pupil well-being and behaviour. Each is considered with reference to its quality and relevance to the review question set out above.

Drawing on findings from a larger study, Broomhead (2013) reports on the experiences and perceptions of parental responsibility amongst fifteen educational practitioners who have direct contact with CYP with BESD, including head teachers, class teachers, teaching assistants (TAs) and SEN Coordinators (SENCOs). Participant settings include seven mainstream and eight specialist settings in the UK, of the former one is secondary staff and of the latter, six are secondary staff. Interpretive phenomenological analysis (IPA) indicates a perceived lack of parental responsibility for CYP development, learning and well-being with general critical judgements from staff. Further specialist school practitioner exploration indicates that staff compensate for a perceived lack of parental responsibility by taking on a variety of role functions. The authors argue that practitioners need support to enable them to support the needs of CYP with relevant needs.

Whilst this study by Broomhead (2013) reports interesting findings, findings are part of a larger study and it appears the research question may have been set retrospectively, which may affect the quality of the study. Further, analysis was stated to be set out by

type of provision; however, this further focus does not include mainstream and focuses on specialist settings only. The authors do not make reference to not reporting on a further focus within mainstream provision, which may indicate that a different perspective may present in mainstream contexts. It would be interesting, in terms of the question for this first literature review, to better understand the perspectives of these mainstream staff. Overall, only the views of one member of mainstream secondary school staff were represented within this study. Indeed, critical appraisal tools led the researcher to judge that this study has limited utility for the present review question, as it does not greatly illuminate the picture of what is known about the views of adults in mainstream secondary schools.

In a paper based on the same larger study as their previous paper, Broomhead (2014) explores the norms and values of educational practitioners about parenting and education, and the norms and ideals they perceive parents of CYP with BESD to hold. The views of fifteen educational practitioners in mainstream and BESD schools in North West England were gained. Interpretive phenomenological analysis (IPA) of primary and secondary school staff interview data indicate that teacher held norms and values contrasted with those they perceived parents to have. Further, perceptions of intergenerational continuity of ineffective parenting, as well as initial disapproval and subsequent acceptance of ineffective parenting practices were reported. Broomhead (2014) argues that a possible desire to avoid conflict may hinder parent-teacher capacity for joint working and that support for relationships is needed.

Data for this paper by Broomhead (2014) is drawn from a larger study, which focuses on the causes of BESD, and, as such, it seems that data may have been gathered prior to analyses related to the aim of the reference piece of research. As such, it is possible

that the data were in response to the original research question and therefore may not represent a full perspective in relation to the stated research aim. Whilst the study provides some illumination of the views of adults in specialist settings, a low mainstream participant response rate led to recruitment from specialist settings. Therefore, it is unclear how common the experiences of the specialist group may be amongst mainstream practitioners, as the authors suggest they may be. The researcher considered that further methodological detail would have been helpful and appraisal tools indicated similar limited utility for the present review question as the study by Broomhead (2013), due to the low mainstream participant representation.

Through a case study approach in Scotland, Spratt, Shucksmith, Philip and Watson (2006) examine the way in which the school environment can impact on the well-being of pupils and pupil behaviour. Six case studies involving individual interviews with twenty professionals, as well as four group interviews with parents and with pupils illuminate a range of considerations associated with innovative practice. Interpretive analytic methods grounded in data are reported to have been employed; methods which illuminate links between the school environment and mental well-being. Parents and CYP place value on a well-being curriculum yet schools do not appear to demonstrate this, however, CYP also value relationships with staff. Spratt et al. (2006) also reported that teachers feel specialist interventions locate difficulties in the child and that they express ambivalence about altering systems to adapt to individual needs, as well as isolation and reluctance to seek help, although non-teaching roles allow time. The authors report that LA staff consider there to be few policies and fragmented school approaches, and concerns about academic expectations were cited by voluntary staff, teachers and LA staff. Export, import and ownership approaches were suggested patterns of school working with other agencies. The authors argue that a review of

school values, policies and practices is needed, as well as a need to draw on the contribution of agencies to enhance school cultures.

The study reported by Spratt et al. (2006) outlines an indication of the way in which a range of adults perceive the role of the school environment. However, it is not clear how many schools the sample is drawn from. Further, it is unclear how innovative practice is viewed as it is not defined. A strength of the study, and of the analysis in particular, is that it is supported by the involvement of a research team. However, the lack of clarity in relation to the method of analysis leaves the quality of this study uncertain with a similar low overall judgement for this study as for those by Broomhead (2013, 2014). In spite of this, and the fact that the study does not relate directly to the review question, since it considers broader perspectives, Spratt, et al. (2006) provide interesting insight into the views of various individuals in and around the school community in relation to how school environments may contribute to pupil well-being.

Considering these three studies, which consider staff perspectives on parents and the environment, and their contribution, their quality and relevance in relation to the review question of this first literature review needs further examination. Broomhead (2013) concludes that educational professionals have a multi-faceted and pressured role in meeting CYP needs which they consider are not met at home and Broomhead (2014) concludes that staff perceive there to be a contrast between school and home cultures, which staff come to accept. The quality, and particularly the focus for the review question, of these studies is uncertain for the reasons set out above. Further, participants are largely not mainstream secondary staff and, due to both studies being part of a larger study with no clarity around this, it is unclear whether data collection focused on unrelated aims. Spratt, et al. (2006) report that teachers perceive tensions in

reconciling individualised approaches to meet the needs of CYP with secondary school expectations and structures which prioritise an academic focus, particularly where pastoral support is not considered integral to the role of all teachers. The authors suggest these tensions relate to curriculum, pastoral care, discipline and teacher-CYP relationships and they conclude that questions are thus raised about how school staff view the purpose of schools. However, the coherence and integrity of this study are questionable due to methodological considerations not being sufficiently explicit as indicated by the various critical appraisal methods used. Although these studies highlight the view of educational professionals in relation to parents and systemic issues, their relevance is limited due to their limited focus on the secondary context.

2.4.2 Understanding and experiences

Four studies consider the views of a range of staff in relation to their understanding and experiences about the focus subject. The nature of teacher perceptions and experiences of CYP presenting SEBD; an understanding of behaviours within a whole school staff group; experiences of teachers and subject heads; and SENCo and support staff perceptions of their roles, relationships and capacity to support inclusion are reported. These studies illuminate what is known of the understanding and experiences of a range of staff in response to the original review question.

Armstrong and Hallett (2012) explored the nature of teacher perceptions and experiences of CYP presenting SEBD, using a phenomenological approach. The authors drew on 150 assignments (of 5,000 words) written by teachers in England, Wales and North West of the UK, as part of postgraduate study. Course components focused on supporting SEBD / SEBD and inclusive practice. This included an account of teacher experiences of a CYP and exploration of attitudes and perceptions, both their

own and wider attitudes. 72% of teachers worked in mainstream settings and the remainder in specialist settings including PRUs, and all teachers had direct contact with CYP experiencing needs. Armstrong and Hallett (2012) reported themes relating to teachers experiencing SEBDs as chronic predisposition to failure; as unknown and unpredictable entities; as capable of renormalisation; and, experiencing feeling disabled by educational policy and practice. Additional quantitative analysis indicates that a majority of teachers viewed challenging behaviour as indicating needs and also referred to specific syndromes. Almost half described possible MH needs and 80% expressed a sense that these needs were not being met. Armstrong and Hallett (2012) argue for a need for increased understanding and that EPs play an important role in enabling this through a focus on relationships in and around school.

This study provides a unique perspective through written accounts which may provide a perspective not gained through other methodologies. However, a number of points need to be considered in evaluating its contribution to the question set out for this first literature review. A strength is the reported solid experience of participant teachers, which gives a sense of the understanding they bring, and appraisal tools indicate strong quality across both numerous aspects of its execution and methodology. Conversely, it is unclear what age group the participants teach and it would be helpful for further detail to be reported. Armstrong and Hallett (2012) illuminate a unique perspective, yet due to the lack of clarity about the age group and the inclusion of a perspective from both mainstream and specialist contexts, the relevance of the study in relation to the review question was judged to be average overall in relation to the present review question.

In a further paper which may be considered to contribute in relation to staff understanding, Nash and Schlösser (2015) document the implementation and

evaluation of a training day in a secondary school in northern England using a mixed methods approach. Prior to reporting changes in understanding amongst teaching, non-teaching/support and administrative staff, the authors conduct an initial questionnaire audit of all staff. The aim was to identify staff perceptions and experiences of disruptive behaviour, specifically, to consider perceptions of pupil control of their behaviour and factors related to disruptive behaviour. The initial audit indicated that 83.8% believed pupils could control their behaviour. It indicated possible explanations, included learning difficulties or negative emotions (both 58%); communication of distress, peer relationships or loyalty to peer group (all 56%); social emotional difficulties or feeling misunderstood (both 54%); troubled home and feeling disliked (both 47%); and low engagement, anxiety and teacher relationships (all 38%). Descriptive statistics and thematic analyses from an evaluation questionnaire indicated a 67% change in perceptions about behaviour and value placed on training. Nash and Schlösser (2015) argue that training may enhance a shared understanding for responding to emotional needs and that leadership commitment plays a role in enabling a systemic approach. While this study by Nash and Schlösser (2015) was judged by the researcher to have reasonable quality, the study in its entirety is not entirely relevant for the review question. However, the audit component provides insight into staff perceptions of disruptive behaviour and the weighting tool helped the researcher to distinguish this relevant aspect from less review-specific aspects. Although a small study and within one school, it provides a quantitative perspective on views amongst staff in an entire school which is not brought through other studies in this critical review. Critical tools indicate a moderate overall judgement. Indeed, it is interesting and helpful to gain the views of an entire adult school community since all members likely contribute to ethos.

Another study which brings a perspective on staff experiences is that by Goodman and Burton (2010). These authors explore the experiences of classroom teachers and subject heads working with CYP with needs in mainstream secondary schools in 2010 across London, North West England, South East England and West Midlands. A purposive sampling strategy was employed to access a range of teaching experience and led to access to eight mainstream teachers who also held roles as subject heads, and one primary school teacher was later recruited in response to findings. Analysis of semi-structured interview data indicated a range of challenges, strategies employed and reflections on practice. A gap between theory and practice was identified by Goodman and Burton (2010), including limited availability of SENCOs and external agencies as well as challenges of multi-agency approaches. Different perceptions of parents and school were felt to impact communication and, despite staged behaviour policies, difficulty was reported in implementing them alongside queries about their effectiveness. Communication barriers to implementing national policy as well as varying inclusive practices were also reported. A range of strategies were reported by the authors to be employed, which were considered alongside a primary school approach, including collaborative teacher-student relationships. Staff reflections included staff needs for training in practical techniques and the implications of labels, in addition to needs for peer sharing of concerns. Goodman and Burton (2010) argue for increased support for teachers.

This study serves as a valuable insight into the experiences of mainstream secondary staff which is relevant to the review question. However, whilst analysis is thorough, analytical methods are not sufficiently explicated by Goodman and Burton (2010) and the methods employed are unclear, although the use of transcript review provides some indication of rigour. Whilst the rationale for including a primary school perspective is

clear, the rationale for focusing on subject heads is less clear and the influence of staff employed or not employed by individual schools is uncertain. However, this study provides a relevant, if not highly credible, contribution to the review. In particular, although the method appears reasonably fit for purpose, the aforementioned gaps in the reporting of the method of analysis highlighted by critical appraisal tools indicted a lower overall quality judgement due to the rigour of the study being judged as notably wanting.

In a subsequent study by the same authors, Burton and Goodman (2011) explored the perception of four SENCOs and eight support staff on their roles, relationships and capacity to support the inclusion of CYP with SEN. A purposive sampling approach focused on socially deprived areas drew a sample of various staff, including, learning facilitator, LSA and TAs, learning mentors, and inclusion and learning support managers who were not necessarily senior leaders, in four mainstream secondary schools in North West England and the West Midlands. Thematic analysis of individual interview data collected in 2010 indicated that staff perceived their roles to be unappreciated and to be associated with a lack understanding of the challenges of their role. The authors reported that staff felt that understanding BESD through professional backgrounds facilitated inclusive practices; that availability and a nurturing environment contributes to positive student relationships; and that accessibility and approachability play a role in relationships with parents. Burton and Goodman (2011) argue that while support staff are integral to the inclusion of CYP with BESD, the forging of teacher-student relationships is of equal value.

The participant group and settings in this study are highly relevant to the review question and illuminate staff perspectives on pertinent issues. Whilst Burton and Goodman (2011) acknowledge the limitation of self-report data, critical appraisal

indicates that the review of transcripts partly contributes to methodological rigour, although no further checking was employed. This research formed part of a larger study into the perceptions and experiences of including CYP with BESD in mainstream settings yet the authors clearly state the additional components for the broader study which indicates that this particular study was conducted with the stated purpose in mind. As such, the methodology and findings in response to the research aims reflect a good level of methodological integrity and coherence quality, resulting in a high overall judgement rating. Further, appraisal tools lead to the researcher judging that this study has relatively high relevance and focus in responding to the review question.

Considering the views of a range of staff in relation to their understanding and experiences about the focus subject, these studies bring insight into some of the challenges of their roles. Nash and Schlösser (2015) note that staff perceive disruptive behaviour to reflect control, and disagree about social, emotional and home contributors. Armstrong and Hallett (2012) determine that educators appear ill-equipped, emotionally and in terms of their understanding and similarly, Goodman and Burton (2010) determine that pressures to minimise disruption hinders staff capacity to preserve the learning environment. Yet Goodman and Burton (2010) also note that despite insufficient support, commitment enables teachers to find ways to engage with CYP, and Burton and Goodman (2011) propose that understanding BESD and offering a nurturing environment facilitates the formation of positive relationships with CYP and parents. While the study by Armstrong and Hallett (2012) is of good methodological quality using the appraisal methods outlined above, a third of participants are from specialist settings and no age group is stated, which leaves its contribution to the review question partial. Whilst part of the study by Nash and Schlösser (2015) is not directly relevant the audit highlights whole-school understandings of behaviour. The studies by

Burton and Goodman (2011) and Goodman and Burton (2010) received relatively high ratings across judgement weightings, in spite of the aforementioned analysis gaps in the former, indicating reasonably sound methodological rigour and quality. These studies bring a notable contribution to what is known of the understanding and experiences of staff in mainstream secondary schools in response to the review question.

2.4.3 Responses, positions and role

Three further studies elucidate the responses, positions and role of staff. The responses of a range of adults to the emotional needs of young people, staff positioning within current UK political agendas and the views of teaching staff are reflected. These studies enable fuller consideration of what the literature can tell us regarding the views of school professionals about the subject in UK secondary schools.

Based on a questionnaire survey in 2002-2003, Connelly, Lockhart, Wilson, Furnivall, Bryce, Barbour, and Phin (2008) draw on a large sample of adults supporting CYP in pre-schools, and primary, secondary and special schools across Scotland, to understand their responses to the emotional needs of young people. The range of contexts was not immediately apparent in the abstract and the researcher considered the large sample size may provide an opportunity for the authors to distinguish between settings. A response rate of 61% brought a large sample of 365 members of staff, including 159 head or deputy head teachers and 206 teachers, including pastoral care and special school teachers. A mixed methods approach contributes descriptive statistics and thematic findings. Descriptive quantitative analysis revealed the most notable staff concerns relate, in order of frequency, to depression, ADHD and autistic spectrum. Thematic analysis indicated varied adult responses, including a range of interventions to manage behaviour and distress; various environmental adjustments;

work with parents and CYP; seeking information and adult support; specialist agency support; and time and communication with CYP and families. Additionally, it indicated that staff experienced conflicting responsibilities, systemic issues internal and external to the school; powerlessness and lack of time. Further quantitative analysis revealed that waiting lists, communication and service criteria were the most felt causes of difficulty for staff. The authors argue for more effective support, time and shared understanding with other services, as well as appreciation of the emotional experience of teachers.

As part of a wider survey of professionals who work with CYP, focused on professionals providing MH services and those working with CYP in various settings but who do not have MH training, this study by Connelly, et al. (2008) brings a helpful picture of school staff perspectives. The large participant sample and high response rate indicate good reliability of findings across a large geographical area. The rigour of analysis, which the authors report was supported by a research team, may enable some generalisation to broader contexts, yet further justification and detail with regards methodological decisions could have strengthened the quality of this study. Although the authors recognise some limitations with the sampling via LA service directors and the questionnaire approach, the proportional response of staff from secondary settings is unclear. Whilst this study appears to be reasonable quality, the slightly different socio-political Scottish context and the difficulty in determining the representation of secondary mainstream staff means that the researcher judged that the contribution of this study to the review question should be tentative.

A later study brings consideration of staff positions. Corcoran and Finney (2015) consider how school staff position themselves within the current UK political context of

the well-being agenda and its place in education. They explore the views of seventeen primary, secondary and special school staff in one LA in northern England in 2010. Discourse analysis of semi-structured interview data from seven secondary staff, including deputy head, inclusion manager and SENCo and nine primary staff, including head and deputy head, SENCo and SEAL coordinator in primary and secondary schools reveals various discursive strategies relating to policy, their role and their negotiation of it amid competing responsibilities. Analysis by Corcoran and Finney (2015) reveals awareness of the (changing) policy context, with indications of disenchantment as well as some negative effects of increased pressures and an assessment focus. Within their roles, a disconnection between current practice and the preferred ideal presents, alongside a restricted focus on MH due to teaching pressures and the drive to make a difference. Recognising the importance of a connection between the emotional awareness of staff as practitioners and student presentation is also noted. The authors argue that educational practice needs to be holistic and that psychology has a role to play.

This study by Corcoran and Finney (2015) provides interesting insight into staff positions in view of the changing political context and the challenges of making sense of their role in relation to this. The approach to sampling, through contacts from researcher-delivered introductory training on MH issues, may bring some bias to findings, as appraisal indicated some sampling queries which should be borne in mind when considering the validity of the study, particularly since reflexivity is not explicit. In spite of this, appraisal judgements were high overall due to sound methodological justification quality judgements. Further, it is difficult to determine which of the schools are specialist settings or mainstream, since this is not explicit. Although the views of staff in specialist and mainstream provision cannot be distinguished, the quality of the

study appears reasonable and the secondary representation is both stated and moderate, resulting in a reasonable overall appraisal judgement.

Further consideration of staff perspectives, this time that of teaching staff, extends our understanding. In an examination of the role of teachers in supporting pupil emotional health and well-being, Kidger, Gunnell, Biddle, Campbell and Donovan (2010) illuminate the views of members of staff from eight secondary schools in England. Through semi-structured individual or paired interviews, the perspectives of fourteen staff members involved in emotional health and well-being activities are gained, including five teachers, three TAs and six others. These included assistant principal, learning support manager, SENCo, PSHE coordinator, head of key staff or year group, TA, mentor and psychologist. A thematic analysis indicated three themes. Kidger, et al. (2010) reported a view that teaching and staff emotional well-being are linked and are a requisite of the relationship with pupils, although clear teacher guidance about this is lacking.

Participants were reported to consider that some teachers are reluctant to engage in emotional well-being work, and the authors suggest they may not consider it within their role remit in balancing this with an academic focus. Reported findings also indicated that neglecting teacher emotional needs prevents consideration of pupil needs in the absence of supportive cultures. The authors argue that teacher support and training, and policies to enhance their relationships with students and management systems, are important in order to facilitate this support alongside the broader aims of schools.

This study by Kidger, et al. (2010) provides a good quality and relevant contribution to the review question of this first literature review. A limitation of the study is acknowledged by the authors to be that participants did not always hold a teaching role so the sample was not consistent. However, the methodological quality appears sound

due to high levels of transparency overall and quality in relation to the appropriate qualitative methods employed, including clear justification of design and participants as well as some explicit analysis. Indeed, the inclusion of the interview schedule provides transparency, whilst independent coding and interrater reliability contribute to analytical rigour. Further, appraisal methods indicate a high level of relevance and appropriate focus to the review question, since the study responds to the review question by illuminating the views of various secondary school staff who are involved in SEMH activity. As such, this study received a high appraisal judgement.

Examining the contribution of the above studies, an understanding of the responses, positions and role of adults, enables fuller consideration of what is currently known in response to the original review question. Connelly, et al. (2008) conclude that teachers, in their roles as educators, employ varied approaches with CYP and families, despite feeling overwhelmed and frustrated in seeking to support CYP and enable them to access specialist services. Corcoran and Finney (2015) determine that educators experience continued challenges in seeking to make sense of competing legislative and policy pressures, and to maintain their enthusiasm and purpose. Kidger et al. (2010) posit that whole-school approaches to emotional health may enable teaching staff to engage in that aspect of the role. Whilst the studies by Corcoran and Finney (2015) and Connelly, et al. (2008) are of good quality and relevance to the review question, their relevance of focus of the evidence in relation to it is limited due to the partial focus on settings which are, again, not mainstream secondary schools. The study by Kidger et al. (2010), however, brings both methodological coherence and integrity, which is both appropriate and relevant in relation to the review question.

2.4.4 Summary

This chapter presented the first literature review of two literature reviews. It included a systematic review and was conducted prior to data analysis. The purpose of this early first literature review was to set present study within the UK research context and determine what is currently known about staff views about SEMH in the secondary school context. It also sought to contribute positively to the development of the present study by sensitising the researcher to ideas from the data as part of the creative grounded theory research process (Charmaz, 2006; Thornberg, 2008).

The views of a range of staff, in relation to their perspectives of the home and school environment, their understanding and experiences and their responses, positions and role in relation to CYP with SEMH needs as well as their behaviour and well-being have been explored through this review. The review question focused on the views of school professionals in UK secondary schools and the reviewed studies contribute to determining what extant literature from the field brings to the subject. Research evidence has shown that adults hold both limited and divergent views about the meaning of behaviour, that pressures to minimise disruption hinders the ability of adults to consider environmental influences, that commitment enables them to find ways to engage with CYP and whole-school approaches may enable teaching staff to engage in the SEMH aspect of the role (Burton and Goodman, 2011; Goodman and Burton, 2010; Kidger, et al., 2010; Nash and Schlösser, 2015). There is an indication of use of varied approaches, some emotional distress in pursuing their efforts, challenges in balancing policy pressures whilst maintaining drive and purpose, limited emotional and conceptual understanding, and insufficient support (Armstrong and Hallett, 2012; Connelly, et al., 2008; Corcoran and Finney, 2015; Goodman and Burton, 2010). These studies provide

an understanding of the personal, professional and systemic challenges which members of school staff face.

In conclusion, a range of methodologies have been employed to illuminate these perspectives, including IPA, discourse analysis and thematic analysis as well as some mixed approaches are represented in illuminating these views. However, grounded theory is notably absent as a methodology in this review. Indeed, a coherent conceptual level understanding of how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue is absent. Indeed, while policy, discourse and whole school development work are continued themes, no framework of how staff in secondary school organisations engage in the social processes of thinking and talking about SEMH systemically presents. Such a framework may contribute an understanding, for both school staff and external agencies, to extend practice. The present study therefore meets an evident need to explore this area on a conceptual level within the secondary school context to ensure the SEMH needs of CYP, of adolescent age and beyond, are met.

3 Methodology

3.1 Overview of chapter

This chapter sets out the methodological foundations and procedures upon which this research is conceived. The rationale for the approaches used is explicated, together with the epistemological and ontological perspectives of the researcher.

3.2 Epistemology and ontology

In considering the foundations from which the research was developed, it is important to make explicit its philosophical underpinnings, both those of the researcher and those that the research calls for.

3.2.1 The foundations of knowledge: an overview

Psychology grew from philosophy and research is informed by philosophical foundations, as they influence research methodologies. Different methods are underpinned by different core assumptions which relate to what constitutes knowledge and how it can be obtained (Morgan and Smircich, 1980). Specifically, the ontology and epistemology underpinning methodology is an essential starting point to frame any research. Ontology relates to what it is possible to know and epistemology relates to beliefs about how we can come to know (Hesse-Biber and Leavy, 2011; Robson, 2011). The ontological and epistemological positions of the researcher inform choices relating to methodologies (Hesse-Biber and Leavy, 2011).

Two broad ontological and epistemological paradigms upon which research is typically based are outlined, before the foundations of the current research are explicated.

A realist or objectivist ontology relates to a positivist epistemology often associated with quantitative methods of inquiry. Positivist realist approaches are based in a modernist perspective, founded in enlightenment thinking, which advocates notions of rationality, progress through science and reason, and general truth (Robson, 2011). This relates to the empirical analysis of the external world (Morgan and Smircich, 1980). Such approaches hold that it is possible to grasp, through the research process, a reality which exists independent of the process (Hesse-Biber and Leavy, 2011). A post-

positivist position refers to later developments within this paradigm. The aim of approaching problems from this perspective is to verify, refine or abandon hypotheses to understand the world (Creswell, 2009). Measurement and large amounts of data enable a generalised view.

A relativist or subjectivist ontology relates to an interpretivist epistemology often associated with qualitative methods. Relativist approaches hold that truth is subjective and cannot be directly known, and relate to post-modernist perspectives hold that no grasp of, or access to, any objective reality is possible (Robson, 2011). Within a relativist paradigm, an understanding of varied multiple perspectives or meanings may be attained through making sense of meanings through interaction in context (Creswell, 2009; Hesse-Biber and Leavy, 2011; Robson, 2011). Whilst both are relativist stances, constructivism and social constructionism differ: constructivism considers how individuals make sense of their worlds whilst social constructionism considers the way in which meaning is co-constructed through social interaction. Interaction and understanding contexts enables a deep understanding.

It is appropriate to make explicit the ontological and epistemological orientation of the researcher since both necessarily influence the current research.

3.2.2 Orientation of the researcher

The ontological position of the researcher in relation to this study lies within a relativist paradigm and takes an interpretivist epistemological stance. The researcher also advocates a similar personal and professional position, wherein multiple perspectives enable sense-making and understanding of meanings through interaction. Within this perspective, a social-constructionist stance is taken, whereby meaning is co-constructed through social interaction. Reality is based in the social process within

which it develops and knowledge is possible through understanding the process (Morgan and Smircich, 1980). Social constructionism is an approach which accepts assumptions including, understanding which is viewed critically; considered historically and is culturally relative; constructed through social processes; and which contributes to social action (Burr, 2015). This view posits that our social and psychological worlds are constructed through thought based in language, and, as such, language is a form of social action (Burr, 2015). Indeed, the focus of social constructionism is social practices, processes and interactions (Burr, 2015).

As a TEP working within educational contexts, the researcher recognises that social contexts contribute to social discourses, professional practice landscapes and consideration of individuals with particular needs. Bronfenbrenner (1979) acknowledges the influence of social systems at different levels on individuals through the eco-systemic approach. Within Educational Psychology, the social-constructionist paradigm predominates and is operationalised through practice such as consultation (Wagner, 2000). Such approaches focus concerns away from a 'within child' approach to consideration of wider systemic influences.

Considering the influence of a social-constructionist interpretivist approach on the current research, the researcher considers that "the task of the researcher is to understand the multiple social constructions of meaning and knowledge", whereby participants play a role in constructing reality with the researcher (p. 24, Robson, 2011). Where constructionism "indicates a view that social properties are constructed through interactions between people, rather than having a separate existence" (p.24, Robson, 2011), the researcher brings this view to the process.

3.2.3 Underpinnings of the current research

For the purposes of this research, a relativist ontology and a social-constructionist interpretivist epistemological stance was taken. Such an approach was considered to respond to the aim of the research in different ways. Whilst recognising the shared LA context of school organisations, the research called for an approach which acknowledges the perspectives of individual practitioners as shaped by the organisations in which they practice. It also called for an approach which acknowledges the multiple perspectives of practitioners across these diverse social organisational worlds.

Literature pertaining to the research aim of how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue reflects a social-constructionist dominance. In particular, the literature reflects the role of school organisational cultures in supporting SEMH, within psychodynamic, systemic, community and resilience frameworks, which reflect social constructionist underpinnings (Children Act, 2004; Daniels, 2006; DfE, 2011; Harris, 2008; Lauder, Burton, Roxburgh, Themessl-Huber, O'Neill and Abubakari, 2010; McLaughlin, 2008; McLaughlin and Clarke, 2010; Roffey, 2013; 2015; Vostanis, Humphrey, Fitzgerald, Deighton and Wolpert, 2013). Research on SEMH focuses largely on intervention evaluation through a range of methods (DfE, 2011; Lendrum, Humphrey and Wigelsworth, 2013; Wolpert, Humphrey, Belsky and Deighton, 2013), and briefly on staff experiences of supporting SEMH employing phenomenological and grounded theory approaches (Partridge, 2012; Salter-Jones, 2012).

An understanding of how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue, at a socio-cultural process

level, is not reflected in the literature. At a time when EPs and schools have an important role (DfE and DoH, 2015), understanding the social processes in secondary school organisational contexts and the way in which meanings are co-constructed in these community cultures requires a relativist and interpretivist stance.

3.3 Methodological framework

The methodological framework for the current research is outlined before the design is detailed. Methodology can be considered as a bridge between philosophical perspective, or ontology and epistemology, and methodological design (Hesse-Biber and Leavy, 2011).

The current research is exploratory in nature and a qualitative methodology with a flexible design was employed which drew on characteristics of such designs. Robson (2011) proposes that rigour; emergent understandings; evolving design; multiple realities and researcher as the 'instrument' of data collection are central to flexible designs. The exploratory nature of the research, founded in a social-constructionist epistemology, required a flexible methodology suited to capturing diverse perspectives within varied socio-cultural contexts.

3.3.1 Grounded theory and ethnography: background and overview

A brief background and overview of grounded theory and ethnography are considered, to contribute to the rationale for the approaches employed in the current research, which are then explicated further below.

3.3.1.1 *Grounded theory: an overview*

Grounded theory is rooted in symbolic interactionism, which posits that society is shaped by shared meaning from social interaction. Grounded theory provides an approach to data analysis and research strategy in which researcher subjectivity is acknowledged (Robson, 2011; Starks and Trinidad, 2007). It “seeks to generate a theory which relates to the particular situation [which] is ‘grounded’ in data obtained [...], particularly in the actions, interactions and processes of the people involved” (p.146-7, Robson, 2011) that supports intervention development (Starks and Trinidad, 2007). In contrast to qualitative methodologies which take a linear approach, the iterative and concurrent processes of data gathering and analysis in grounded theory reflect a “common-sense approach” to making sense of complexity (p.148, Robson, 2011). This approach reflects human enquiry, learning and problem-solving. As data is analysed, collections of meaning are incorporated into subsequent interviews and comparisons continually made with new data until saturation is reached (Starks and Trinidad, 2007).

Grounded theory is an abductive approach. As such, contrary to deduction which involves subsuming new ideas into pre-existing notions, and to induction which involves making generalisations from a probable rule, abduction involves an assembling of features based on interpretation (Reichertz, 2007). Ordering and representing data in this way enables the creation of a new and abstract order, where justification of the new order which is oriented to future action relates to its usefulness (Reichertz, 2007). A search for order is provisional and the end point of the search is ‘meaning creating rules’ or verbal hypotheses (Reichertz, 2007).

Traditional grounded theory can be considered as comprising Glaserian and Straussian approaches. What has become known as the Glaserian approach originated with the

seminal text of Glaser and Strauss (1967). This approach is based in a sociological perspective and opposed 'a priori' deduction through hypothesis-testing (Glaser and Strauss, 1967; Robson, 2011; Starks and Trinidad, 2007). The proponents of grounded theory placed value instead on 'a posteriori' findings which are 'grounded' in data and experience. They argue that inductive theory generation is superior to deductive methods and advocate the 'discovery of theory', which is stable and empirically generalizable, from systemically obtained and analysed data (Glaser and Strauss, 1967). The Straussian approach developed from the work of Corbin and Strauss following a disagreement between the originators about methodological processes and the adaptation focused on technical procedures. Whilst Glaserian methods are said to provide guidelines for qualitative research and focus on reflection, choice and action, Straussian methods are pragmatic and emphasise processes, actions and meanings (Charmaz, 2003).

Charmaz propounds a third approach which will be termed constructionist grounded theory (Charmaz, 2003, 2006, 2008). Charmaz argues that Glaserian and Straussian approaches are rooted within an objectivist and positivist paradigm, since they assume a reality to be discovered by a neutral observer, and emphasise decontextualized explanation and generality (Charmaz, 2003; 2008). She maintains that the entire research process, including its shaping and outcomes, do not enable discovery of an objective reality but is constructed (2003, 2006, 2008). The importance of local contexts, relativity and the influence of the researcher on the process are highlighted (Charmaz, 2008). Rooted within a relativist and interpretivist paradigm, this approach was reframed from constructivist to "grounded theory informed by social constructionism" (Charmaz, 2006; p.398, Charmaz, 2008). A social-constructionist approach, (1) assumes reality is multiple; processual and constructed under particular conditions; (2) maintains that the

research process emerges from interaction; (3) accounts for researcher and participant positionality and (4) argues that both are involved in the co-construction of processes, data and categories (Charmaz, 2008). This approach advocates flexible guidelines, creativity and responsiveness to the context of the research. Figure 3.1 presents the key principles which are common to grounded theory.

- *Theoretical sampling* (purposive sampling of participants based in theoretical relevance and seeking to fill gaps in developing conceptual understanding)
- *Iterative process of data collection and analysis* (early data analysis contributes to developing understanding and guides further data collection)
- *Analysis through coding and category development* (open codes including 'in vivo' labels using participant terminology, focused coding using conceptual level labels, theoretical coding which considers category relationships)
- *Constant comparative methods* (involving continual comparison between data, codes and categories to contribute to emergent conceptual level analysis)
- *Memo-writing* (recording of thoughts and ideas throughout as a tool to dialogue with the data and serve as an audit trail for the analytic process)
- *Theoretical saturation* (data continues to be collected and analysed until no new category-level understanding is derived from the data)

Figure 3.1: *Commonalities in grounded theory approaches*

Note: from Charmaz, 2003; 2006; 2008; Glaser and Strauss, 1967; Robson, 2011; Starks and Trinidad, 2007

There has been much discussion within the grounded theory community about the place of the literature review. Early approaches argue against it and suggest that ideas may lead to neglect of emerging understanding or forcing this understanding into pre-existing concepts (Glaser and Strauss, 1967). Later approaches consider it to be part of the research process (Charmaz, 2006). Supporters of this approach argue that early access to the literature may contribute positively by providing lenses to view material through, and enabling associations and critical reflection, whilst also enhancing awareness of prior knowledge in a creative and pragmatic approach (Thornberg, 2012). However,

theoretical agnosticism and pluralism are advised alongside a critical stance to this knowledge, to remain open to new ideas (Thornberg, 2012). The approach that the current research takes to the place of the literature review is outlined and justified in the relevant section below.

3.3.1.2 *Ethnography: an overview*

Ethnography is an approach to writing about, being with and theorising about people (Madden, 2010). It is rooted in social anthropology and relates to cultural relativism.

Ethnographic research “seeks to capture, interpret and explain how a group, organisation or community live, experience and make sense of their lives and the world” and to portray the culture and structure of social groups (p.79, Robson, 2011). It enables understanding of a group with shared culture through study across and within groups (Madden, 2010; Robson, 2011). The group boundary is defined by the researcher, for the purpose of the research, to consider the customs of a geographical or social space, indeed, “ethnographic fields *do not exist* beyond the imaginings of the ethnographer” (p.38, Madden, 2010, emphasis in original).

Ethnographic approaches provide a means of gaining a deeper understanding of multiple perspectives in interactions (Miller, Hengst and Wang, 2003). They acknowledge that understanding “shared cultural meanings of behaviour, actions, events and contexts of a group” are central to understanding it (p.144, Robson, 2011) and combine inductive and deductive approaches, through the researcher gaining understanding from experience, whilst guiding research by testing theories generated in a recursive process (Madden, 2010). The ethnographer can be considered as both researcher and ‘research tool’ (Madden, 2010).

Traditional approaches require long term researcher immersion and acceptance within the group. This enables understanding of the culture from the perspective of those within in terms they use (Robson, 2011). The task of the researcher is to learn about the culture and seek to understand the world as they do (Robson, 2011). Approaches include 'mini-ethnographies' or 'short-term' ethnographies which may involve shorter multi-site foci on a particular aspect of a culture (Madden, 2010; Robson, 2011). Such methods may draw on a variety of data-sources.

3.3.2 Rationale for approaches employed in current research

Given the purpose of the research, a social-constructionist grounded theory methodology with ethnographic components presented as appropriate. An overarching grounded theory approach was taken in carrying out the current research with elements reflecting a 'mini-ethnography' (Robson, 2011). Ethnographic and grounded theory approaches are compatible (Charmaz, 2006; Charmaz and Mitchell, 2001; Glaser and Strauss, 1967). The aim of constructionist grounded theory ethnography, to "seek detailed knowledge of the multiple dimensions of life within the studied milieu and aim to understand members' taken-for-granted assumptions and rules" (p.21, Charmaz, 2006) fit the aim of the current research.

3.3.2.1 Rationale for use of a social-constructionist grounded theory approach

Grounded theory, and in particular, a social-constructionist grounded theory, was deemed appropriate for the reasons explicated below.

Grounded theory was deemed suitable for the research aim for various reasons. Firstly, the research sought to develop a conceptual understanding and contribute to external agency intervention to support SEMH. The second reason relates to the goal of

capturing the complex, dynamic and interactional social processes and grounded theory enables dynamic analysis and exploration of “individual processes, interpersonal relations, and the reciprocal effects between individuals and larger social processes” (p.83, Charmaz, 2003). Thirdly, the researcher considered it important to recognise their prior experience and understandings in approaching the research topic. A fourth reason reflects the role of the researcher, who, as an educationalist, related to the methodology as reflecting typical sense-making of complexity, in which making sense goes beyond description to interpretative analysis. Fifth, the clear guidelines and methodological rigour appealed to the researcher, in view of the above, whereby grounded theory recognises the necessarily subjective nature of qualitative approaches, within a rigorous approach. Further, it is an established methodology for research related to SEMH, including, supporting vulnerable populations (Dearden and Miller, 2006), and understanding both intervention effectiveness (James and Leyden, 2008) and staff experiences of supporting well-being (Salter-Jones, 2012).

Social-constructionist grounded theory presented as well-suited to the current research. This approach not only reflects the epistemological stance of the researcher, but the researcher also considered it important to acknowledge their involvement in the local contexts. In addition, the researcher valued acknowledgement of the contribution of prior ‘sensitising concepts’, which serve as helpful ‘points of departure’ to shape all aspects of the research process (Charmaz, 2003). Indeed, the researcher acknowledges the role of her interests and assumptions throughout the research process and agrees that, “we are part of the world we study and the data we collect [...] *construct* our grounded theories through our past and present involvements and interactions with people, perspectives, and research practices [...] any theoretical rendering offers an *interpretive* portrayal of the studied world, not an exact picture of it”

(p.10, Charmaz, 2006, emphasis in original). A further reason for the use of a social constructionist approach was that imposed time constraints on research completion posed potential difficulties in attaining 'theoretical saturation' for the single conceptual category advocated by traditional approaches. Finally, the researcher felt flexible guidance would be practical in view of unforeseen factors.

In line with a flexible social constructionist approach to grounded theory, the current research employs a two literature review approach. In consideration of the abovementioned debates in the placing of the literature review, this approach reflects a view that an early review of the literature can contribute positively to the research process, in line with Charmaz's approach (2006, 2008). The rationale for this approach reflects recognition of the abductive approach and the potential for creativity and critical reflection (Reichertz, 2007; Thornberg, 2012). A first review of the literature was conducted prior to data collection and analysis for the purpose of contributing sensitising concepts and ascertaining the knowledge base in the extant research literature, whilst also maintaining openness to new ideas in approaching data (see Chapter Two for the first literature review). A second review, which was conducted after data analysis and initial formulation of new conceptual ideas or emergent theory, served to allow the researcher to determine correspondence between emergent theory and the existing literature (see Chapter Five for the second literature review).

To summarise, a social-constructionist grounded theory acknowledges the contribution of prior understandings and involvement, and provides flexibility, creativity, integrity and methodological rigour, to bring conceptual understanding of the social processes of how staff engage in thinking and talking about SEMH.

3.3.2.2 Rationale for use of ethnographic components

Ethnographic elements comprising a 'mini-ethnography' (Robson, 2011) were employed alongside the social-constructionist grounded theory approach for the reasons below.

Ethnographic components were considered by the researcher to enhance the research aim by contributing an understanding of the organisational culture from which staff participants spoke. The main purpose was to provide a contextual basis for understanding and aid the meaning-making of the researcher by considering participant thoughts and talk about SEMH in the context of their organisational cultures, where such information may illuminate subtler processes than interview.

An exploration of organisational culture was incorporated into the current study using ethnography for various reasons. First, ethnography is compatible with social-constructionist grounded theory. Second, organisational culture studies are influenced by ethnography and fall within an interpretivist paradigm (Jung, Scott, Davies, Bower, Whalley, McNally and Mannion, 2007). Third, ethnographic approaches have been highlighted as enabling an understanding of organisational culture (Schein, 1996). Fourth, a range of approaches may be used, including a focus on predefined dimensions and more emergent approaches (Jung et al., 2007). Fifth, ethnography will further ground theoretical findings in context and enhance data interpretation.

In sum, the researcher considered it important to gain an understanding of the organisational culture, through considering its practices, values and processes using ethnography to support sense-making in line with a social-constructionist approach.

3.3.3 Alternative methodologies considered

Alternative exploratory methodologies with a qualitative approach and flexible design were considered. Methodologies deemed inadequate, with the rationale for their non-selection, are outlined.

Interpretive phenomenological analysis (IPA) was briefly considered. IPA is based in phenomenology, which enables a rich comprehension of embodied experience (Starks and Trinidad, 2007). It emphasises sense-making, and seeks to explore how individuals make sense of their worlds and provide insight into the meanings that lived personal experiences or events have for them (Starks and Trinidad, 2007; Smith and Osborne, 2003). It was not considered appropriate, for the main reason that the research aim does not suggest a primary focus for lived experience or individually construed perceptions of a phenomenon. Further, staff experience of supporting CYP with SEMH needs is represented in the literature using IPA (Partridge, 2012).

Thematic analysis was briefly considered as a flexible alternative. It provides a method for identifying and analysing repeated patterns of meaning, and can enable organisation, description and interpretation of data (Braun and Clarke, 2006). It is commended for its flexibility, breadth and option of description or interpretation yet these strengths are also recognised criticisms (Braun and Clarke, 2006). The researcher considered thematic analysis too broad and simplistic, lacking clarity in epistemological foundations and insufficiently interpretive. Further, it was not considered sufficiently suited to meet the purposes of the current research.

Qualitative analysis is necessarily subjective as the researcher is the instrument of analysis (Starks and Trinidad, 2007). Rigour in phenomenology is assured through reflection, honesty and vigilance relating to researcher influences (Starks and Trinidad,

2007). However, both IPA and thematic analysis present concerns around subjectivity of interpretation resulting in possible bias to the findings and do not appear sufficiently purposeful (Braun and Clarke, 2006; Giorgi and Giorgi, 2003; Smith and Osborn, 2003). These methods do not fulfil the research aims.

Discourse analysis was considered at some length. It enables consideration of the role of language in constructing social reality, by reflecting social, cultural and political contexts and shaping activities, identities and relationships (Starks and Trinidad, 2007). The focus of discourse analysis is how individual, social and political goals are achieved through language use, as the means by which reality is understood and constructed, and available social roles are defined and enacted (Starks and Trinidad, 2007). It illuminates the way different groups participate in, appeal to, or are influenced by particular discourses (Starks and Trinidad, 2007). It aids clinicians, interventionists and policy-makers in influencing outcomes by understanding how social norms, identities and interactions develop and are maintained, through exploring how knowledge, meaning and identities are negotiated and constructed to achieve goals (Starks and Trinidad, 2007). Foucauldian discourse analysis indicates positions and their implications for experience, illuminates the relationship between the discourses and social organisational structures which validate and are validated by them and elucidates thoughts, feelings, actions and the conditions of experiences (Willig, 2003). Argument coherence determines credibility (Starks and Trinidad, 2007).

Discourse analysis was not considered to provide the depth warranted by the current research. Whilst the research relates to the social functions of discourse and discourse analysis attends to explicit language and its functions, the current research requires a

deeper understanding. The method was deemed to lack capacity to reflect the deeper emotional and relational aspects indicated in the literature.

Grounded theory has the advantages, in comparison to other qualitative methodologies, of a flexible systematic and coordinated research strategy, and explicit procedures for data analysis and conceptual results (Robson, 2011). It has the capacity to capture the social, interactional and processual elements recognised by the researcher as holding value and was compatible with supportive ethnographic components to fulfil the purposes of the research.

Alternatives to ethnographic approaches to gain a perspective on organisational culture were considered only briefly. A range of approaches exist to consider organisational culture (Jung et al., 2007). However, due to the ontological, epistemological and methodological compatibility of ethnographic approaches with grounded theory, ethnography was considered appropriate. Methods based in opposing paradigms were not appropriate, and ethnographic tools grounded findings in organisational cultural contexts to support sense-making.

3.4 Process of data collection and analysis

The diagram in Figure 3.2 gives an overview of the research process, to orientate and guide the reader. It illustrates how relevant elements are integrated. The diagram shows the influences on the research as well as the research process.

Having provided this overview, specific methodological procedures are set out below, beginning with participants and then detailing data collection and analysis.

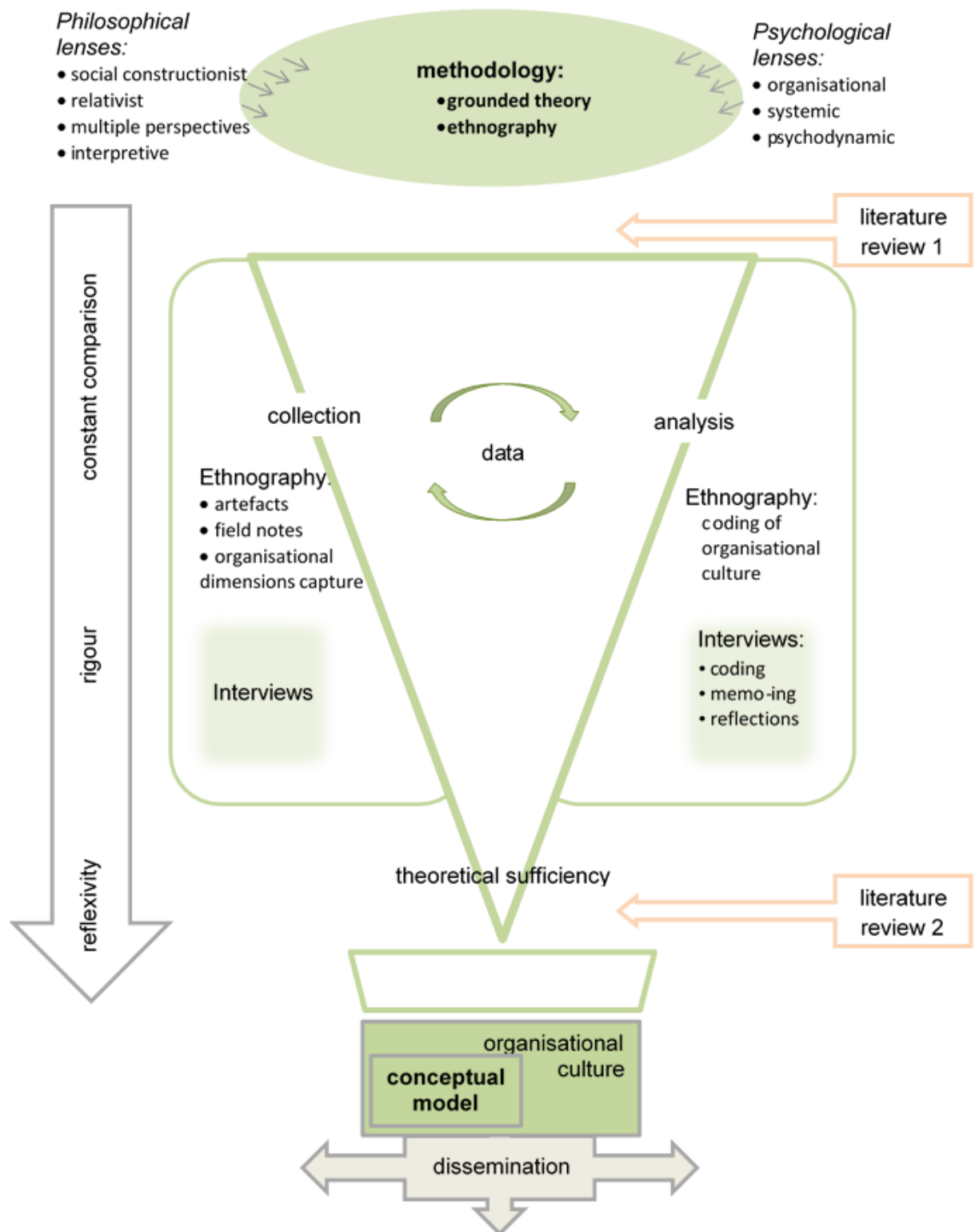


Figure 3.2: Visual overview of the research process

3.5 Participants

The participants were four adult practitioners with a key role in SEMH from four participating schools. Participant role and school information is presented in Table 3.1. All participants were female. The length of time participants had held their roles was for an average of approximately five years and ranged from two and a half to eight years. This relates to a total of twenty-one years of experience of the role between them. The length of time participants had been employed by the schools was for an average of nine years and ranged from two and a half to sixteen years. Participant backgrounds related to various combinations of teaching, pastoral, leadership and SEMH, and some had specialist or SEN experience. All schools included provision for CYP aged from eleven to nineteen years of age. Three of the four schools were smaller than the broad average size for secondary schools in terms of CYP on roll.

Table 3.1: *Participating practitioner and participating school information*

Participant practitioner role	School size, type and location (small relates to fewer than 1000 pupils)
Management/leadership coordinator and SENCo	Small/below average size, school, urban location
Management/leadership coordinator and SENCo	Small/below average size, community school, rural environment
Coordinator and SENCo	Large/above average size, academy school, fairly urban environment
Management/leadership and SENCo	Small/below average size, community school, highly urban environment

Further information relating to the selection of participating schools and staff practitioners is detailed in the following sections.

3.5.1 Participating schools

Participants were initially sought from between five and eight participating schools. The reasoning for the number of participant schools sought related to staff participant numbers, as well as practicalities and research usefulness. The researcher considered that between a fifth and a third of the pool of potential schools represented reasonable expectation for interest, an appropriate number for flexible theoretical sampling and to contribute a meaningful analytical interpretation. The lower number was based in possible recruitment of further participants from each school and the upper number allowed flexibility for dropout and lack of consent.

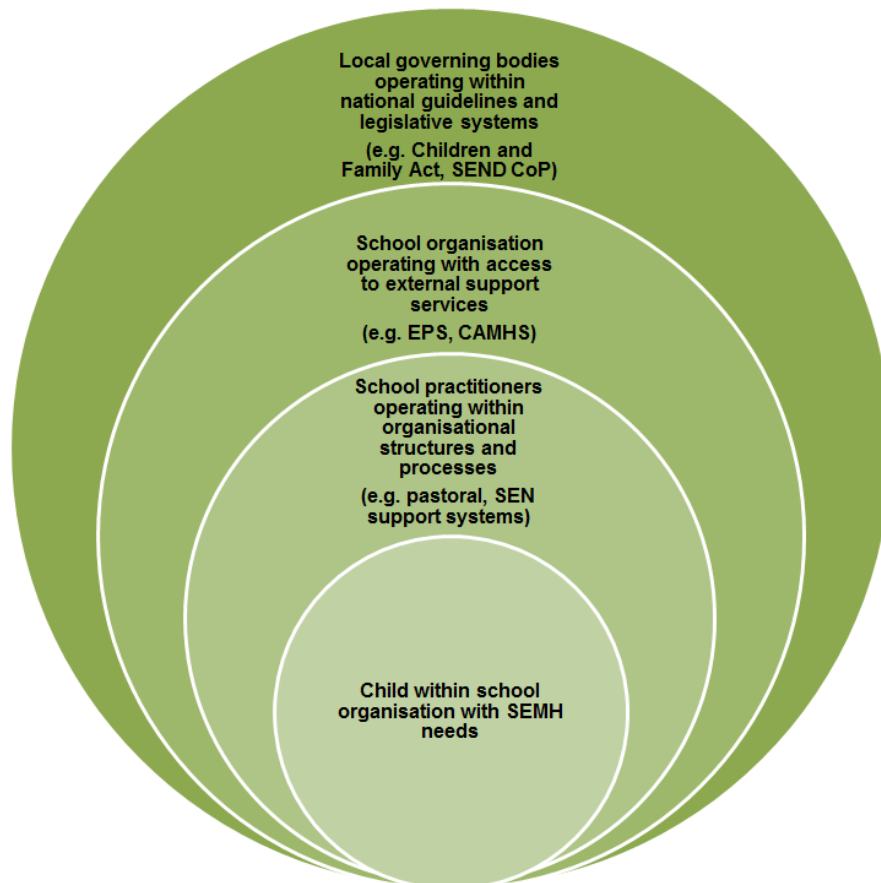


Figure 3.3: *The shared systemic framework of participating schools*

Grounded theory approaches have potential for greater generalisability than other qualitative methods (Charmaz, 2003). The shared systemic framework, in Figure 3.3,

reflects the way in which the researcher ensured that participating schools would share a context. The diagram reflects the broad LA context from within which the researcher would situate and firmly ground meanings, assumptions and processes. Inclusion and exclusion criteria for participating schools are presented in Table 3.2. Shared systems include LA implementation of current national guidelines and legislative systems, including SEND guidelines and Safeguarding procedures, and external agency access pathways including EPS and CAMHS. Clear inclusion and exclusion criteria were defined and justified in order that participating schools were operating within this shared LA context.

Table 3.2: *Inclusion and exclusion criteria for participating schools*

School inclusion criteria	School exclusion criteria	Rationale
Any mixed gender secondary settings and academies for CYP from Year 7 up to and including Year 14	Non-local authority maintained secondary settings	Schools meeting this inclusion criterion acknowledges the shared LA context and systems relating to SEMH for this age group. Schools meeting the exclusion criterion do not share this context
Schools currently or previously involved and not involved in TaMHS, where, as part of this, schools had been offered whole-school mental health training and joint EPS-CAMHS staff consultation groups	Single-gender schools	Schools meeting this inclusion criterion acknowledges the shared LA context and systems relating to SEMH for this gender group. Schools meeting the exclusion criterion do not share this context

Conducting the research in one school was considered, however, the researcher decided that understanding several contexts would enhance the usefulness of the research. Indeed, Charmaz (2006) notes that grounded theory ethnographers likely move across contexts to gain a full understanding of the process in question. Thus, ethnographic elements were considered to enhance the sense-making and grounding of perspectives from multiple organisational cultures, by contributing an understanding of the specific organisational contexts from with which participants were making sense.

Without this component, the researcher considered that it would be difficult to determine influences of the organisational context shaping their views.

3.5.2 Participating practitioners

Eight to ten participating practitioners were initially sought from the schools. This number was considered practicable, within time and capacity constraints, for sufficiently meaningful findings and the researcher was also open to the possibility of a smaller number of participants. Grounded theory research studies typically report sample size upwards from ten (Starks and Trinidad, 2007). However, grounded theory does not require a pre-defined sample size but cessation of data collection when theory is sufficiently developed, although a problem of grounded theory is judging when 'saturation' is reached (Robson, 2011). Charmaz (2006) suggests terminating data collection on achieving: rich and sufficient data about individuals, processes and settings to understand and portray the full range of contexts; detailed descriptions of a range of views and actions; illumination of aspects beneath the surface; multiple views of a range of actions; the development of analytic categories; and comparisons between data sufficient to generate and inform researcher ideas (Charmaz, 2006). Dey advocates "theoretical sufficiency" instead of saturation and argues that categories may be "suggested", instead of saturated, by the data (Dey, 1999, p.257). Charmaz (2006) recommends that being open and willing to struggle with the data serve as protection against analysis which is superficial or excludes possibilities.

Participant selection was based on evidence from the literature, local knowledge and professional insight. Research highlights a need for understanding the secondary school context in relation to individual attitudes, confidence and perceptions of SEMH, as well as a need to work with management to consider systemic connections, school

environments and collaborative working (Armstrong and Hallett, 2012; Daniels, 2006; Kendall, 2014; Kidger et al., 2010; Lendrum, 2013; Pillay, 2013).

Professional role groups considered relevant to SEMH are represented in Figure 3.4, including roles internal, bridging and external to the school organisation. Participant practitioners were sought from the bridging role group. The rationale for selecting participants from this group was based in an awareness that these staff are positioned with insight into the internal organisation and links with external agencies. The researcher considered they may bring a missing meta-perspective to how staff engage in thinking and talking about SEMH, whilst illuminating external agency relationships, to guide understanding for intervention at multi-systemic levels.

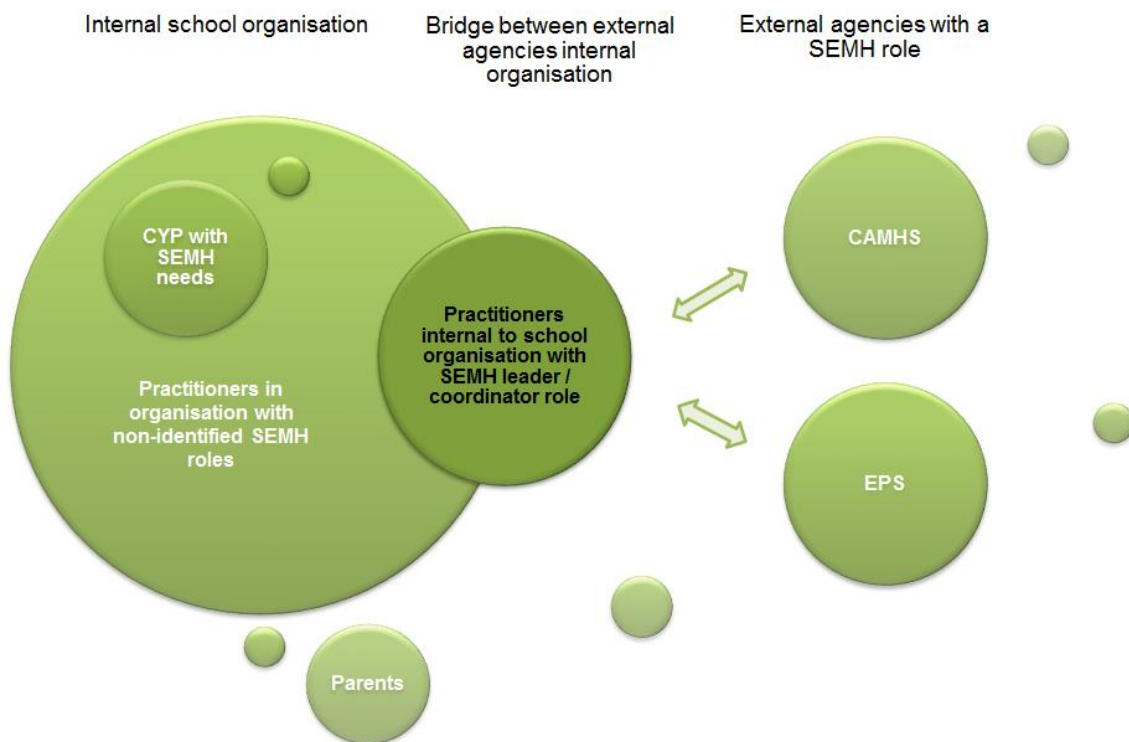


Figure 3.4: *Internal, bridging and external groups*

Participants were invited from, and limited to, particular roles with the aid of a structure chart of possible roles (Appendix C). From each participating school, the initial focus was a member of senior management holding a leading or coordinating role in SEMH,

drawn from the highest level of the role systems chart. This was based upon the rationale that their role was likely to be a bridging role. Also, participants from this group were likely to be knowledgeable and accountable in relation to SEMH issues, interested in sharing their views and in a position to enable insight into how staff engage in thinking and talking about SEMH.

Table 3.3: *Inclusion and exclusion criteria for participating practitioners*

Participant practitioner inclusion criteria	Participant practitioner exclusion criteria	Rationale
Practitioner member of school staff, who holds a leading or coordinating role in SEMH.	Practitioners who have been in post for less than a minimum of one year.	Practitioners meeting these inclusion criteria were considered sufficiently established and appropriately placed in the school context. Those meeting the exclusion criteria were deemed not appropriately placed and less able to reflect on their experiences.
Practitioners who are employed as school staff based on site as employees of the school organisation.	Practitioners not employed as school staff, such as visiting EPS and/or CAMHS practitioners or others based on-site but not school employees.	Practitioners meeting this inclusion criterion were deemed to hold the previously defined 'bridging' role. Those meeting the exclusion criteria were not felt to hold this 'bridging' role in the school context.
Practitioners who have a defined role in relation to SEMH and/or regular contact with CYP with SEMH needs.	Practitioners who support SEN but do not hold specifically defined SEMH roles.	Practitioners meeting the inclusion criteria were felt to be sufficiently able to facilitate understanding due holding at minimum a partial bridging role. Those meeting the exclusion criteria were felt unlikely to hold an appropriate position.

Inclusion and exclusion criteria for participant practitioners were defined as set out in Table 3.3. Further, the literature refers to the contribution of management to whole-school help-seeking cultures, a need to explore ways to work with management to reduce stigma and enhance relationships, and the importance of management support for intervention sustainability (DCSF, 2003; DfE, 2011; Kendal, Keeley and Callery, 2014; Kidger et al., 2010). This role focus is also in recognition of previous TaMHS lead

professionals (DCSF, 2008) and recent guidance for schools to nominate a member of staff responsible for SEMH (p.42, DoH, 2015). Management practitioners were deemed likely motivated and positioned to bring positive change.

3.5.3 Recruitment procedures

Participant recruitment was by means of an initial purposive sampling strategy and was planned to include subsequent theory-driven sampling (Charmaz, 2003; Starks and Trinidad, 2007). Since the focus is on developing fit between data and theory, population representativeness was not sought in recruitment (Charmaz, 2003). Sampling was based in participant criteria in Table 3.3 and the procedures below.

The recruitment of potentially interested participants was undertaken by sending an email to secondary school Link EPs and requesting that they nominate at least one potentially interested or accessible school. They were asked to provide details of a Head Teacher or delegated management representative. In line with guidance (Altheide and Johnson, 1994), access was gained into the organisation by seeking a familiar contact. Nominated contacts were telephoned and information was sent by email to schools that expressed an interest in considering the invitation with reference to written information. A telephone discussion was also offered to interested Head Teachers or delegated representatives at specified time slots. A trusting relationship was sought through telephone and email contact during the follow-up contact during the recruitment process. It was made clear that the researcher was involved in a research capacity and a distinction between TEP and researcher roles was maintained. The Head Teacher or delegated representative was asked to nominate a potential participant from the five leadership subsystems outlined in the structural systems participant chart included in the information sent.

Once consent had been obtained from the Head Teacher or delegated representative and a member of staff had been nominated, arrangements were made to meet with the participant for an interview conversation. Informed written consent for school staff participation was gained. Participant information sheets, consent forms and example recruitment emails can be found in Appendices D to I. Some participants were self-selecting, insofar as some EPs identified the SENCo as the initial contact, who also held a management role, who was also interviewed. In this case, the researcher invited liaison between the contact and the Head Teacher, to ensure their informed consent. The researcher asked the contact to copy the Head Teacher into emails to ensure their involvement and the option of contact with the researcher during the process.

In recruiting schools, the researcher planned for flexibility within the research process in view of the principles of theoretical sampling and theoretical sufficiency. Theoretical sampling involves purposeful data collection to refine key categories and emergent theory, by “seeking pertinent data to *develop* your emerging theory”, including experiences, events or issues to elaborate upon and refine conceptual categories (Charmaz, 2003; p.96, Charmaz, 2006, emphasis in original). A participant schedule was developed to aid recruitment management by allowing the researcher to withdraw the invite to participate in the case that further data was no longer required and to ensure clarity for potential schools by confirming them as confirmed or reserved, whilst also ensuring access to enough interested participants. Charmaz (2003) recommends theoretical sampling takes place once relevant issues and conceptual categories have begun to form and cautions against premature theoretical sampling. This approach is driven by a need to illuminate theoretical categories, elaborate meanings where variation presents and check that categories describe the quality of participant experiences (Charmaz, 2003). As participant recruitment developed in a less structured

approach than anticipated, confirmation was granted to consenting schools and practitioners as interest was confirmed and it was not necessary to inform schools of their status. However, the researcher maintained a record of contact with schools and prioritised those which were most interested before pursuing other schools previously contacted.

At the end of each initial interview, participants were asked to nominate a further member of staff and the researcher made it clear that these potential further participants may or may not be contacted dependent upon the sufficiency of data. Nominated participants included management, lead or coordinator roles. Data collection was terminated when theoretical sufficiency was reached (Charmaz, 2006; Dey, 1999). Theoretical sampling and further interviews with nominated participants did not form part of the present study due to developing theoretical sufficiency. The researcher considered, through the process of analysis outlined below, that the four interviews conducted contributed sufficient richness, depth and quality to the analysis to be considered as sufficient, whereby new theoretical constructs or insight no longer appeared.

3.6 Procedure: Data sources and analysis

Grounded theory “methods consist of systematic inductive guidelines for gathering, synthesising, analysing, and conceptualising qualitative data to construct theory” (p.82, Charmaz, 2003). The overall procedure, including analysis, followed the process delineated in Figure 3.5.

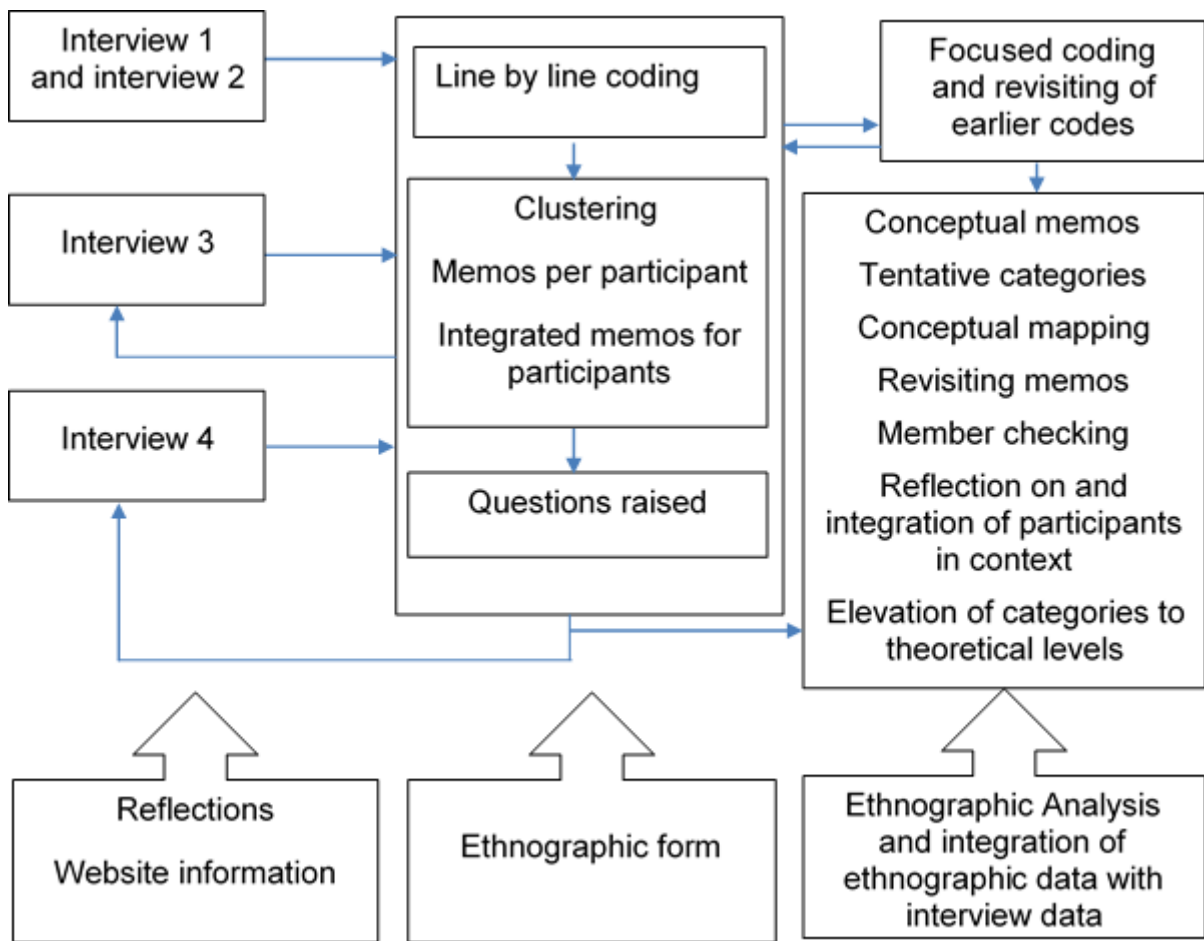


Figure 3.5: *The iterative process of data collection and analysis*

Figure 3.5 may help to orientate the reader to the iterative process of data collection and analysis which was employed during the current research. As indicated, initial analysis of interview data from the first and second interviews was carried out, including line by line coding, clustering and memo-ing. Questions raised from analysis of these early interviews informed the third interview. This third interview was conducted and data analysed in a similar way, whereby developing focused codes were continually adjusted, through the iterative process between data collection and analysis as increasingly conceptual level understandings emerged. This continued into the fourth interview, whereby earlier analyses informed this interview and developing understandings became increasingly conceptual. Memo-ing also became increasingly conceptual and, as tentative subcategories were reflected upon and ideas integrated,

checks were made between earlier understandings and new data. As conceptual categories were suggested by the data, the categories were gradually elevated to an increasingly theoretical level. Alongside this recursive process of interview data collection and analysis, and informing it throughout, were understandings from ethnographic data which contributed to later stage conceptual integration. Whilst the following sections set out the procedure in further detail, with data sources and analysis set out separately for readability, the reader may find it helpful to hold in mind the recursive nature of the process as set out in Figure 3.5.

3.6.1 Data sources

Data was gathered via two sources: individual interviews and mini-ethnography.

3.6.1.1 Interviews

Interview participants were selected and recruited through the criteria and procedures outlined above.

Individual interviews were employed in order to provide rich and diverse insight from multiple perspectives. Focus groups were briefly considered, however, the researcher considered this may inadequately capture some voices. Further, the potentially sensitive subject and eliciting personal, relational and political views, was considered as potentially contributing to difficult group dynamics which may interfere with the richness of data but also be detrimental to participants, in line with ethical considerations below. Qualitative researcher capabilities include grasping nuances, critically testing statement validity, and the importance of enabling interviewees to respond to interpretations, through clarifying and extending meanings, and seeking elaboration has been

highlighted (Brinkmann, 2007). The interviewing approach employed sought to grasp implicit meanings whilst simultaneously allowing participants a view on interpretation.

A semi-structured, open-ended question format with a conversational style, or 'intensive interviews', allow in-depth exploration and elicitation of participant experience by inviting detailed discussion and encouraging interviewees to express meanings and intentions (Charmaz, 2006). Question construction and interview conduct both contribute to achieving an appropriate balance between open-ended and focused interviews (Charmaz, 2006). Interview topics related to themes in relation to the research question to balance open and focused interviewing (Charmaz, 2006) (Appendix J). Broad initial interview questions were developed, based partially on a previously developed interview schedule (Kidger, 2010) and following grounded theory guidance (Charmaz, 2006) and proposed themes for subsequent interviews were also set out (Appendix J). Various prompts were developed for the purpose of "eliciting the participant's definitions of terms, situations, and events and try to tap into his or her assumptions, implicit meanings, and tacit rules" (p.32, Charmaz, 2006). Grounded theory requires that questions are partially determined by emerging analysis (Charmaz, 2003). As such, initial questions asked during the first and second interviews were adapted according to emergent understanding, focused on tentative hypotheses raised (Appendix J).

Interviews of up to an hour were planned and took place in school or community settings to enable deep insight in response to conversation prompts. Interviews were between forty-eight and fifty-nine minutes in duration and were recorded using a digital audio recorder. Interviews took place in participating schools at times deemed convenient by the participant and with due consideration for their availability to ensure no disruption to involvement with CYP or other duties.

3.6.1.2 *Ethnographic component*

Ethnographic data was variously sourced. Diverse data collection methods are considered acceptable in mini-ethnography and grounded theory ethnography, including documents and diagrams (Charmaz, 2006; Madden, 2010; Robson 2011). Charmaz (2006) notes the importance of useful, suitable and sufficient information about individuals, processes and settings to portray events and understand the contexts studied, with grounded theory ethnography prioritising the process studied. As such, data gathered focused on depicting relevant processes, to seek to enter participant worlds in order to fully understand and ground analytic findings in context. It was anticipated that this would contribute to finding a relationship between an 'emic' or internal to the participant view and an 'etic' or outsider researcher view (Madden, 2010). A three-tier model of organisational culture, to enable cultural analysis at different levels of observer visibility (Schein, 2004), comprises the elements in Figure 3.6.

- Artefacts – “all the phenomena that one sees, hears, and feels when one encounters a new group with an unfamiliar culture” (p.25)
- Espoused beliefs and values – “sense of what ought to be, as distinct from what is” (p.28)
- Basic assumptions – “the implicit assumptions that actually guide behavior, that tell group members how to perceive, think about, and feel about things” (p.31).

Figure 3.6: *Three-tier model of organisational culture*

Note: from Schein, 2004

The interconnected assumptions define the essence of the culture and in order “to understand a group’s culture, one must attempt to get at its shared basic assumptions and one must understand the learning process by which such basic assumptions come to be” (p.36, Schein, 2004). The current study employed a similar approach to a previous levels of culture approach, in which ethnographic tools enabled exploration of organisational culture (Heracelous, 2001).

Organisational dimensions capture:

Information to elicit shared cultural meanings within the organisation in relation to SEMH was sought. The purpose was to capture espoused beliefs and values within the organisational culture (Schein, 2004), in order to illuminate social processes around SEMH and enable meaning-making.

A form was devised to capture information to enable the researcher to define social positions, processes and interpretations within the organisation, developed from questions to prompt ethnographic inquiry (Charmaz; 2006; Charmaz and Mitchell, 2001) (Appendix K). This comprised a focus on predefined dimensions (Jung et al., 2007) whereby general espoused beliefs were sought in relation to the organisation, including, ethos, priorities and external supports. More fundamental beliefs about SEMH needs were sought also, through focusing on, where and how it focuses SEMH efforts, and notions of the purposes and valued outcomes of these efforts. The social systems were also a focus dimension, including, the roles and provision which may reflect these beliefs, and communications and processes which comprise interactional beliefs and values. Where diagrams may also be used (Charmaz, 2006), a visual representation of the staff system was sought, to elicit key roles, functions and activities, to map the social system in relation to SEMH.

The Head Teacher or delegated representative was asked to complete the ethnographic data capture form (Appendix K) and further ethnographic data was gathered through a range of sources as detailed below. The form was emailed to the contact professional who was asked to request that the form be completed by the Head teacher or delegated representative. They were asked to complete the ethnographic form. This form was gathered from the organisation during the same time period as the interview. Forms

were typically completed by the interview participant or the Head teacher. Three of the four forms sought were returned to the researcher.

Document artefacts:

Document artefacts relating to the organisation were obtained. Where, “extant texts can complement ethnographic and interview methods” (p.37, Charmaz, 2006), publically available or freely shared organisational artefacts included school website information and/or documents shared during research-related visits. This aimed to support consideration of the beliefs and values presented externally to contribute to understanding the organisational culture. One school shared a presentation for school staff and other schools did not offer artefacts.

Field notes:

Contextual observations and field notes, collected during all research-related participant school visits and interactions, reflected an emergent approach (Jung, et al., 2007).

Participant observation is an essential ethnographic component which may take place over time in different phases, and observation prior to interview may contribute to analytic material (Charmaz, 2006; Madden, 2010; Robson, 2011). Participant schools were observed informally during initial interaction with the Head Teacher or delegated representative and participant interviews. ‘Participant observation’ and ‘ethnographic gaze’ were employed, in which the researcher observes with all their senses to “use their whole body as an organic recording device”, to capture initial reactions and interpretations about the physical setting, descriptions of observed interactions with its members and participant interviews, as well as reflections (p.19, Madden, 2010).

Processes, scenes and language were noted, in line with ethnographic grounded theory guidance (Charmaz, 2006). This provided further artefact phenomena to understand

and make sense from encounters with the culture (Schein, 2004). Comprehensive field notes were captured by the researcher directly following each interview visit, including impressions, experiences and reflections related to the context and the interview.

Table 3.4: *Ethnographic data within the three level model of organisational culture*

Note: based on Schein (2004)

Level 1		Level 2	Level 3
Artefacts		Espoused beliefs and values	Basic assumptions of organisational culture
Type	Information gathered	Types anticipated	
Organisational dimensions capture (predetermined)	<ul style="list-style-type: none"> ethos, priorities and external supports beliefs about SEMH needs, focus of SEMH efforts and purposes and valued outcomes roles and provision, and communications and processes key roles, functions and activities 	<ul style="list-style-type: none"> Espoused beliefs Fundamental beliefs Social system Role functions Processes Scenes Language 	<ul style="list-style-type: none"> External adaptation issues Managing internal integration Reality and truth The nature of time and space Human nature, activity and relationships
Document artefacts	<ul style="list-style-type: none"> Website any shared 		
Field notes (emergent)	<ul style="list-style-type: none"> Reactions physical setting interactions reflections 		

Table 3.4 presents a summary of the ethnographic data captured, organised around Schein's (2004) three level model of organisational culture. It includes the types of ethnographic data, artefacts and information gathered via each source, as well as the associated higher level beliefs, values and basic assumptions about the organisational culture that were ascertained from each information source, through analysis.

3.6.2 Pilot

A small pilot study was carried out prior to the main study. It was conducted with a colleague with a psychology background who drew on their experience of various primary and secondary schools to consider the response of a secondary SENCo.

Piloting enabled the researcher to gain experience of the interview conversation process. It also prepared the researcher for questions which may arise in relation to the research purpose, ethical issues and follow-up questions. It proved helpful in refining interviewing technique, specifically in relation to prompting and seeking clarification of understandings. The questions were not subsequently changed, as the interviewee was not a secondary school SEMH senior management practitioner, but contributed to researcher understanding of how to refine the questions in an informal conversational manner to gain a fuller understanding of interviewee views.

3.6.3 Data analysis

3.6.3.1 Involvement and reflexivity

Within grounded theory and ethnography, reflexivity is a crucial part of the research process. Reflexivity poses an opportunity for the researcher to “rethink, ground, or justify their own decisions and to communicate the process of theory development” (p.519, Mruck and Mey, 2007). Reflexivity requires critical self-reflection of how social background, assumptions, positioning and behaviour influence the research process, and relates to immediate, dynamic and continued self-awareness (Finlay and Gough, 2003), and introspection and intersubjective reflection are variants of reflexivity (Finlay, 2002).

Grounded theory researchers acknowledge how they themselves, their interaction with participants and their contexts may influence the research from planning, to data collection and analysis, to writing (Mruck and Mey, 2007). It relates to a ‘reflective stance’, in conduct with and representation of participants (Charmaz, 2006). An audit trail provides a way to trace interaction with data and participants, and the contributing reflective writing, or memos, about the process facilitate critical meaning-making (Birks

and Mills, 2015). Thornberg (2012) refers to the principle of constant reflexivity and states that in acknowledging prior understandings, the researcher also acknowledges the importance of reflection upon underlying assumptions and analytic lenses. In ethnography, organisational responses to the researcher are data which reflect internal organisational aspects (Heracleous, 2001).

The researcher recorded their experiences and interactions during the research process. This provided a catalyst for the researcher to explore and interpret emergent meanings between researcher, participant and context.

On a personal level, the researcher necessarily brings personal and professional experiences to the research process. The reader may wish to consider these areas to make an informed judgement about the influences the researcher brings to the present study. A previous role supporting CYP with SEMH needs in a challenging secondary school and liaising with school staff, some of whom also presented with SEMH needs, led the researcher to wonder at possible connections. Subsequent roles supporting EPs implementing the TaMHS initiative inspired curiosity about the systemic role of EPs in enabling schools to build resilience and work with families, but also developed a curiosity about varying levels of engagement amongst school staff leads. Noticing language in relation to MH, across both personal and professional domains, which brought discomfort led to personal and professional wondering about possible discomfort experienced by adults in relation to the topic. Where language reflects thought, the researcher came to wonder about possible stigma. Indeed, experiences across personal and professional domains led to the researcher feeling equally heartened, perplexed and concerned at the varying language used in relation to inclusion and MH.

3.6.3.2 Interview data analysis

Interviews were transcribed by the researcher to allow her to begin to engage with the data. Researcher transcription of interview data is recommended, as the process is said to facilitate understanding of subtle nuances in language and meanings (Charmaz, 2003).

MAXQDA-12 data analysis computer software was used to analyse the data. The software provides tools for storage, management and analysis of qualitative data. It provided the researcher with a means of organising elements of data to help the researcher make analytic sense of it. MAXQDA-12 was particularly useful during the initial coding stage of analysis and more traditional methods of analysis were used in later stages, as the researcher began to make sense of the data, as outlined below.

Interview data was approached in the stages of initial and focused coding, and conceptual or theoretical categories. Memo-writing also formed part of the process.

3.6.3.3 Coding

There are two phases of coding in grounded theory: initial coding and focused coding. Coding involves “categorising segments of data with a short name that simultaneously summarises and accounts for each piece of data” (p.43, Charmaz, 2006). Constructing codes brings order to statements as the researcher defines meanings to frame the analysis in an interactive and interpretive process.

Vast numbers of initial codes were captured. These were subsumed into 48 tentative focused codes before these were altered and 30 adapted focused codes were developed. These 30 adapted focused codes were subsumed into 11 conceptual sub-

categories which were then subsumed into 4 conceptual categories. These 4 conceptual categories were elevated into 2 emergent theoretical categories.

3.6.3.4 Initial coding

An initial phase of line-by-line coding was engaged in to provide the link with data collection and contribute to building analysis from the ground up. By analysing data line-by-line, the researcher considers material anew, whereby interpretation is distanced from both researcher and participant assumptions, thus forcing critical and analytic consideration (Charmaz, 2003). Fragments of data, including, words, lines and segments, and occasionally, 'in vivo' terms, are examined, with a focus on action to preserve fluidity of experience (Charmaz, 2006). MAXQDA-12 was used heavily during this stage of the analytic process to support with data fragmentation.

During this stage, each line was examined and named according to the actions or events represented, using active terms to focus on defining explicit processes. The researcher kept in mind questions relating to the process; conditions for its development and change; and consequences of it, as well participant thoughts, feelings and actions whilst involved in the process (Charmaz, 2003). The criteria of fit and relevance were aspired to, by constructing codes to reflect experience, and offering a relational interpretation between implicit and explicit process (Charmaz, 2006). The researcher remained open to theoretical possibilities whilst pursuing further direction and analysis. Code names remained tentative, were adjusted to fit data and changed as new data contributed to the analytic process. A coding example is shown in Table 3.5.

3.6.3.5 Focused coding

During the focused coding stage, the most significant or frequent initial codes are selected to “sort, synthesize, and organize large amounts of data” (p.93, Charmaz, 2003). This stage is therefore more directed, selective and conceptual than the initial coding stage, indeed, it requires judgement in relation to which of the initial codes make the most sense in terms of the developing analysis, and initial useful codes are tested and compared against data and other codes (Charmaz, 2003, 2006). This process brings form to the analysis and contributes to the continued comparison between experiences and interpretations by clarifying categories and the relationships between them (Charmaz, 2003). Charmaz (2003) refers to the ‘constant comparative methods’ at each level of analysis.

During focused coding, data was compared with data to find similarities and differences within and between interviews, and new experiences and interpretations were compared both to earlier ones and to developing conceptualisations, to contribute to emerging conceptual definition. Codes were active to focus on processes and gain sight of the processes involved whilst checking preconceptions. During the focused coding stage of analysis, MAXQDA-12 was found to be less helpful and paper-based analysis was conducted. This stage involved coding hard copies of transcripts with codes which seemed to the researcher to have the most significant contribution to the analytic process. These codes were either those which appeared frequently or which suggested particular analytic influence for making sense of the data as completely as possible.

3.6.3.6 Conceptual categories / theoretical coding

During this stage of analysis, it is recommended that decisions about which codes defined during previous stages serve to best capture the processes (Charmaz, 2003).

Codes specify potential relationships between codes at earlier stages of analysis and, as such, are integrative and are elevated to conceptual categories, which contribute to the developing theoretical conceptualisation (Charmaz, 2006). Conceptual categories “explicate ideas, events, or processes” and have “abstract power, general reach, analytic direction, and precise wording” (p.99, Charmaz, 2003). Questions relating to processes were again asked to elevate codes to categories. Categories may include discourse or theoretical definition of participant concerns and actions (Charmaz, 2003).

Table 3.5: *Coding example* (Initial coding not represented due to vast number of initial codes)

Raw data	Adapted focused coding	Conceptual sub-categories	Conceptual categories	Emergent theoretical category
<p>You can't shy away from it, you can't shy away from any of those topics, we have to, as a school, be aware that these kids are not perhaps as resilient as kids once were, and they don't always get the support from home. And so we all have to be very open and very aware, so that's just my own kind of, and I don't think any of SLT shy away from it, so we're all very open about it, and we're all aware that the children here, well children anywhere need support, sometimes, because actually nobody goes through life having it easy and at some point people crumble a bit, and obviously there are those children that have diagnoses as well, that they will take with them always and with those children its slightly different, so you're looking for strategies to help them. So we're just</p> <p>Quite open?</p> <p>Yeah, unless it's a child protection issue, then we wouldn't obviously you don't share that but we're relatively open, yeah. We don't shout that the child's self-harming from the roof tops but it would be, people would be aware that the child is facing difficulties and then encourage, praise them, don't harass them for homework, there's all sorts of different, depending on the individual.</p>	<p>Considering notions of shying away</p> <p>Wondering about influences on SEMH</p> <p>Defining clear roles / systems for SEMH</p> <p>Feeling SEMH affects us all</p> <p>Considering labelling</p> <p>Communicating mindfully</p> <p>Using collaborative problem-solving</p> <p>Relating to CYP</p> <p>Noticing the role of experience</p> <p>Focusing on MH terminology</p>	<p>Trying to find place for SEMH in schools</p> <p>Giving voice to SEMH</p> <p>Striving to make sense of SEMH</p> <p>Building supportive communication</p> <p>Responding to needs</p> <p>Having enough awareness</p>	<p>Bridging parts of self and other to include SEMH</p> <p>Giving voice to SEMH though communication</p> <p>Relating to SEMH as educators</p>	<p>Integrating a personal-professional identity for SEMH</p>

Categories were generated through a continued comparative approach, whereby comparisons were made between people, within people across time points, specific data with criteria for the category, categories with categories. Relationships between categories were sought in order to support consideration of them in relation to emerging theoretical conception, as the types of theoretical coding families invoked were influenced by earlier coding processes. During this stage, mapping and grouping focused codes, either through paper or spatial visual mapping, enabled the researcher to consider relationships between them. Negative cases, or those instances which did not fit in developing categories, were sought. In particular, this was helpful on occasion when the researcher experienced some similarity between categories and close examination of distinct processes was considered important.

3.6.3.7 Memo-writing

Memos include thoughts which capture comparisons, questions or future directions (Charmaz, 2006). Charmaz (2003, 2006) states that memo-writing serves as a crucial intermediary stage between data collection and drafting, since it prompts early analysis through writing about analytic ideas, from codes to categories, to enhance abstraction and diagrammatic clustering can serve as a useful tool to explore ideas. Memoing can enable clarification during early coding, as it “prompts you to elaborate processes, assumptions, and actions covered by your codes or categories [and] help[s] you to identify/define which codes to treat as analytic categories”, and is important in later analysis once categories are defined (p.102, Charmaz, 2003). Memoing existing associations serves to document researcher thought processes and theorising, whereby pre-existing concepts serve as “ideas, creative associations, and heuristic tools” (p.13, Thornberg, 2012). Table 3.6 presents a segment of a case-based memo written after

transcribing an interview to illustrate an example of how ideas began to develop through this early engagement with data.

Table 3.6: *Case-based memo*

Segment of a memo written after transcribing an interview

I felt that this participant had a grasp of some deeper issues of human complexity. She seemed in touch with herself and able to take different perspectives to adapt to the needs of others. I wondered about the influences of her personal and professional life on her understanding. She seemed to have reflected on her own experiences, to make sense of her understanding and difficulties staff might have in understanding CYP needs. I was struck by her confidence to have a go when she felt unsure about how to approach unfamiliar areas of SEMH and her openness to extend her learning. Perhaps reflection on her own experiences and learning helps her understanding of SEMH as well as her capacity to relate to CYP and support staff learning. A sense of how difficult it is for teaching staff came across yet there was a sense of collaboration and problem-solving, as well as a real sense of a team. I wondered at the role of external agencies in supporting her learning but got a sense that she feels what they do as a school isn't enough.

Memos were written from the transcription stage and throughout analysis, and began once the researcher began forming ideas about the material and possible categories. Initial ideas were recorded, and properties, assumptions and developing categories were sought to identify meanings. Memos became increasingly conceptual, as the researcher made sense of the data by recording ideas and relationships within data and understanding developed. Analytic properties and the processes within were included, as well as raw material included verbatim to evidence category definitions and ensure their grounding (Charmaz, 2003). Table 3.7 shows a segment of a conceptual memo to illustrate an example of the development of ideas.

Table 3.7: *Conceptual memo*

Segment of a conceptual memo written during analysis

Having pride in our contribution + Investing personally + Protecting ourselves + Approaching the unfamiliar = Managing emotions

Having pride in our contribution: Early interviews indicate participants enjoying successes. One practitioner indicates feeling proud about what the school does, including interventions and staff contributions, and pride about the difference they make for CYP is explicitly stated in a later interview.

Investing personally: A sense of some staff investing personally and being more than just the teacher appears in an early interview. A later practitioner identifies strongly with her role: she talks about caring passionately, staff going above and beyond and the importance of being in touch with one's feelings. The passionate care for CYP and staff alike, and the importance of staff believing in what they do, is reiterated in a later interview, confirming this personal investment as relevant for analysis.

Protecting ourselves: Early reference to experiencing difficult emotions in response to the experiences of CYP is subsequently built upon with explicit reference to finding the role emotionally draining. A later participant refers to her own frustration and one practitioner notes that teachers may experience frustration in relation to CYP. While one practitioner considers protecting oneself is impossible, another notes a need for staff to protect themselves, indicating self-protection from the emotional impact.

Approaching the unfamiliar: For one practitioner, there is a sense of staff fearing the unfamiliar and she indicates that high complexity is more straightforward than moderate complexity. Caution about not wanting to do harm or questioning ability appears for one participant, which links with earlier comments about the familiar feeling more manageable, and another notes not knowing where to begin or go next.

Pride, investment, protection and the unfamiliar are perhaps indicative of staff managing their emotions. In some circumstances, positive emotions seem connected with a sense of sharing success with others in and around the school. Whereas passionate care and investment seem associated with pride and effort, this brings difficult emotions such as frustration which seems to bring a need for self-protection or to hinder efforts in relation to SEMH. Reflection seems to play a role managing emotions.

Efforts were directed toward continued comparison between data, codes and categories. This comparative approach supported the accuracy of interpretation, by creating an audit trail, as well as enabling relationships and categories to be defined and integrated in analysis. Memos were recorded on Microsoft Word as this provided a more familiar system for the researcher and were enhanced by clustering of ideas (Appendix L).

3.6.3.8 *Ethnographic data analysis*

Ethnographic data may be organised and thematically coded to show relationships between themes to make meaning from it (Madden, 2010).

Organisational ethnographic data was analysed with reference to Schein's cultural levels of analysis across three organisational cultural levels of artefacts, espoused beliefs and values and basic assumptions (2004). Patterns and processes were sought within organisational data, whereby meanings were reflected upon to identify governing assumptions within organisational culture (Heracleous, 2001; Schein, 2004). Emerging organisational beliefs and values were considered to enable understanding of the network of assumptions across cultural dimensions of external adaptation issues; managing internal integration; reality and truth; the nature of time and space; and human nature, activity and relationships (Schein, 2004). Data was analysed by integrating all elements of ethnographic data Schein's levels of analysis basic assumptions using a prompt sheet, to facilitate a deep understanding during various stages of the grounded theory analysis. Prompt sheets for analysis can be found in (Appendix M).

Data from each interview conversation was viewed alongside organisational ethnographic data in order to enable sense-making of views within the organisational context. Further, a constant analysis is in line with the iterative approach, and text analysis can bring insight to contrasting actions and words (Charmaz 2006, Charmaz and Mitchell, 2001). As such, data from the organisational ethnographic form, artefacts and field notes approached this way enabled the researcher to grasp the particular organisational context of each participant. Example analysis is shown in Table 3.8.

Table 3.8: *Example of part of analysis of individual school ethnographic data*

relationships, including power distribution, interactions, contracting, authority, decisions and conflict	connections can be created and passed along, jokes and sharing of ourselves is possible, sense of pride, genuinely connecting, protecting from outside world, genuinely connecting and relating where efforts are CYP led <ul style="list-style-type: none"> Human relationships are genuine and meaningful. Power is shared, and decisions are made together and are forward-looking. Relationships are built and are important. Dynamics are easy and humorous but with distance and respect. Relationships are easy where purpose is shared. Interactions are meaningful. 	<ul style="list-style-type: none"> Field notes: reactions / ph setting / reflections Processes (field notes) See notes) Language (field note website/other)
The nature of time and space		
<ul style="list-style-type: none"> the nature of time, including orientation and planning, accuracy and pacing 	<ul style="list-style-type: none"> Time is not pressing but can be negotiated when it becomes more pressing. It can be made if this is important. It is not difficult to manage. The pace is easy and fluid and can move as needed by all. 	<ul style="list-style-type: none"> Website: impressions / acc language / reference to su Field notes: reactions / ph setting / reflections Processes (field notes) See notes) Language (field note website/other)
<ul style="list-style-type: none"> the nature of space, including relative distance, body language and interaction 	<ul style="list-style-type: none"> Space seems constrained, busy and personalised. Space can be negotiated. Body language feels open and confident. Relative distance felt overly formal initially but could be adjusted. The setting is a familiar, busy and active student hub, office papers, empty corridors, safe and protected from outside, sense of students hidden and formal seating 	<ul style="list-style-type: none"> Website: impressions / acc language / reference to su Field notes: reactions / ph setting / reflections Processes (field notes) See notes) Language (field note website/other)
Human nature, activity and relationships		
<ul style="list-style-type: none"> the nature of human nature, including what we 	<ul style="list-style-type: none"> Human nature is highly malleable and problem-solving is central. We can find ways to be rational but this is not detached from the emotional. Reference to emotional and social support. to well-being and to the role of form 	<ul style="list-style-type: none"> Website: impressions / acc language / reference to su Field notes: reactions / ph

A final analysis of all ethnographic data was subsequently undertaken after all interview data was gathered. Indeed, ethnographic data may provide a frame upon which to hang findings (Madden, 2010). Data was integrated at the end, to set grounded theory interview findings within the overarching ethnographic context of all organisations. Key words which the researcher felt best described each organisation were selected from prior analysis and were processed by a 'word cloud' internet tool to consider word frequency across organisations. This enabled the researcher to gain an overview.

3.7 Ethical considerations

A range of ethical considerations were borne in mind in conducting the current research. Prior to initiating research-related contact with potential participants, the national Concordat to Support Research Integrity (2012) was consulted and ethical approval gained from the Tavistock and Portman Research Ethics Committee (TREC) (Appendix

N). The research was conducted within Health and Care Professions Council (HCPC) ethical and professional practice (2015) and British Psychological Society (BPS) research guidelines (2010).

First, possible power differentials resulting from the TEP role were recognised. The researcher assured potential school and practitioner participants of her role in researcher capacity as distinct from her TEP role. Participants were assured that current and future relationships between LA and EPS would not be impacted by participation or non-participation; participation was entirely voluntary and it was possible to decline to respond to any interview question. Mindfulness of dual roles enabled the researcher to distinguish and manage boundaries.

Second, consent for involvement was sought from all involved. Written consent was sought from the LA EPS Principal Educational Psychologist (Appendix N). Informed written consent was obtained from the Head Teacher or delegated representative of participating schools and participant practitioners. They were invited to, ask questions prior to participation, opt to withdraw participation prior to or during the interview without expectation to justify their decision, and terminate participation within a specified timescale relating to data processing. Participants were informed of possible issues relating to emotional distress, as outlined below, prior to consenting to participate (Appendices D to I).

Third, the researcher ensured anonymity and confidentiality throughout the research process, which adhered to HCPC guidelines (2015), the Data Protection Act (1998) and Tavistock and Portman NHS Foundation Trust data protection guidance. Information from research-related activities was protected against risk of breach of anonymity and confidentiality as far as possible. Interviews were conducted in a private space within

school or community, as agreed with participants. Confidentiality was overruled only in the case of issues relating to safeguarding or malpractice. Anonymity was explained, with reference to information sheets and consent forms, whereby anonymised quotes would be shared (Appendices D to I). For this reason, examples of full transcripts are not available as part of this thesis. Data was processed and stored securely, anonymously and confidentially to ensure accuracy, adequacy, and lawful and fair usage for research purposes, and no link between participant and school or LA was possible with audio recording, transcript, observations, personal thoughts and feelings. Anonymity was assured in sharing findings within the EPS, LA and beyond. Participant names presented in Chapter Four have been replaced by pseudonyms.

Fourth, measures were taken to ensure duty of care, manage risk and protect the well-being of those directly or indirectly involved. Plans were made for interested schools were scheduled as confirmed or reserve schools with updates about potential participation to protect against disappointment where sufficient data was reached. However, this was not required as participant numbers were low, and invitation to interview was confirmed based on confirmed agreement to take part and participants were informed that nominated second participants may or may not be contacted, to manage expectations. Interviewees were considered likely to have high level awareness of vulnerable CYP; “those disadvantaged children who would benefit from extra help from public agencies in order to make the best of their life chances”, and to potentially include children in need, children looked after and those on the child protection register (DoH, DfEE and Home Office, 2000). Their emotional distress was protected, in recognition of involvement stirring emotional responses due to personal and/or professional experiences. Safeguarding procedures followed national (DfEE, 2013) and LA safeguarding guidance. In the case the researcher was concerned about risk to the

participant or others, such as CYP, due to safeguarding or malpractice, national (DfEE, 2013) and LA safeguarding procedures were adhered to, considered in supervision and confidentiality overridden. At the end of interviews, time and space was provided to debrief and provide support as appropriate. Consideration was given to difficult emotions arising during interview and participants were subsequently invited to share their thoughts and feelings to protect well-being. Issues were discussed where the researcher felt concerned in relation to safeguarding or participant well-being. Details of a LA support service information was shared and a researcher-developed information sheet was shared (Appendix O), following prior contact with the service about possible research participant contact. In the case of researcher concerns, the researcher offered to make contact with the participant in the days following the interview to ensure participant well-being.

3.8 Considering validity and methodological limitations

It is acknowledged that the grounded theory with an ethnographic elements approach has limitations; however, grounded theory holds considerable methodological rigour which is enhanced by ethnographic components.

Reliability and validity in qualitative research can be said to correspond to researcher responsiveness to the evolving study and to seek verification through a continued iterative process, which includes, methodological coherence; systematic, appropriate sampling for thorough understanding; triangulated or iterative data collection and analysis; theoretical thought and transferability by advancing theoretical understanding which is relevant to multiple situations (Kuper, Lingard and Levinson, 2008; Morse, Barrett, Mayan, Olsen and Spiers, 2002). It has also been argued that qualitative research validity relates to clarifying and improving studied reality, in the process of

seeking to understand it, and not simply capturing the psychological world (Brinkmann, 2007). Reflexivity, exposition of context, sufficient evidence and integration are also recognised as important (Dixon-Woods, Shaw, Agarwal and Smith, 2004; Kuper et al., 2008; Mays and Pope, 2000).

Specific to constructionist grounded theory, Charmaz (2006) recommends credibility, originality, resonance and usefulness as guides for evaluative rigour. A strength of grounded theory lies in researcher active involvement (Charmaz, 2003; 2006). The constant comparative approach allows verification by refining variation between experiences (Charmaz, 2003). Further, reflexivity adds to validity by ensuring transparency of researcher position and subjective influences. Together with 'memoing', a transparent and reflexive audit trail of findings becomes possible (Starks and Trinidad, 2007). Findings are thus explicit, systematic and empirically 'grounded' in the data (Robson, 2011). Grounded theory approaches have potential for greater generalisability than other qualitative approaches (Charmaz, 2003), thus adding to the transferability and potential contribution of the findings. Situating grounded theory studies using ethnographic elements reduces the influence of assumptions on analysis and, ethnographic approaches and multiple data forms enhance rigour and remedy weaknesses (Charmaz, 2006). Indeed, ethnographic validity requires scientific principles, appropriate methodologies and systematic data interrogation (Madden, 2010).

In line with recommendations, LA contexts were outlined and organisational contexts illuminated through ethnographic data, researcher contributions were illuminated through reflexivity and an audit trail, and integration of ideas sought to contribute original and useful research to extend previous local and national understanding. The

concurrent analysis and data collection, through the grounded theory abductive approach, allowed the researcher to check developing understandings through further verification to support validity. Systematic processes were employed in diverse settings, supported by ethnographic data, to contribute to the transferability of findings. Indeed, where multiple schools may have diluted the conceptual understanding, potentially interviewing more than one member of staff in each and ethnographic elements was considered to contribute to both the rigour and transferability of the research. Whilst the question of saturation was recognised as a challenge, the current research aspired to a conceptual interpretive understanding, sufficiently and firmly grounded in data. It is considered that the current research is informed by ethnographic principles which support validity and that, in combination, grounded theory with ethnographic elements contribute a methodologically coherent and rigorous approach which is suitable for the research aim.

4 Findings

4.1 Overview of chapter

This chapter sets out the findings from analysis of data collected from interview and ethnographic data sources following the methodology outlined in the previous chapter. The grounded theory findings from interview data are presented before ethnographic findings are summarised. As noted previously, the grounded theory conceptualisation is based upon an understanding developed from interview data. Although the developing conceptualisation was influenced by ethnographic data, as part of the process of making sense of interview data, ethnographic data was not analysed using grounded theory approaches and did not form part of the grounded theory presented below. After

findings from grounded theory analysis are presented, findings from analysis of school organisational culture are described.

The chapter first sets out a visual representation to provide a schematic overview of the grounded theory conceptualisation with a storyline of the understanding gained through analysis. From this basis, elements of the model will then be presented and discussed, including main categories with examples direct from the data to provide an exposition of the way in which the emergent conceptualisation was both grounded and constructed through analysis. Ethnographic findings are then presented, including a brief narrative, descriptions of individual organisations and findings from grouped basic assumption analysis of the four organisational cultures.

4.2 Grounded theory findings

An understanding of “individual processes, interpersonal relations, and the reciprocal effects between individuals and larger social processes” can be gained through a constructionist grounded theory approach (p.83, Charmaz, 2003, Charmaz, 2006).

Using such methods, and within the social organisational cultures outlined above, an understanding of how staff in secondary schools think and talk about SEMH, based upon grounded theory analysis of interview data, was gained and is presented below.

The aim of the research was to explore how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue. This was with a view to extending understanding and informing external agency involvement. This chapter seeks to respond to the research aim, by first setting out the proposed grounded theory model developed from analysis, presenting findings from the main categories and showing the links between them in consideration of the research aim.

Analysis, by means of the grounded theory methodology outlined in Chapter Three, led to the construction of two main emergent theoretical categories, which are presented in Table 4.1, with the conceptual categories and subcategories within.

Table 4.1: *Overview of emergent theoretical categories and conceptual categories*

Emergent theoretical category	Conceptual category	Conceptual subcategory
Integrating personal-professional identity for SEMH	Bridging parts of self and other to include SEMH	Responding to needs
		Managing emotions
		Trying to find place for SEMH in schools
		Navigating the bridge
	Relating to SEMH as educators	Striving to make sense of SEMH
		Having enough awareness
Navigating supported agency for organisational growth	Giving voice to SEMH through communication	Giving voice to SEMH
		Building supportive communication
	Experiencing challenged drive towards organisational growth	Understanding our limitations
		Driving organisational growth
		Experiencing external challenges

A visual representation of the tentative grounded theory conceptualisation is presented in Figure 4.1 to provide a schematic overview of how the researcher conceptualises it.

Within these two main theoretical categories, which were developed through a continued consideration to reach abstraction, encompassed elements within.

‘Integrating personal-professional identity for SEMH’ comprised of the theoretical subcategories ‘Bridging parts of self and other to include SEMH’ and ‘Relating to SEMH as educators’, and ‘Navigating supported agency for organisational growth’ comprised of ‘Giving voice to SEMH through communication’ and ‘Aspiring to organisational growth

for SEMH'. Together, these categories were developed to form the core theoretical category of 'Integrated personal-professional identity for organisational growth'.

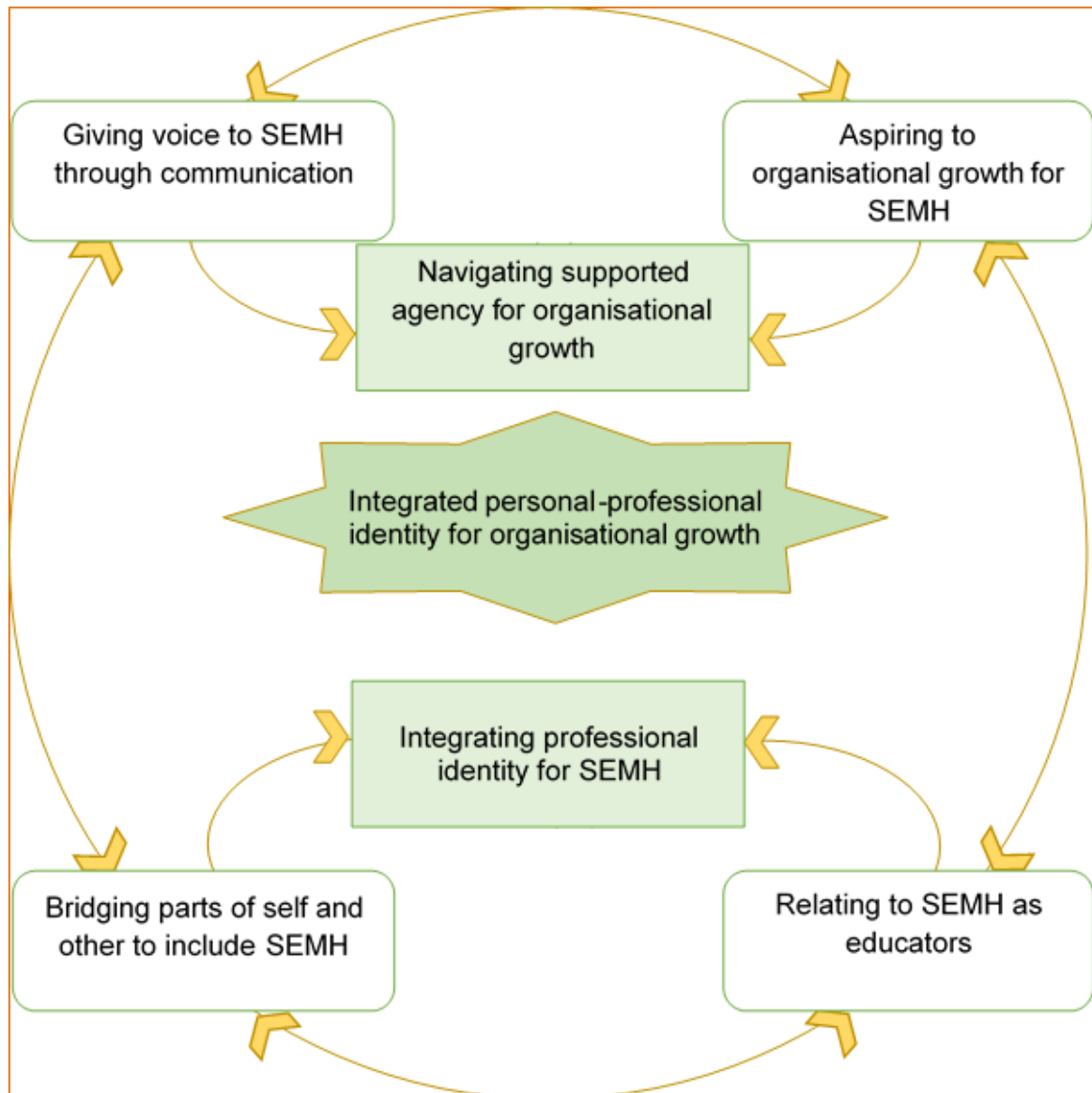


Figure 4.1: *Visual overview of emergent grounded theory*

Within this tentative model, key staff in secondary schools are bridging parts of themselves and others they support, through relating to SEMH as educators, which reflects staff integrating personal-professional identity for SEMH. Upon these foundations, they are giving voice to SEMH in schools through communicating about it and this relates to staff aspiring to organisational growth to develop SEMH, where these

elements reflect staff navigating supported agency for organisational growth. The four subcategories interact, whereby higher integration at the foundational professional level underpins higher motivation towards change at the organisational level. The overall model, represented by the core at the centre, reflects the social processes which are grounded in the data and which are oriented towards future action. The tentative model produces theoretical hypotheses which are explored after findings are presented.

4.3 Storyline

A 'storyline' of the understanding gained through analysis is presented in Figure 4.2.

Integrating personal-professional identity for SEMH: Staff are integrating personal-professional identity for SEMH by 'bridging parts of self and other to include SEMH' and 'relating to SEMH as educators'.

Bridging parts of self and other to include SEMH: In bridging parts of self and other, staff are responding to needs, managing emotions, trying to find place for SEMH in schools and navigating the bridge.

As part of the process of bridging parts of self and other to include SEMH, staff are responding to needs, whereby emergent aspects relate to the importance of relationships with CYP and adapting to CYP and community needs. As a second part of this process, and in the aim of responding to needs, staff are managing their own emotions, involving experiences of pride in their contribution and personal investment, yet they are also protecting themselves against difficult emotions in relation to their role and feeling cautious about approaching unfamiliar aspects of SEMH. As a third part of this bridging self and other, and relating to staff responding to needs and managing emotions, staff are trying to find place for SEMH in schools, by considering the influences on SEMH needs, SEN boundaries and notions of shying away from mental health in schools, whilst also feeling that SEMH affects all CYP or us all more generally. A final part of the process involves staff navigating a professional bridge, relating to staff balancing academic-pastoral role functions and participants connecting role functions.

Relating to SEMH as educators: In relating to SEMH, staff are striving to make sense of SEMH and reflecting on a sense of having enough awareness.

Within this process of relating to SEMH as educators, staff are striving to make sense of SEMH, whereby aspects developed include staff striving to make sense of SEMH, including focusing on the mental health aspect of terminology, considering labelling and grappling with the notion of SEMH. A further part of the process of relating to SEMH involves staff reflecting on a sense of having enough awareness, within which they are considering access to learning opportunities, noticing the role of experience and thinking about coming to know enough about SEMH in their schools.

Navigating supported agency for organisational growth: Staff are navigating supported agency for organisational growth by 'giving voice to SEMH through communication' and 'aspiring to organisational growth for SEMH'.

Giving voice to SEMH through communication: In giving voice to SEMH through communication, staff are giving voice to SEMH and building supportive communication.

As part of this process of giving voice to SEMH through communication, staff are giving voice to SEMH by fighting its corner and defining clear roles and systems for it. As a second part of this process, and relating to giving voice to SEMH, staff are building supportive communication within school by accessing support for concerns, engaging in collaborative problem-solving and communicating mindfully.

Aspiring to organisational growth for SEMH: In aspiring to organisational growth, staff are understanding their limitations, driving organisational growth and experiencing external challenges.

Within this process of aspiring to organisational growth for SEMH, staff are understanding their limitations, which involves reflecting on the school offer for CYP with SEMH needs whilst also feeling they can only do so much. As a further part of this process, and whilst understanding their limitations, staff are also driving school growth by noticing aspects of their development and seeking to extend their contribution in relation to SEMH. A final element of this process is that of experiencing external challenges, which, whilst staff are understanding their limitations and driving organisational growth, they are also reflecting on external supports locally and noting national restrictions on SEMH development.

Figure 4.2: *Storyline to show relationships between theoretical categories*

This seeks to further summarise the grounded theory developed from analysis. It presents the four main conceptual categories, makes links with the subcategories within, and presents an integration of findings by showing the relationships between conceptual subcategories and theoretical categories to demonstrate the social processes from analysis.

Elements of the model are now presented and discussed, including main categories with supporting examples quoted directly from the data, to provide an account of the way in which the emergent theory was both grounded and constructed through analysis.

4.4 Summary of main categories

The two main categories, 'Integrating personal-professional identity for SEMH' and 'Navigating supported agency for organisational growth' are discussed below, with their related sub-categories.

4.4.1 Emergent theoretical category 1: Integrating personal-professional identity for SEMH

One main category which describes the social processes in schools in relation to the research aim was the conceptual category of 'Integrating personal-professional identity for SEMH'. As represented in Figure 4.3, this main category comprises two sub-categories: 'Bridging parts of self and other to include SEMH' and 'Relating to SEMH as educators'.

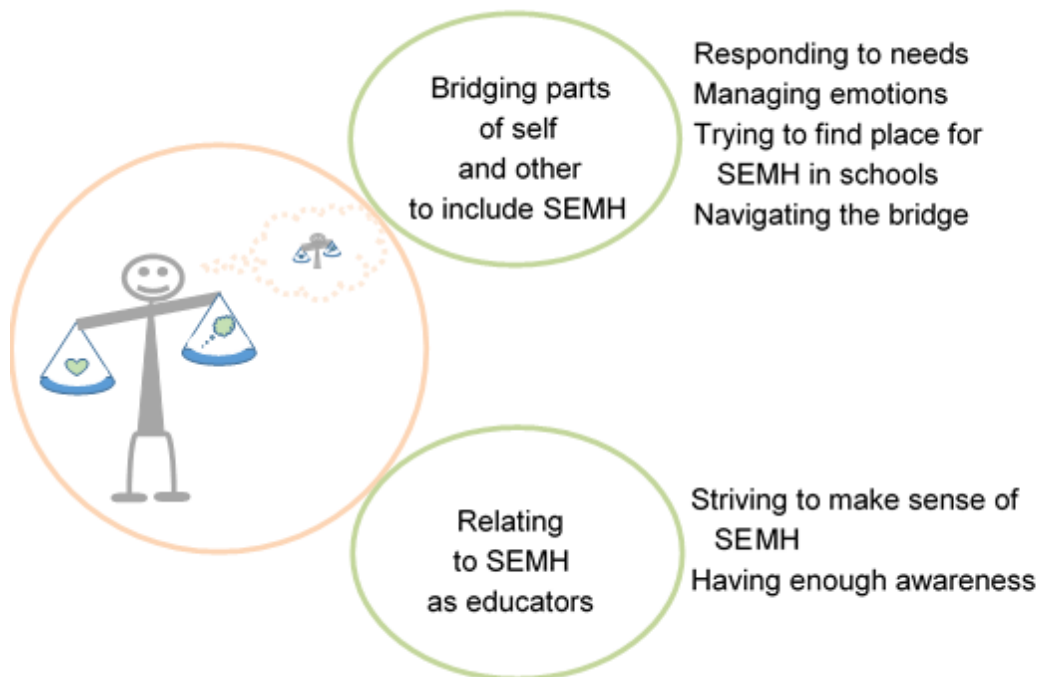


Figure 4.3: *Visual representation of main category 1: Integrating personal-professional identity for SEMH*

4.4.1.1 Conceptual sub-category: Bridging parts of self and other to include SEMH

Within the sub-category of 'Bridging parts of self and other to include SEMH', staff seek to respond to the needs of others, including CYP and parents. In doing so, they are also faced with a need to manage their own emotions, including pride, yet this requires personal investment, and staff protect themselves and appear anxious about approaching the unfamiliar in relation to SEMH needs. Staff appear to be faced with the challenge of trying to place SEMH and navigating a bridge between academic and pastoral role functions, whereby participants appear to have a role in facilitating connections amongst the wider staff group. These elements were raised to the conceptual sub-category of 'Bridging parts of self and other to include SEMH'.

Responding to needs

One aspect is the importance of relationships, as staff seek to relate and show understanding of the needs of CYP by knowing them and understanding their differences. Relating to CYP arises across all participants, including reference to the length of time staff have known the child and the importance of knowing the children. One participant talks about understanding that CYP respond differently to events. Understanding these differences seems to contribute to how staff respond to meet their needs.

if you've been the form tutor for the child for one, two, three, four, then you've developed that relationship with the child (Linda)

really understanding why that has that impact on that young person [...] similar events or needs, umm, and yet they display very differently (Joanne)

The other aspect within this category is staff adapting to both CYP and community needs, by adjusting their approach to individual needs and considering how individuals

may feel. Members of staff talk about adjusting their approach to meet needs and one talks about ensuring their language is accessible and indicates a desire to normalise SEMH difficulties. This suggests staff wish to help CYP feel accepted.

we are there to help them grow, and accept and adapt [...] we don't want them to feel any different to anybody else, and they're not (Sam)

A wider effort to meet needs is reflected in consideration of the wider community.

Relationships with parents arises within different participants, but is particularly apparent in those in community schools, and one refers directly to the school status as a community school. One participant asserts a need for respect in view of parental responses to SEMH on a provision map.

we're emotionally supporting the parents by supporting the child as well (Carly)

when they see that on a provision map [...] you need to be incredibly respectful (Sam)

Relating with and responding to parental needs reflects a wider effort of schools to support SEMH which appears to relate to the human element of working in schools.

Managing emotions

A first aspect relates to all staff having pride in their contribution, which arises amongst all participants in different ways. One expresses joy and two make direct reference to a sense of pride. This pride relates to shared successes the school has achieved for CYP. In sharing these positive feelings, three participants use the word 'we' and two place value on the contribution of adults internal and external to the school, indicating joint working.

a real sense of satisfaction [...] solely what we've done over here, or in other cases we might have used CAMHS or somebody else (Carly)

I'm incredibly proud of the progress we're making in supporting our children (Sam)

A second aspect relates to the personal investment and involvement of staff in supporting the CYP in their care. One participant speaks generally about the way some staff respond to CYP by being “*not always just the teacher*” (Linda). The two participants who expressed pride also show identification with and commitment to their role, where one refers directly to the importance of being in touch with one's emotions. The word ‘passionately’ is used and a sense of ownership relates to personal investment.

it's kind of my thing really, it's what I do, it's the pastoral aspect of schools (Carly)

I'm completely committed to my role [...] I will passionately feel for these children and my staff. And if you don't feel like that, I don't believe that you should be doing it (Sam)

A third aspect relates to staff protecting themselves. A sense of staff experiencing difficult emotions in working with CYP arises early and one participant states that “*teachers get quite frustrated*” (Joanne). Whilst one expresses difficulty accepting they are unable to do more, another refers to the role being “*exhausting*” and “*emotionally draining*” as well as satisfying, indicating emotional poles as part of the investment. Two participants refer to a need to protect themselves, indeed, one considers the language they use about CYP as a means of self-protection and the other feels unable to protect themselves against challenging situations in school.

he's off on one today, or it's a bad day, he's nuts today [...] I suppose you do it to protect yourself from getting too attached (Carly)

there's nothing you can do to protect yourself against those happening. Its outside factors are beyond anybody's control (Sam)

A final aspect presents as staff feeling cautious in approaching unfamiliar aspects of SEMH. One participant refers to fear from staff as well as an intervention as “*trying to open up that kind of can of worms*” (Linda) and reference feeling uncertain about what

they can do when faced with complexity. For some, expressions of confidence in relation to SEMH coexist with feeling uncertain, and one expresses concern about doing harm.

there's a fear from staff [...] they don't want to mess with something that, you know, they don't quite understand (Linda)

I might be saying the right thing or I might be doing exactly the wrong things (Joanne)

It seems that approaching SEMH involves managing risk, where what is familiar is more manageable, alongside mixed emotions seemingly associated with investment.

Trying to find place for SEMH in schools

A first aspect relates to staff considering the influences on SEMH which emerges amongst participants in different ways. They seem to desire to understand the reasons for SEMH needs. One participant considers managing changes through the secondary school years, suggesting a developmental approach, alongside reference to “baggage” (Linda) from younger life experiences.

it tends to be from home [...] very poor relationships between the parent and the child (Linda)

just growing up and dealing with life [...] some have come with a lot of baggage and things have happened when they're very young (Linda)

For this participant, home relationships play a notable role, whereas the excerpt below indicates how another considers multiple influences including coping with home life. The influence of academic pressures is highlighted by two participants as contributing to difficulties. One refers to the role of interactions and it is possible that the relationships in this school contribute to this view.

immeasurable causes [...] home based, they can be, at a biological level with the individual [...] children who just can't cope with what's going on at home and don't have that resilience, lack of confidence and self-esteem (Sam)

a bit of a hug or whatever [...] every one of those interactions is a counter in their bag. And then some children come in empty (Joanne)

A second aspect reflects consideration of SEN boundaries which arises across participants. They seek to determine where the SEN boundary lies in relation to SEMH and what fits where, as one says, “*you're not quite sure what fits into that category*” (Linda). This participant and two others indicate a grey area between SEN and non-SEN. Whereas one refers to levels of challenge, the other refers to school systems enabling some clarity for staff on SEN boundaries.

two sides, you've got the SEMH official SEN SEMH [...] this whole group of students that don't necessarily fit under what you would call SEN, but they do [...] it's quite difficult to try and explain (Carly)

areas of concern, they're not on the SEN register but there are, umm, issues or barriers that teachers need to be aware of (Joanne)

A third aspect appears as consideration of shying away from MH in schools. This emerges differently in different contexts. One participant suggests schools shy away as it is perceived as serious and lifelong, compared to behaviour needs. Another asserts that shying away is not an option, and suggests that leadership contributes to not shying away from it, which may reflect an ethos which places value on SEMH.

in schools, we don't tend to, they kind of shy away from mental health [...] it's a kind of, it's a, you, something like, schizophrenia, it's something people can't control (Linda)

you can't shy away from any of those topics, we have to, as a school [...] I don't think any of SLT shy away from it (Carly)

This notion of shying away from MH appears as discomfort for one participant, where behaviour feels more manageable, which may indicate a sense of stigma, indeed, her

difficulty expressing this perhaps reflects discomfort in the system. However, yet another differs and considers there is “*a stigma, still, of this word behaviour*” (Sam).

there's a little a bit of a dark, a little bit of kind of question mark around it [...] behaviour was behaviour [...] mental health, they think's something more serious (Linda)

A final aspect relates to a majority of participants feeling that SEMH needs affect all CYP or us all more generally. Two participants refer to it affecting all CYP and data includes reference to varying duration, complexity and changing needs over time.

no school's immune from social emotional issues across its students (Carly)

I think it can be applied to every child in the school [...] at some point (Sam)

The sense of SEMH affecting us all arises amongst three participants. Two consider SEMH generally, either suggesting “*at some point people crumble a bit*” (Carly) or asserting that SEMH affecting ‘everybody’ is not understood. Where these participants appear to speak generally, indicating uncertainty about where to place SEMH in relation to themselves, one participant uses the word ‘we’.

there is, an ignorance, in, almost, in how, in people's understanding of how everybody is affected by SEMH. Absolutely everybody (Sam)

we all have SEMH needs, umm, but some people for long periods of time or short periods of time (Joanne)

The words of these participants, and particularly in this second fragment, suggest a sense of some staff identifying with SEMH as relevant to them as well as CYP.

Navigating the bridge

One aspect relates to staff balancing academic-pastoral role functions. Two participants perceive that some staff focus on teaching, considering that “*I'm here to teach the child,*

I need the child to learn” (Linda) or noticing an outdated view of education amongst some staff.

it varies, some people will, you know maybe have more of an old fashioned view of education in that, actually, whatever they come in with, well they need to be doing this (Joanne)

Two participants also consider SEMH in relation to “*barriers to education*” (Carly) or to learning. Participants sometimes indicate a meeting of pastoral needs for the purpose of learning or as a joint purpose with reference to the value of care aspects.

if we don’t have happy children where their well-being is protected, they will not achieve academically. So, the two go hand in hand (Sam)

Another aspect relates to connecting role functions. Several participants appear to connect academic and pastoral roles, have awareness of how difficult this bridge can be to navigate and to have an integrating role which helps staff to make connections.

it is that difficult bridge with the academic and the pastoral cause, you know, you are a human being and we can’t divide you up (Joanne)

that’s my role, really, to make sure people are aware and are understanding (Joanne)

These participants appear aware of an academic-pastoral bridge, relating to integration of human elements, and hold integrating functions which helps staff to navigate this bridge. It seems that this integration arises in systems in which key players hold both elements in mind.

4.4.1.2 Conceptual sub-category: Relating to SEMH as educators

Within the sub-category of ‘Relating to SEMH as educators’, staff are striving to make sense of SEMH, including focusing on MH, considering labelling and grappling with the notion of SEMH. They are also thinking about having enough awareness, by

considering staff access to learning opportunities, noticing the role of experience and thinking about coming to know enough about SEMH in their schools. These elements were elevated to the conceptual sub-category of 'Relating to SEMH as educators'.

Striving to make sense of SEMH

A first aspect in staff striving to make sense of SEMH indicates a focus on the MH aspect of the terminology. A focus on MH arises early as consideration of MH need which *"kind of comes and goes"* and *"not a spectrum like autism but maybe that there's different levels"* (Linda) indicative of perceiving a continuum. This appears alongside a view that *"mental health is the newby [...] a more modern descriptor for children"* (Linda) and subsequent interviews confirm staff focus on this terminology. Three participants refer to initial responses to the introduction of the term in the SEND CoP, where two refer to questioning its appropriateness and noticing reactions to it.

there was an initial, is that a good idea? (Joanne)

a lot of people have taken a breath in about the mental health bit, I have to say, especially parents (Sam)

One participant, in a context in which SEMH appears to have an accepted place, reflects on the role of societal changes in relation to the use of the term. This participant notes a more positive societal view to MH, reflecting that *"actually its bringing it into conversion more, and making it a much more positive thing that people talk about, it's not taboo if you like"* (Joanne).

A second aspect concerns staff considering labelling. Labels are either used, more or less frequently, or their use is reflected upon amongst all participants. Specific terms include *"ODD or ADHD [...] anxiety, depression"* (Linda) and *"eating disorders, anxiety disorders, OCD"* (Carly). One participant uses specific terms and considers that *"they're*

all mental disorders” (Carly), indicating some medical associations. Another views SEMH as a label and refers to the *“labelling debate”* (Joanne) and considers that labelling can be unhelpful. Labels are both used and rejected in one instance, and the effect of them on CYP and parents appears here and elsewhere. Lesser usage and consideration of the use of labels seems to appear where there is more cultural acceptance and integration of role functions. Two participants refer to the impact of labelling or diagnosis on CYP and parents. One participant first uses and later rejects labels, suggesting a shifting view.

we don't label, in school [...] you never talk about diagnoses, it's a bit, you know, these are children (Sam)

A final aspect reflects several staff grappling with the notion of SEMH. For one participant, *“behaviour is behaviour that's what we deal with every day”* (Linda), suggesting it is more understandable than new terminology. Amongst the wider staff group, participants perceive that the wider staff often see behaviour as *“the symptom, they see the surface”* (Linda) or that they understand the ‘beneath the surface’ of behaviour. The excerpt below indicates use of an ‘iceberg’ analogy.

we understand all the below iceberg factors that lead to behavioural difficulties (Joanne)

In grappling with the notion of SEMH, understanding is considered to vary amongst members of staff, and also varies amongst participants, with one referring to a personal understanding. A second appeals to scientific evidence and a third uses analogies to support sense-making, either theirs or that of others, indicating that positive SEMH can be considered as having received positive interactions.

I'm a bit science-y, evidence, it's the evidence [...] chemical imbalances, I'll go down that science-y kind of route (Carly)

a bag with tokens [...] come to school with a bag full of counters, because someone's got them up [...] (Joanne)

These aspects appear to reflect the role of language on how SEMH is understood and thought about, and suggests staff balancing medical and socio-cultural views.

Having enough awareness

A first aspect relates to staff accessing learning opportunities. Developing more strongly in some interviews than others, this relates to the importance of staff accessing learning opportunities or training. One participant refers to offering staff training themselves, including regular input for LSAs and “*general awareness raising*” (Joanne). Two participants indicate value placed training received from external agencies, including TAMHS training delivered by EPs. Another refers to the importance of induction, and highlights the importance of context-specific learning, particularly where school contexts differ, and she and another participant refer to staff changing. The importance of staff having access to information, or “*a good bible*” (Sam) about SEMH and the context appears below and elsewhere.

I think induction is hugely important, umm, err, where staff change [...] completely different from somewhere like this [...] if that's the only other experience a member of staff has had, then its crucially important (Sam)

A second aspect relates to staff noticing the role of experience. Arising early in the analysis and developing as a relevant feature across participants. Participants indicate that staff having awareness, understanding or acceptance of SEMH varies. One considers it to be “*dependent on their role*” (Linda) where pastoral roles and direct experience are viewed as holding greater understanding or where less time in the profession means staff have “*a general understanding*” (Linda). Another notes that alongside an accepting majority, a minority have less understanding and may deny CYP

have SEMH needs. The relevance of experience becomes more enriched through the analysis, as some staff “*might not necessarily have the same level of experience or professional knowledge*” (Sam) and several participants share how experience has contributed to the development of their understanding.

it's experience through meetings, its experience through training, its experience through meeting parents, outside agencies (Joanne)

A final aspect of knowing enough arises. Two participants express feeling they and staff largely feel confident about SEMH. This contrasts with one participant doubting and comparing their understanding to that of an expert. Yet a sense of participants and staff knowing or understanding enough is later developed and confirmed. This relates to teaching staff accessing “*enough information and strategies*” (Linda) to support CYP, and one participant notes that “*staff who are working with vulnerable students need to know why they are vulnerable, otherwise you could cause a damaging situation*” (Sam). One participant indicates that staff may feel they know enough about recent or persistent concerns, such as bereavement but not know enough about more unusual needs such as gender identity. The notion of staff knowing enough emerges further, as this participant notes staff difficulties managing the extent of information on SEMH and other SEN.

that's just a tiny area within SEN [...] then SEMH is so wide and broad, umm, you know, there's a lot of information out there (Joanne)

Where learning opportunities, experience and knowing enough emerge as relevant in having enough awareness, a good enough understanding about particular areas as the need to know arises appears particularly pertinent for staff to relate to SEMH.

4.4.2 Emergent theoretical category 2: Navigating supported agency for organisational growth

The other main category which describes the processes at a conceptual level is 'Navigating supported agency for organisational growth'. Figure 4.4 represents this category with two associated sub-categories: 'Giving voice to SEMH through communication' and 'Aspiring to organisational growth for SEMH'.

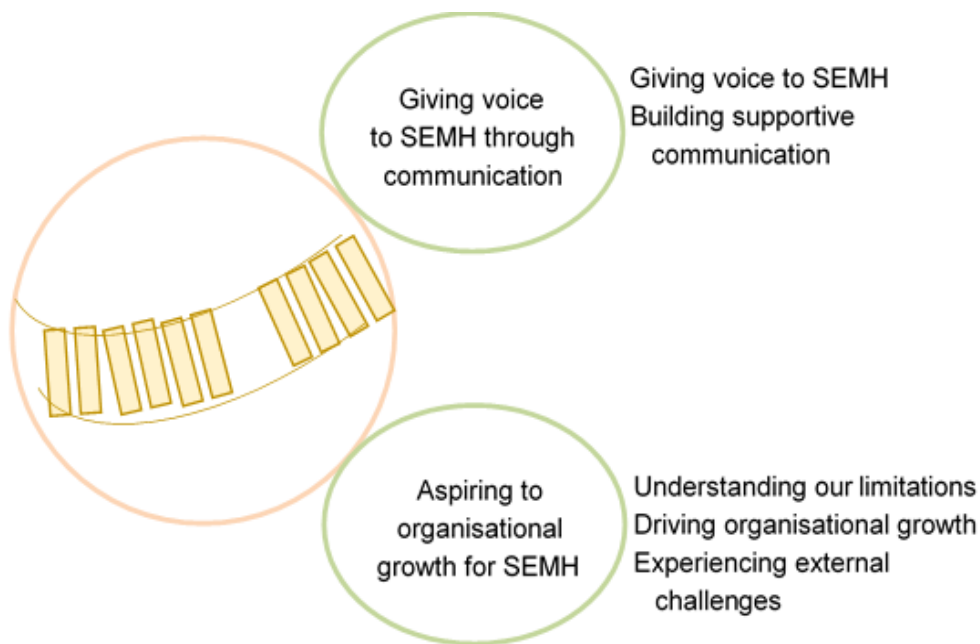


Figure 4.4: *Visual representation of main category 2: Navigating supported agency for organisational growth*

4.4.2.1 Conceptual sub-category: Giving voice to SEMH through communication

Within the sub-category of 'Giving voice to SEMH through communication', staff in schools appear to be giving voice to SEMH by fighting its corner and defining clear roles and systems for it. They are also building supportive communication through accessing support for concerns, using collaborative problem-solving and communicating mindfully. These elements were elevated to the conceptual sub-category of 'Giving voice to SEMH through communication'.

Giving voice to SEMH

One aspect concerns giving voice to SEMH, which develops across three participants. One participant refers explicitly to giving voice to SEMH and another considers herself as a school “*champion*” (*Joanne*) for SEMH and another still refers to her role as giving voice and fighting the corner for CYP with SEMH needs.

I think that's really important, that, that there's a voice on senior leadership [...] that that voice is there [...] fight their corner, really, and make sure that they have that voice at SLT (Carly)

The notion of voice for SEMH is extended and develops as an important feature in different contexts, as leadership systems are indicated in relation to giving voice to SEMH. One participant, in particular, refers to the influence of management support for SEMH impacting across the school, indicating how representation from management enables pastoral support which “*reaches across the whole school*” (*Sam*) and she later refers to whole-school ethos, as the excerpt below indicates.

The ethos comes from the top down and I think its hugely important to ensure that it goes right the way across the school (Sam)

The other aspect relates to staff defining clear roles and systems around SEMH. The value of schools allocating particular roles which link to supporting SEMH needs evolves, in relation to particular role functions. Whilst one participant refers to ways in which the school nurse plays a role in particular areas such as “*eating too much or eating too little*” (*Linda*) others refer to the importance of staff knowing roles, responsibilities and systems in relation to SEMH, as the following excerpt indicates.

I think everyone knows how the system works here and if you don't know then somebody else does (Carly)

Systems which connect role functions, whereby staff know whole school systems and procedures enriches a sense of key staff giving voice to SEMH. This giving voice, or advocacy for the importance of SEMH and CYP with SEMH needs, appears particularly prominent in contexts which have connecting roles and systems.

Building supportive communication

The first aspect is that of staff accessing support for concerns. Supportive communication within internal school systems emerges across participants. A sense of “*face to face discussion*” (Linda) and staff passing concerns on appeared early on. Staff accessing support for concerns developed, as participants noted how various staff raised concerns about CYP about whom they felt worried.

a lot of individual conversations, if people are concerned, whether that's with the teacher themselves, or with the director of learning or the pastoral team (Joanne)

This notion developed further, as staff knowing where to raise concerns or share worries about CYP. Several participants indicated their availability, with an ‘open door’ approach appearing in some. This may indicate containment for concerns.

my door is always open, umm, to discuss individual concerns from staff [...] communication is very proactive across the whole school where vulnerable children are concerned (Sam)

The second aspect relates to collaborative problem-solving. Various conversations amongst members of staff appear to be oriented towards solving problems. One participant refers to moving forwards with the concern via internal or external support systems, as problem-solving includes consideration of external referrals.

comes to our team anyway to think right, what do we need to do, where does it need to go, is it social care, can we deal with it in school, do we need an external agency (Linda)

Supportive teamwork with key members of leadership appears to contribute to a network of support for staff in accessing support for concerns about CYP in some contexts and two participants refer to teamwork. Some contexts appear to emphasise problem-solving conversations internal to the school, and for one, problem-solving conversations arise as a main SEMH provision. This approach appears to a greater extent in contexts which seem to have connecting systems and which explicitly emphasise the place of SEMH.

Tried that, doesn't work, ok, how about we try this, what about I come in and have a little look and see if I can think of anything else (Joanne)

I would liaise and we would see, you know, other people have more information, they might know other things [...] we need to do x y or z, so within our team that's kind of our intervention (Joanne)

The third aspect relates to staff communicating mindfully. Whilst one participant talks about open staff communication which considers issues sensitively, another refers to confidentiality, as well as communication which is transparent and consistent across adults and CYP.

if things change from one circle of discussions to another, you're never going to get a consistently clear picture (Sam)

Mindful communication is also apparent with reference to staff accessing information and being aware of current concerns on a 'need to know' basis. This links to aspects of staff having enough awareness and adapting or being sensitive to needs.

4.4.2.2 Conceptual sub-category: Aspiring to organisational growth for SEMH

Within the sub-category of 'Aspiring to organisational growth for SEMH', staff are understanding their limitations, through reflecting on what they offer and also feeling they can only do so much. They are also driving organisational growth, by noticing their

development and seeking to extend their contribution in relation to SEMH. A third element is that of staff experiencing external challenges by reflecting on external supports locally and noting national restrictions. These elements were elevated to the conceptual sub-category of 'Aspiring to organisational growth for SEMH'.

Understanding our limitations

One aspect relates to staff reflecting on the school contribution or offer for CYP with SEMH needs. One participant finds it difficult to articulate all that the school does. Intervention and whole-school approaches appear across contexts, with staff in some schools appearing to have greater understanding of their offer than others. Various specific provisions emerge as part of the school offer across contexts, including particular programmes such as nurture, relaxation and a resilience programme. In some contexts, provision appears attached to particular roles, and three participants mention school counsellors with one also referring to a waiting list.

*we have school counsellors on site, unfortunately quite a long waiting list
(Joanne)*

A broader provision also emerges aside from specific provisions. For one, the offer includes quality first teaching, staff discussion and adjustments to the whole school environment. For another, and after some initial difficulty considering their provision, stability and daily life are reported by one participant as forming part of the offer. This participant later refers to multiple changes in the lives of some CYP and this excerpt may indicate an awareness of the stability which school can provide.

the provision is everyday life in the school and what they learn, through lessons, through the work that they're doing (Linda)

A further aspect relates to an emergent sense of staff feeling that they can only do so much. This initially presents as one participant wondering “*where do you start*” and “*where do you go next?*” (Linda), and seeming to feel unable to make a difference whilst relying on external agency support.

I'm relying on all my agencies [...] schools will only go so far and then they need to turn to people who are the experts (Linda)

This difficulty responding also presents for an otherwise confident participant in relation to an area in which she feels she lacks knowledge. The excerpt below provides an explanation for difficulty in doing more when faced with a similar situation, which reflects a desire to avoid harm to a CYP, also linking with earlier aspects relating to school staff feeling cautious or unfamiliar in relation to SEMH.

you kind of just step back and don't talk about it then, because you don't want to upset, offend, hurt, damage (Joanne)

Staff uncertainty about the school contribution, or a sense that what they do is somehow minimal or inadequate, emerges early. An explicit sense of limitation extends across three participants, whereby one comments it is “*light touch*” and “*cobble[d] together*” (Carly), another commenting that their staff discussion intervention “*is very limited and we recognise that*” (Joanne) which both build upon the initial reference to ‘little things’, as below, and confirm it as a relevant feature.

make sure they've got certain teachers, whether they've got passes to get in and out of class, it's all those sort of little things [...] they just need a space, they've got somewhere, a person they go to (Linda)

In one case a sense of resolution to do what is possible appears, indicating a that they're ability to do only so much is not for want of desiring to do more.

I just do what I can do with what I've got to do it (Sam)

Driving organisational growth

One aspect is staff noticing aspects of growth in their contribution. Two participants indicate a sense of school improvement in relation to the way schools respond or provide for CYP with SEMH needs yet they appear tentative and uncertain about how much is due to their contribution. One suggests that *“the children we’ve got at the minute, are, you know, they’ve, maybe we’ve got better, but they know where to go”* (Linda) as though attributing change to CYP and another considers this in relation to rising numbers of CYP with needs and their responses.

the difficulties that XXX and I chat about often, is the increase in numbers in students that are displaying SEMH. Or we’re just better at noticing it. Or people are happier about talking about it (Joanne)

Yet this participant and another also refer to noticing school achievements and developments, confirming that staff are indeed noticing aspects of growth.

we get it right here, we do get it right, and if we don’t get it right, we know what to do (Carly)

We do the very best we can and I think we do pretty well (Joanne)

The other aspect relates to staff seeking to extend their contribution. A motivation to develop emotional literacy, build resilience and extend interventions such as Nurture Groups, develops through analysis across participants. As part of this, two participants appear to reflect on their approach to learning. One indicates that learning is an essential part of responding to needs and requires an *“ability to think outside the box”* (Sam), and later demonstrates an openness to reflecting on organisational areas for development and asserts that *“we will always strive to ensure that we’re doing everything that we possibly can”* (Sam). Another participant states that, with so much to learn, she will *“open the gate”* and also reflects on her learning in order to do more.

there is such an amount of information that I know that I didn't know before I became SENCo, but I've forgotten that I didn't know it before because I've learnt it, so why doesn't everyone else know it (Joanne)

Yet an indication of needing more to do more developed in the analysis, in particular, three participants expressed they need more from the government and external agencies, as the excerpt below highlights.

if we need to do more on site on school, we need that provision to be given to us to be able to do it (Joanne)

These aspects appear to relate to staff striving towards actualisation in their organisations in relation to SEMH. However, this motivation appears hindered.

Experiencing external challenges

One aspect is staff reflecting on external supports. Participants refer to seeking external agency support, with Pupil Referral Unit (PRU), CAMHS and EPS represented consistently. Some mention drug and health agencies, and social care. Participants describe working to complement the work of agencies in school or seeking input for particular issues. Value is placed on training from the EPS, and PRU support and training is also valued, to support staff in understanding and working with CYP with needs.

Participants reflect on external agencies and some ambivalence emerges in a several participants. One both desires input for direct work with CYP yet notes that EPS or CAMHS respond only in the case of severe problems or complex circumstances. This feature develops as participants go on to express difficulty accessing agencies. One participant noted that she had rudely 'forgotten' CAMHS and this participant and two others appear to be feeling the loss of external services. Indeed, further to participants noting the trading of services, the excerpts below indicate reference to managing

restraints on agencies and resources and disappointment at losing EP TaMHS input, which impacts on staff emotions.

TaMHS has gone, so that training stopped which is quite disappointing (Carly)

with more and more restraints on resources, outside agencies, resources within school as well, it is, it is a tremendously stressful environment (Sam)

One participant, however, notes an ongoing gap in SEMH services, indicating a similar sense of experiencing external challenges in reflection on external supports.

there's been nobody for me to ring up and go look, umm, specialist teacher, can you come in and give us some ideas, some strategies to help us with z y and z. It's through the EP, which, which is fine, but [...] that has been a gaping void, for ever. In the BESD days and now. Of having that team, to be the specialist, to maybe do one-to-ones, maybe group work, and also to give advice to schools, like we do with all the other children with SEN (Joanne)

The other aspect relates to staff noting national restrictions in relation to SEMH.

Analysis indicates a perceived negative impact of broader changes to government foci, including financial restrictions as indicated below.

the government just needs to leave education, leave education alone, just leave us to get on with it. Stop making changes that are causing the kids and us undue stress (Carly)

the finances have just shrunk away, and so whilst we can buy in the services, we don't have any more money! [...] So that's a real challenge (Joanne)

A sense of SEMH being overlooked is further developed. A lack a focus on the “*whole child*” and feeling that “*apparently every child doesn't matter anymore!*” (Joanne) for one participant is mirrored by another in comments about care not being valued externally as part of school performance, as below.

we're judged on the quality of our teaching [...] Not on the quality of how much we care about them [...] because the pressures from the DfE, from Ofsted, it's all about data, and not about how well we look after them (Carly)

For this participant and elsewhere, pressures on schools and CYP, and restricted access to services, arise as a feature of challenges at a national level affecting what schools are able to do.

everybody is under huge pressures. And there's a knock-on effect (Sam)

they don't realise the impact that, of what pressure they're putting on schools is having on, on the kids (Carly)

These aspects appear to point to schools feeling that accessing the means to do more to meet the SEMH needs of CYP is in some way being withheld or overlooked in relation to SEMH in schools. This appears to bring challenges for staff in relation to supporting CYP and driving growth.

4.5 Ethnographic findings

Based on data gathered from field note researcher experiences of each organisation, artefacts and the ethnographic data capture form (Appendix K), ethnographic findings are presented. These findings were gained through analysis based upon Schein's (2004) model of organisational culture as a distinct process to the above grounded theory analysis of interview data. A description is first provided and is then followed by findings from analysis based on the dimensions of organisational cultures.

4.5.1 Ethnographic narrative

Altheide and Johnson (1994) suggest that topics to be addressed in a report of an ethnography include factors such as the context, environment, key individuals, activities, origins of meanings and social rules. This summary includes the rationale for researcher presence; description of the organisation(s) based upon this; consideration of engagement with analysis and interpretation; and resolution of the rationale.

The rationale for the ethnographic presence of the researcher in the organisations, as part of the main aim of the current study, was to gain an understanding of organisational culture. Ethnographic findings can provide a frame on which to hang grounded theory findings (Madden, 2010). The researcher approached ethnographic data with a view to making sense of the shared and individual contexts from which participant practitioners engaged in interview conversations to further ground grounded theory analysis. The rationale was based in an understanding that this is possible by accessing espoused cultural beliefs and values, and shared and interconnected basic assumptions (Schein, 2004). Descriptions of organisations are presented in Table 4.2.

Researcher engagement with analysis and interpretation was considered. Entry into the organisations was found to present a range of challenges. In recognising herself as 'research tool' (Madden, 2010), the researcher sought to consider her experiences as providing information about the nature of the organisations and to take a curious stance. Unexpected events such as changes to arrangements provided useful information about organisations, which developed to form tentative hypotheses to be considered upon entering each. Experiences included difficulties communicating, participant uncertainty about what they could offer, time perceived to be available, differences between what was said and what was actioned and experience of diverse systems. Understanding developed over time, as the researcher found that understanding contexts and interview data developed in parallel and ethnographic findings supported analytical findings.

4.5.2 Grouped school organisational culture

Whilst the primary aim of gathering ethnographic data was to contextualise participant interviews, a further analytic aim was to gain an overview of the organisational cultures of the organisations as a cohort, from which to ground the analysis as a whole. Findings

Table 4.2: *Descriptions of individual organisations*

Organisation	Description of organisation
School 1: A physically traditional school in an urban location	Entry to this organisation was gained through contact within the EPS direct to a contact who became a self-nominating participant. The researcher found it straightforward to gain entry to the organisation. It seemed flexible and accommodating. The ethos and priorities related to joint living, learning and succeeding; to supporting disadvantaged and middle ability boys; and to challenging more able CYP. External supports were said to include work with Specialist Teachers, SALT and PRU.
School 2: A physically modern school in a rural environment	Organisational entry was gained through contact within the EPS direct to a contact who quickly self-nominated for participation. The researcher and the participant seemed to find it difficult to arrange an interview despite motivation and regular contact. It seemed a busy and dynamic organisation. The ethos and foci related to creating, aspiring, excelling, with priorities for attendance, well-being and low level behaviour. External supports included work with EP, specialist teachers, physio/OT, Connexions, Police, PRU and Addaction.
School 3: A physically traditional school in a fairly urban environment	Entry was via direct contact and a colleague was nominated for participation. The participant was open to making arrangements. It seemed an interested and capable organisation. The ethos and foci related to opportunity, potential and excellence, with outcomes, teaching impact, behaviour/safety, leadership and achievement/progress prioritised. External supports included SALT, Specialist Teachers, CAMHS, PRU, School Nurse and Addaction.
School 4: A physically modern school in a highly urban environment	Entry was via EPS contact direct to a contact who quickly self-nominated to participate. The researcher and participant seemed to find it difficult to arrange an interview despite motivation and regular contact. It seemed a committed organisation under external pressures. Its ethos and foci reflected shared responsibility and achievement, with priorities seemingly linked to complex/vulnerable, transition and English language learners. External supports seemed to include PRU, EPs, SALT, OT, Addaction, Young Carers and YOT.

from analysis of the grouped basic assumption analysis of organisational cultures are presented in Figure 4.5. This figure demonstrates findings from analysis of data across Schein's (2004) five basic assumption dimensions of organisational culture for the participating organisations.



Figure 4.5: Overview of grouped basic assumption analysis of organisational cultures

The findings presented in the 'word cloud' in Figure 4.5 were gained with reference to Schein's (2004) model through a process developed by the researcher. After organising data synthesised within Schein's dimensions, the researcher selected key words from each dimension which the researcher felt most appropriately reflected each organisation. The 'word cloud' indicates the relative importance of pertinent organisational elements, whereby larger words represent the most noteworthy aspects of the cultures of the four organisational cultures as a whole.

The dimension of 'external adaptation issues', which includes goals and their achievement, are understood by the researcher to relate to key functions focusing on attendance, as well as achievement, transition and well-being. These functions appear to be achieved by role players including SENCOs, Counsellors and TAs. Assumptions relating to the dimension of 'managing internal integration', which includes sub-areas about language, identity and relationship rules, include a range of features. Internal integration within these organisations appears to be managed through predominantly professional, personal and relationship-focused assumptions. The 'reality and truth' third dimension, comprises both these sub-areas as well as areas of time and space definition and meanings, and human nature and activity. Features of reality and truth arising from analysis appear to focus on relational assumptions, as well as less dominant features of protection, community, pride and meaning, amongst others, yet indicates that relational features play a central role in basic assumptions about reality and truth in these organisations. The fourth dimension of 'the nature of space and time' focuses on time orientation and space including interactions between them. Analysis indicates that a dominant feature of assumptions about these being negotiated, alongside less weighted features of openness, creation and adjustment. The final dimension of 'human nature, activity and relationships' encompasses sub-areas of types

of human nature, activity and relationships in suggested areas. A key indicated feature is that of the environment. The dominant type of human nature appears to be that it is both complex yet malleable, and the activity type seems to relate to both problem-solving and being-in-becoming. Pride also features in analysis of this dimension.

Interpretation of the basic assumptions of these organisational cultures will be considered in the context of the above grounded theory analysis as part of the discussion of Chapter Five.

4.5.3 Summary

This chapter presented findings from grounded theory analysis of interview data. A schematic overview of the grounded theory conceptualisation, a storyline and main categories were presented to demonstrate the grounding of the emergent model in data. Ethnographic findings were also presented, including grouped basic assumption analysis of organisational cultures.

In sum, the grounded theory analysis indicated a conceptualisation of 'Integrated personal-professional identity for organisational growth', with two main emergent theoretical categories of 'Integrating personal-professional identity for SEMH' and 'Navigating supported agency for organisational growth' each with two conceptual categories within. Ethnographic data indicated varying researcher experiences, with relational, environmental and negotiated features indicating combined organisational cultures.

The subsequent chapter considers these findings in relation to the original research aim.

5 Discussion

5.1 Overview of chapter

This chapter presents the discussion. It sets out discussion of findings by offering an interpretation of them and responding to the research aim. It proceeds through consideration of findings within the literature, by linking the emerging theory and associated concepts with extant theory and research. The chapter then considers the quality and limitations of the research, before presenting implications for practice.

5.2 Responding to the research aim

The aim of the research was to explore how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue. The overarching research aim, summarised in the introduction, is now revisited in relation to findings from the study:

How do staff with a key role in social, emotional and mental health (SEMH) in secondary school organisations engage in thinking and talking about the issue?

As stated at the outset, the aim of the present study was to extend understanding and inform external agency involvement in SEMH work in schools. Where SEMH is a priority within national and local contexts, and when the SEND CoP (DfE and DoH, 2015) sets out changing guidance, it aimed to contribute a conceptual framework for this purpose and to help the SEMH needs of CYP, of adolescent age and beyond, to be met.

Grounded theory enables consideration of the “individual processes, interpersonal relations, and the reciprocal effects between individuals and larger social processes” (p.83, Charmaz, 2003) and ethnography provides a frame upon which to hang findings

(Madden, 2010). In the present study, a conceptual level understanding of the social processes involved in how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue is suggested. It also enables insight into the organisational cultures of secondary school organisations to enhance understanding within the contexts considered.

The present study extends understanding of the way in which staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue by indicating the social processes in secondary school organisations. It fulfils its aim by proposing a conceptual level model and offering an interpretation for these social processes. In considering the tentative theoretical model in relation to the research aim, interpretation indicates that 'bridging' practitioners in secondary school organisations engage in thinking and talking about SEMH by integrating personal-professional identity for organisational growth in relation to SEMH. The associated processes of integrating personal-professional identity for SEMH and navigating supported agency for organisational growth, within this model, indicate higher integration brings greater motivation for organisational change.

Through the abductive approach of grounded theory, the search for a new abstract order is provisional whereby its end point is 'meaning creating rules' (Reichertz, 2007). The proposed core social process at the centre of the model, and emergent theory, raise several hypotheses which are presented below. Findings are then considered in relation to the literature to make further sense of the emergent theory.

5.3 Linking emerging theory to the extant literature

The existing literature was consulted to develop and consider the emergent theory within the field. Associated theoretical concepts, from which the final theoretical model

derived, were explored through reviewing the extant literature to clarify it, locate it within the literature and consider its relevance within the field.

5.3.1 Approach to the second literature review

A second literature review was conducted following analysis, in line with grounded theory approaches. As stated in Chapters Two and Three, this second literature review was conducted for the purpose of developing emergent conceptual ideas and determining theoretical correspondence with reference to the existing theoretical and research literature, thereby fulfilling the abductive principle.

The emergent theory derived from grounded theory analysis indicated several hypotheses which informed further reading. A database search was conducted in July 2016 to access theoretical and research literature from PsycINFO, Psychology and Behavioural Sciences Collection, CINAHL and SocINDEX. Search terms were defined, based on hypotheses related to conceptual concepts derived from analysis, to develop a focused review which considered areas of greatest relevance to the emergent theory. These are presented with emergent theoretical categories from analysis in Table 5.1.

Table 5.1: *Theoretical categories derived from analysis with search term hypotheses*

Emergent theoretical category	Hypothesis / terms searched
Integrating a personal-professional identity for SEMH	Role identity, professional identity, medical model, social model, person in role, professional adaptation, role adaptation or expansion or extension or transition
Navigating supported agency for organisational growth	Organisational change, systems change, capacity building, rights, advocacy, social justice, stigma, containment, agency, empowerment

Charmaz (2006) states that comparing existing work with emergent theory helps to indicate how prior ideas illuminate the developed categories as well as how emergent theory develops or challenges these ideas. Literature was selected by the researcher according to its perceived relevance to the emergent theory within educational or SEMH focused contexts to support sense-making. The two categories of emergent theory are discussed, in view of literature raised from focused searches, earlier stages of the research process and further material the researcher considered relevant. By integrating a discussion of the literature into the development of the emergent theory, points of divergence and convergence may be illuminated to consider the emergent theory more broadly.

5.3.2 Second literature review: linking emergent theory with the theoretical and research literature

5.3.2.1 Integrating personal-professional identity for SEMH

One concept that emerged from the analytic process indicated a sense of staff integrating professional identity for SEMH. This was developed both through staff bridging parts of themselves and those they seek to support to include SEMH, and through relating to SEMH as educators.

Models of mental health

Social and medical models emerged from analysis. A focus on the MH aspect, influences on SEMH and labelling called for exploration of contrasting social and medical models to understand how educational professionals may be making sense of and relating to SEMH. In a commentary, Gerard (2010) proposes that medical and social models coexist in policy and guidance. Where the medical model locates the

origin of difficulties within the physical domain and the social model positions difficulties as meaningful responses to environmental difficulties, empowerment and treatment discourses run parallel and a tension underpins MH care (Gerard, 2010). Boyle (2006) suggests that physical health thinking is transferred to MH, where a treatment outcome remains despite acceptance of environmental influences.

Currently, an ecological model is typically applied in education, which positions individuals within interacting levels of their environment (Bronfenbrenner, 1979). Yet Jones (2013) suggests that a medical model was brought into education, wherein challenging behaviour associated with difficulties were to be 'treated' or provided for through specialist educational provision, contrasting the sociological model which locates difficulties within classroom ecology. A co-existence of discourses can be seen in the diagnostic categories of the Diagnostic and Statistical Manual of Mental Disorders (2013) and the requirement for environmental adjustments in the SEND CoP (DfE and DoH, 2015). Boyle (2006) argues for an emphasis on interpersonal and social factors through abandoning medical language. This author also advocates for consideration of behaviours as meaningful in relation to the individual, as well as in terms of ordinary social and psychological processes applicable to human lives, experiences and relationships. There has, in recent years, been a move towards resilience and strengths based approaches, associated with positive psychology and positive MH in place of deficit perspectives across MH and educational contexts (for example, DfE, 2011). Yet the newer explicit MH discourse may result in some practitioners grappling with dual discourses and their place in relation to them. Participant reference to SEMH needs being experienced by some as unfamiliar or high usage of labels, within the present study, indicates some support for Armstrong and Hallett (2012) finding that needs are perceived as unknown entities. It is possible that staff are working with what appears, at

times, to be dual social-medical discourses, which may create uncertainty about how they view CYP and themselves in relation to SEMH and may affect how staff respond to seek to make a difference. Gerard (2010) suggests changing how we relate to others and with ourselves, wherein he advocates an integrated philosophical orientation.

Person-in-role

The notion of person-in-role emerged through analysis. Seeking to respond to needs, managing personal emotions and balancing academic and pastoral role functions often involved personal investment. Yet where difficult emotions are stirred, this may influence the emotional content within the adult-student dyad. Notions of staff feeling overwhelmed and frustrated in response to supporting SEMH needs arose in the study by Connelly et al. (2008) referred to earlier, and gains some support in the present study. Understanding academic-pastoral roles and personal-professional investment in the present study seems relevant for further exploration.

Reed (2001) argues against the notion of role, as it distinguishes between 'role' and 'person' and implies that role can be 'played' without identifying with it. The author argues that role position or expectations do not enable an individual to know how to manage their behaviour within the circumstances, and role is dynamic, yet it serves as a mental regulating principle and tool to manage learning. Role is posited as defined or taken up as an individual identifies with and takes ownership of the aims of the system as a member. To achieve the task of the system, an internal frame of mind develops through finding role by understanding system aims; making role through interaction, experience and managing psychological and sociological influences; and flexibly and holistically taking role to benefit those in the system. Thus, "a 'person-in-role' manages themselves in relation to their current situation – their context" (p.3, Reed, 2001). The

author refers to relatedness as part of a shared organisation, whereby awareness of this, "may enhance the value of personal relationships and increase their range because it cultivates respect based on the shared experience of working together" (p.7). Individual or contextual factors may change the perceived role, involving associated intrapersonal, interpersonal and systemic fragmentation or coherence.

As people-in-role fulfilling human roles, educational professionals in schools necessarily bring elements of themselves. Holding an integrated view of themselves and of CYP, in the present study, seemed to aid their own sense-making and that of others.

Professional role identity

Identity developed as an important theoretical concept to explore. This emerged in relation to how far professionals view themselves as educators, in the broadest sense, who contribute to academic and emotional development. Where MH may be considered as an area to shy away from in schools, whilst SEMH needs are also seen as relevant to all, dissonance regarding professional identity is indicated. Some caution amongst staff indicated in the present study may reflect the suggestion by Kidger et al. (2010) that such reluctance may be linked to a view that staff may not perceive it as their role, whilst striving to balance both SEMH and academic foci.

Day, Stobart, Sammons, Kington, Gu, Smees and Mujtaba (2006a) suggest that identity relates to personal, situated and professional dimensions. Reporting on a large scale study exploring influences on teachers, they identified stable identity as a factor which influences perceived effectiveness. An association between identity and belief in ability to make a difference was reported. Identity was said to be affected by tensions between educational ideals and aspirations, personal life experiences, school leadership and culture, CYP relationships and behaviour, as well as the impact of external policies.

These authors propose that supportive school culture, identity and positive relationships with leadership and colleagues, contributes to motivation, perceived effectiveness and resilience. Day, Kington, Stobart and Sammons (2006b) further suggest that cultural and psychological influences shape what it means to be a teacher. They suggest that “identities are a shifting amalgam of personal biography, culture, social influence and institutional values which may change according to role and experience” and that “the ways in which reforms are received, adopted, adapted and sustained will not only be influenced by their emotional selves but will exercise influence upon them” (Day et al., 2006b). They argue that demands on personal investment call for an interrelationship between professional and personal identities. Hammersley-Fletcher and Qualter (2010) also report on the effect of policy change and professional identity, in relation to changing roles of teachers and assistants. The authors suggest that changing professional roles can influence identity, and how professionals make sense of their roles and feel about themselves as educators. The authors argue that thoughtful change ensures maintained confidence and professional identity. Day et al. (2006b) argue for support to sustain a stable professional identity to manage varied demands which ongoing reform changes require.

As Tier 1 MH professionals with a MH contribution formalised in the SEND CoP, it is possible that staff have changing views of themselves and that their professional identity is undergoing transition. It is possible that staff are navigating a shifting professional identity in relation to SEMH and that identity which encompasses all aspects of CYP development requires an integrated professional identity. Analysis indicates that professionals who hold connected role functions are managing a shifting identity in relation to SEMH whilst other school staff in teaching roles may struggle.

Role adaptation

Role adaptation was a helpful concept to explore to consider changing professional role identity. Caution, initial unease and uncertainty about the place of MH in relation to SEN alongside the place of experience and awareness of SEMH indicate a process of adaptation or transition. This may reflect difficulties managing changing policy contexts as indicated by Corcoran and Finney (2015).

Neale and Griffin (2006) propose a model of role perceptions to understand how role transition may be experienced in dynamic environments and suggest that role transitions create change to behavioural expectations followed by adjustment. The authors suggest three interacting components influence role transitions: expectations of the system, beliefs about how the role is typically enacted and a self-concept within the role. Changes to expectations can result in anxiety or conflict and role behaviours which traverse all three components are considered to be without conflict. In particular, expected and typical behaviours which are incongruent with self-concept may create conflict, or behaviours required by the system not fitting elsewhere may result during organisational change. Change involves motivation in the case of moves towards an idealized self but may be resisted in the case of moves towards a feared future self (Neale and Griffin, 2006). An exploration of the processes involved in moves to Children's Trusts highlights the challenges of negotiating organisational and inter-professional transition (O'Brien and Bachman, 2006). Participants in that study felt that time was needed to embed new initiatives and concerned to ensure continued professional expertise and distinctive identity, and O'Brien and Bachman (2006) refers to 'role confusion' or 'territorial overlap' and highlights the challenges of different professional discourses, theories of change and provision. Robinson, Kellett, King and

Keating (2011) describe lived experiences of role transition between MH roles. It is suggested that feelings of competence can be replaced by uncertainty and feeling deskilled, particularly amongst more experienced individuals. Findings from Robinson et al. (2011) indicate that curiosity can contribute to adaptation to a new professional identity, and highlight how support and feedback contributes to managing learning challenges and developing a new identity. Neale and Griffin (2006) propose that positive evaluation can contribute to behaviour being incorporated into the notion of how the role is typically enacted.

The processes of adaptation and change can vary across individuals and contexts. Role changes can be unsettling for how individuals view their professional identity, and where educational roles likely involve emotional and cognitive engagement, identity may be affected both in and out of role. It is possible that some participants, and other school staff, are able to adapt more easily than others due to personal and systemic influences.

5.3.2.2 Navigating supported agency for organisational growth

The other concept that developed from the analytic process suggested notions of staff navigating supported agency for organisational growth. This emerged as staff giving voice to SEMH through supportive communication whilst also aspiring to organisational growth.

Advocacy

Advocacy developed in analysis as a sense of staff giving voice to SEMH and CYP with SEMH needs. School role structures, processes and ethos appeared to support staff advocacy in some organisational cultures. Professional advocacy for CYP with needs in school cultures which place high value on SEMH, involving Head Teacher support and

pastoral team contribution, appeared to play a role in participants advocating for SEMH needs.

Williams and Greenleaf (2012) suggest that social justice advocacy relates to action to remove barriers to well-being. A report on the Time to Change initiative highlights considerable stigma and discrimination yet indicates individuals may be unaware that their behaviour is stigmatising (Stringer, 2010). One aspect of the initiative, 'Education Not Discrimination', targets cultural change through training for key professional groups, including senior and pastoral school staff, and indicates future teacher training (Stringer, 2010). An evaluation of a secondary school intervention, which aimed to address stigma and discrimination amongst secondary school CYP, based on education and contact with individuals with SEMH needs, indicated a shift from derogatory to less stigmatising descriptions (Pinfold, Toulmin, Thornicroft, Huxley, Farmer and Graham, 2003). Pinfold et al. (2003) argue for whole-school educational programmes to address stigma and discrimination, to support staff and CYP SEMH, as part of a whole-school strategy. Williams and Greenleaf (2012) argue that the use of an ecological framework, amongst key school professionals, may challenge a medical model in schools by providing a tool for advocacy and social justice discourse for staff as agents for social change who enable access to support.

Where SEMH may be viewed cautiously or misunderstood by adults or CYP in schools, advocacy amongst key staff appears crucial. Findings indicate that organisational cultures which explicitly bring SEMH into professional practice, through leadership practices and whole-school ethos, may contribute to advocacy practices.

Containment

The concept of containment developed through the process of analysis. A sense of a support network emerged through notions of staff sharing concerns with others, including participants, who offered support to alleviate concerns. This contrasts with findings from Spratt et al. (2006) which indicated teacher reluctance to seek help, perhaps reflecting the relational features indicated in ethnographic analysis amongst participating schools. Yet whilst the wider staff group may feel contained through accessing support, participants themselves experienced external support networks to be somewhat lacking within the current context of service restrictions. An unmet need for support appeared where they and the organisation experienced themselves to be at full emotional capacity.

Drawing from the psychodynamic work of Bion (1961), containment relates to strong emotions being rendered manageable through experiencing being emotionally held. The internalisation of the experience contributes to the ability to manage the emotions necessary for growth and development. The importance of containment appears throughout the literature. For example, for pastoral staff to meet the SEMH needs of CYP, emotional availability to contain the anxieties of others, including CYP, parents and colleagues was reported to have a psychological impact (Partridge, 2012). The author reported that staff experience and training contributed to a sense of staff well-being, as did feeling understood through effective communication systems (Partridge, 2012). An exploration of EP-facilitated Work Discussion Groups for teaching staff to reflect upon the emotional processes of teaching and learning indicates a space to make sense of work-based experiences and interactions with others (Hulusi and Maggs, 2015). These authors suggest that “where teachers do not feel adequately contained in

their work they will not be able to provide containment to their students” and argue for teacher supervision groups based in psychodynamic thinking (p.35, Hulusi and Maggs, 2015). Partridge (2012) similarly highlights the importance of staff support.

Findings indicate that the wider school staff group sought containment for concerns about CYP. Where participants offered such support, alongside pastoral teams and leadership in seemingly relational community cultures, emotional containment for staff is indicated. Indeed, ethnographic findings indicated that cultures in which relationships, community and problem-solving appeared dominant seemed to have support networks and that the group of participating schools had features indicating a relational focus. However, a need for containment from additional sources of support was also apparent, particularly where needs were felt to be complex or beyond the capacity of the school system.

Agency

Participant awareness of organisational limitations alongside their drive to do more to support CYP with SEMH needs pointed to a notion of agency. Whilst participants placed value on effecting change for CYP, limited agency to fully effect this desired change emerged, indicating perceived hampered agency despite a desire to do more. Whilst seemingly well-placed in the school system to effect change, conflicting organisational priorities and challenges within local systems appeared to affect their agency. This is reflected in the study by Connelly et al. (2006) who reported that staff experienced conflicting responsibilities, systemic concerns and powerlessness.

Agency can be considered as “something that has to be *achieved* in and through engagement with particular temporal-relational contexts-for-action” and the way in which individuals engage with these through interaction over time (p.136, Biesta and Tedder,

2007, italics in original). Bandura's social cognitive theory (2001) refers to self-reflectiveness, self-regulation and the influence of socio-structural networks whereby individuals influence and are influenced by social systems through agency which involves both personal and interdependent collective efforts. Based in a case study to understand teacher agency in relation to curriculum development, Priestley, Edwards, Miller and Priestly (2012) argue that achieving agency depends upon environmental possibility and constraint as well as individual factors. Biesta and Tedder (2007) similarly argue for an ecological approach to agency, in connection with lifelong learning, whereby agency relates to individual active engagement and capacity to shape responsiveness within contexts. From this perspective, the authors highlight that individuals "act *by means* of an environment rather than simply in an environment" and that agency "depends on the interplay between agentic orientations, resources, and wider contextual and structural factors" (p.137, 145, Biesta and Tedder, 2007, italics in original). Both these authors and Priestley et al. (2012) appear to advocate a notion of agency which is understood as contextually, temporally and spatially connected.

Considering findings from the present study, frustrated agency appears to relate not only to the desire of participants to do more but also to their knowing *how* to do more. This may indicate an internal drive and capacity for agency which may be hindered by inadequate contextual factors internal or external to the schools.

Organisational growth

A notion of organisational growth, or aspiration towards building capacity, emerged. Participants noticed growth and development in the SEMH work of schools, and reflected on and appeared open to learning, both for themselves and to grow SEMH organisational capacity, yet experienced limits to growth contrasted desired growth. This

partially reflects findings from Corcoran and Finney (2015) which indicate teaching pressures and drives to make a difference yet mismatched practice and ideals.

Stoll, Bolam, McMahon, Wallace and Thomas (2006) conducted a literature review focused on building professional learning communities (PLCs). The PLC concept is based on communities of collective learning, whereby “a range of people based inside and outside a school can mutually enhance each other’s and pupil’s learning as well as school development” (p.223, Stoll et al., 2006). Where capacity is a “complex blend of motivation, skill, positive learning, organisational conditions and culture and infrastructure of support” which allows individual, group, community and systemic involvement in and sustainment of learning, they argue for building individual and collective capacity through whole school community collaboration to manage change and benefit CYP (p.221, Stoll et al., 2006). They conclude that developing PLCs can be helped or hindered by influences internal and external to schools, dependent upon “focusing on learning processes, making the best of human and social resources, managing structural resources and interacting with and drawing on external agents” (p.231). Stoll (2009) proposes capacity-building which is differentiated according to context and capacity; increasingly broad to include well-being amongst other outcomes; dynamic to include present and future orientations; and which holds a capacity-building ‘habit of mind’ which powers its sustainability. Sustainability is said to be possible by means of distributed and collective leadership embedded in culture, lateral capacity-building including learning networks and a coherent strategy for systemic change.

Peirson, Boydell, Ferguson and Ferris (2011) propose the Ecological Process Model of Systems Change, which incorporates four ecological principals of community psychology: succession, interdependence, cycling of resources and adaptation. They conceptualise system change as “a process of transformation in the existing structure,

function and/or culture of a system” (p.308). The authors claim that the model provides a tool for understanding the dynamics of systems change which is applicable to system across multiple levels, which involves second order change, including education.

Where findings from the present study indicate a sense of limits on an extended contribution for SEMH, through concerns about droughts in local availability and national emphasis on SEMH, developing capacity-building approaches resonates. Some participating organisations appeared to represent learning communities more than others. Where aspiration for organisational growth emerges, extant notions of networked learning communities illuminate current findings and enhance understanding.

5.4 Emergence of theory

Through grounded theory analysis of data and integration of this with ethnographic components, it is possible to consider the theoretical categories which develop.

The categories from the grounded theory process employed with interview data indicated a framework for understanding the way in which staff in secondary schools engage in thinking and talking about SEMH. Concepts indicated in findings pointed to various theoretical perspectives which were explored within the literature. Charmaz states that the “literature review and theoretical frameworks are ideological sites in which you claim, locate, evaluate, and defend your position” (p.163) and that, through continued constant comparison, they provide further sources, to “show where and how [other authors’] ideas illuminate your theoretical categories and how your theory extends, transcends, or challenges dominant ideas I your field” (p.165). As such, it enabled deeper consideration of previously defined conceptual notions.

The final theoretical framework relates to a 'Model of Integrated Role Identity for Capacity Building' which is presented visually in Figure 5.1, following the second literature review below, which enabled refinement of its conceptualisation. This final framework accounts for relationships between integrated person-in-role, role identity, voice: agency and containment, and capacity building, by indicating the two conceptual categories of integrating personal-professional identity for SEMH and navigating supported agency for organisational growth.

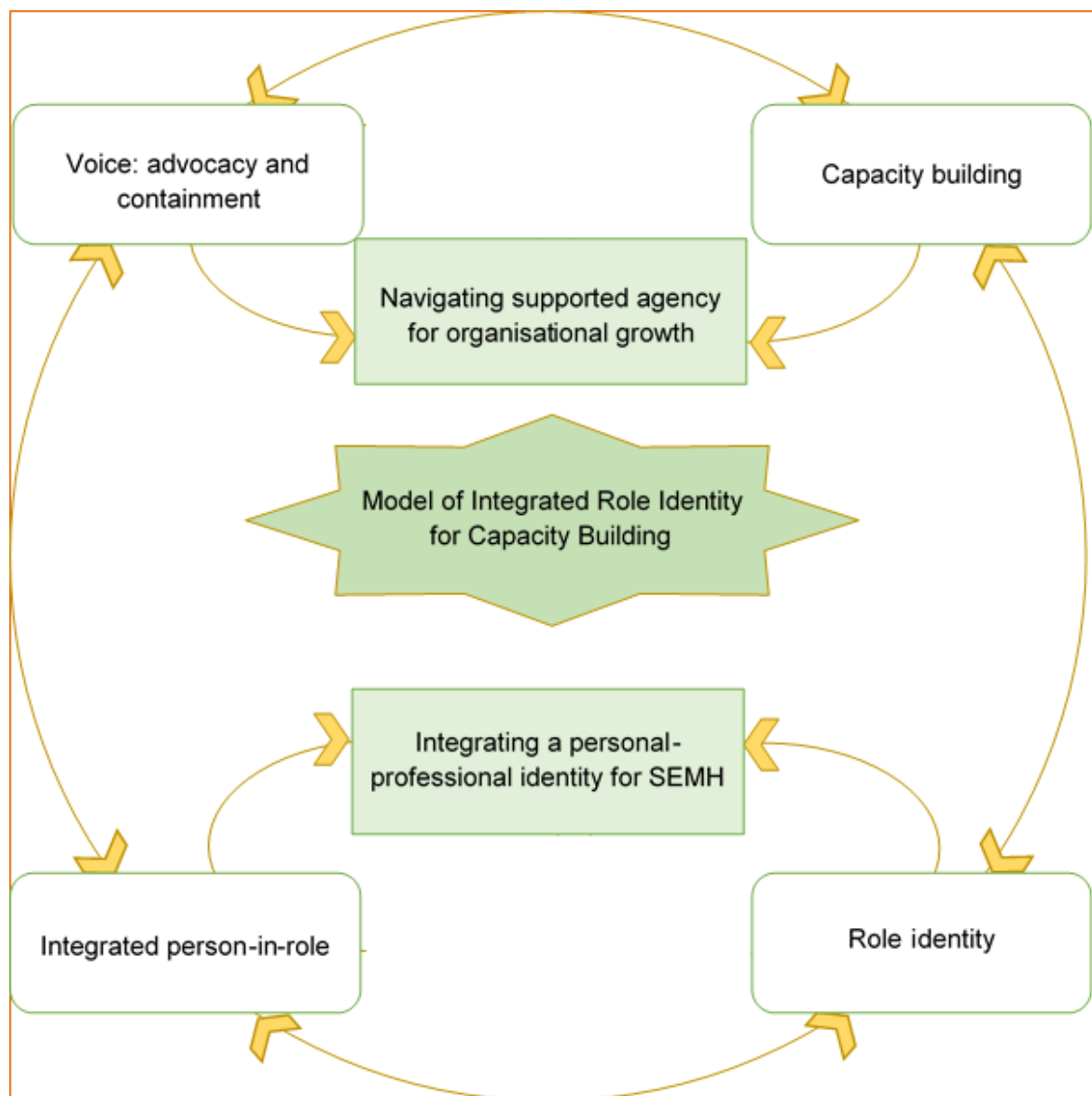


Figure 5.1: *Final framework: Model of Integrated Role Identity for Capacity Building*

5.5 Consideration of quality and limitations of the research

The present study was exploratory in nature and employed a flexible design founded in social constructionist and relativist philosophical foundations. Upon these foundations, a qualitative methodological approach was taken to capture diverse perspectives within varied socio-cultural contexts. A social constructionist grounded theory methodology with ethnographic components was employed which enabled the researcher to develop a conceptual model in response to the research aim to fulfil the purpose reiterated at the start of this chapter. An appraisal of the study with regards main strengths and limitations is presented with reference to quality and validity considerations offered by Mays and Pope (2000) and Kuper, Lingard and Levinson (2008). Whilst the ethnographic components did not aspire to a central position, suggestions by Altheide and Johnson (1994) were additionally consulted.

One strength of this study is the relativist approach to understanding the social processes regarding SEMH in secondary schools. This relates to the relevance of the research at a time when SEND guidance brings new terminology and places demands on schools and services (DfE and DoH, 2015) in response to increased SEMH needs which are particularly prevalent amongst secondary age CYP (Collishaw, et al., 2004; Collishaw et al., 2010; Green et al., 2004; Meltzer et al., 2000; 2003). The social constructionist approach, which recognises the socio-political systemic context in which the research was conducted, enabled the researcher to propose a conceptual model whilst accounting for this context as an intrinsic part of the methodology. Further, as resources are restricted and demands are increased, the study provided key practitioners with an opportunity to express their views.

An additional strength of the present study is the dual data collection and analysis approach. By collecting interview data alongside ethnographic data, the researcher was able to consider the perspectives of key staff in diverse organisational contexts, whilst incorporating contextual factors into the methodology and strengthening the quality of findings. Indeed, the ethnographic component provided a means of triangulating findings by providing the researcher with opportunities to extend her understanding of participants within their contexts and gain a rich understanding. In this way it was possible to reduce bias and develop a full understanding of individual participants, whilst also situating them within their unique social contexts and within the shared LA context. The cultural contexts described, through the researcher as part of the LA context and ethnographic elements, provide firm foundations from which to draw findings.

A limitation of the present study may be the sample size of participants from a range of settings. However, rich and extensive interview data from participants with considerable experience and insight, who were motivated to share, adds credibility to the study. Also, the design sought to incorporate a range of perspectives to incorporate multiple perspectives in line with the relativist ontological foundations of the study. The ethnographic component enabled the researcher to confidently move between contexts, grounding the conceptual model within them to strengthen the model, triangulate findings and protect against a 'diluted' theory. Whilst not full immersion, several sources of ethnographic data provided a wealth of data in addition to interview data which allowed the researcher to gain an understanding of the cultural meanings (Robson, 2011). Whilst school completed ethnographic information was often completed by the interview participant, thus not allowing the researcher to garner a broader perspective from within school organisations, the variously sourced ethnographic data still allowed for a broader view than would have been gained without this component. The aim of

grounded theory is not to generalise findings, yet the grounded theory methodology, conducted across four settings, enabled a conceptual level understanding which may be drawn upon to consider the topic in similar contexts. Indeed, the participant sample, of practitioners holding bridging roles, allowed the researcher to gain an understanding across both internal and external organisational domains.

Researcher bias is an inherent limitation in qualitative research, whereby analysis is necessarily subjective. The grounded theory approach brings potential bias in researcher adaptations to the interview schedule during the process. However, bias was minimised by basing the initial schedule upon a previously published schedule (Kidger et al., 2010). Also, the potential influence of the researcher as TEP, as someone who can bring change, may have biased participant responses yet ethical considerations including boundaries and confidentiality protected against this. Further, the grounded theory process brings a level of rigour to the research process which controls for researcher bias and will be discussed below. However, it should be acknowledged at this stage that the present study did not achieve one of the principles of grounded theory: theoretical sampling. Whilst this is a recognised limitation, inasmuch as conceptual findings were not compared or refined through further sampling and respondent validation, sufficiency of analysis meant additional sampling was not necessary and further interview with the participants was beyond the boundaries of consent and not ethically appropriate. On reflection, incorporating this aspect into the ethics proposal and consent would have allowed some manoeuvrability in this regard. However, the grounded theory constant comparison allowed comparison during the process which supports the validity of the The researcher transcribed soon after data collection, which allowed the researcher to immerse herself in the analysis. This process also facilitated her reflection on her experiences in conversation with

participants to fully consider what they brought to the interview conversation, not only through their words but through reliving the emotional experience of the interaction. The grounded theory tradition of constant comparison, whereby an iterative and dynamic approach to data collection and analysis was applied, allowing early data analysis to raise tentative hypotheses taken to subsequent interviews in the form of new questions, thereby contributed to developing understanding and guided further data collection. The researcher used various analysis tools, including MAXQDA computer software and traditional paper-based coding and mapping of developing understanding, to provide an audit trail for the research process. A constant comparative approach was used through the processes of open 'in vivo', focused conceptual and theoretical category coding to elevate data to emergent theory. Theoretical sufficiency was developed through a rigorous and reflective process, enhanced by ethnographic components, which enabled the researcher to develop a sufficiently full conceptual level understanding of participant concerns and to consider hypotheses against existing theoretical and research literature. Similar rigour was not part of the ethnographic analysis, where more informal analysis methods were employed. Indeed, whilst the ethnographic process was based upon Schein's (2004) model of organisational culture with a view to ascertaining an understanding of organisational basic assumptions, it is acknowledged that analysis was through a process devised by the researcher. Whilst this process was not a recognised method, the rich and extensive data allowed the researcher to gain an understanding of participant views within their cultural contexts. Indeed, this broader view provided an alternative perspective from which to consider their own understanding and the meanings of the participants.

Protection was taken against bias in data collection and analysis, including researcher personal experiences and assumptions, by reflection on this and being explicit about

prior theoretical lenses and early literature review. Further, questions developed by Kidger et al. (2010), as well as audit trail ensured explicit process of analysis. The researcher engaged in a rigorous process of memo-writing from the transcription stage of the grounded theory analysis, to compare accounts and build analysis incrementally from the ground up. These case-based, participant integrated and various conceptual memos with increasing abstraction enabled the researcher to dialogue with the data and engage in a rigorous approach to analysis whilst also providing a record of the process. The researcher is aware that this process of memo-ing and reflection, or similar protection against bias, did not form part of the analysis of ethnographic data. For this reason, it is likely that the analysis using Schein's (2004) model and the 'word cloud' approach may reflect researcher bias. The two literature reviews allowed the researcher to make explicit her preconceptions and theoretical perspectives, including 'sensitising concepts' and associations brought to the creative research process. Documenting prior knowledge in this way allowed the researcher to remain open to new ideas, whilst avoiding neglect of emergent understanding or forcing concepts, in line with grounded theory approaches. Consideration should be given to the participants and the sample, insofar as all participants were female and white, as was the researcher. Whilst it is recognised that the teaching profession is predominantly female, cultural diversity factors should be considered when deciding on the applicability of the findings in culturally diverse contexts, where cultural background may influence perceptions of SEMH.

5.6 Implications of the present study

The implications of the findings from the present study can be considered in terms of both research and practice implications. The main implications are presented.

5.6.1 Research implications

5.6.1.1 Distinctive contribution

The present study contributes to our understanding of the way in which staff in secondary school organisations think and talk about SEMH. This contribution is pertinent in the current context of increasing concerns with regard to SEMH needs amongst adolescents (Collishaw, et al., 2004; Collishaw et al., 2010; Green et al., 2004; Meltzer et al., 2000; 2003) and timely in terms of the recent formalisation of the role of schools in SEMH work through new SEN guidance (DfE and DoH, 2015), through extending our understanding of relevant social processes and theoretical concepts.

The study extends previous research defined in the critical literature review, which focuses on staff perspectives on environmental influences, staff understanding and experiences, and staff responses, positions and roles in relation to SEMH. The present study also fulfils a research need to better understand school staff views and confidence regarding SEMH and CYP with SEMH needs, as well as organisational engagement with SEMH work within the secondary school context. It makes an original contribution to extant research by proposing a conceptual 'Model of Integrated Role Identity for Capacity Building', which may help to extend and inform the understanding and involvement of external agencies in secondary school SEMH work. As such, it offers a formal theoretical model, considered by the researcher have a level of consistency with findings developed, from which the stated assertions about the social processes around SEMH in secondary schools can be drawn.

The grounded theory methodology, based in social constructionist and relativist perspectives, brings an original contribution through its approach and purpose. Whilst associated models were indicated in the literature review, it also revealed that models

offered were not based in research findings. As such, the present study proposes a model grounded in data, where, to the knowledge of the researcher, no model had previously been developed in this way. The present study contributes the perspective of school staff who hold leadership or coordinating roles, conceptualised by the researcher as bridging internal organisational and external agency processes. In this way, the approach was able to bring a missing meta-perspective to illuminate processes and guide multi-systemic intervention. Thus, it may contribute to the furthering of policy and practice for schools and external agencies.

Within the proposed conceptual model, findings in this study highlight the importance of staff integrating professional identity for SEMH and navigating supported agency for organisational growth. In particular, findings indicate that personal and professional elements of participant role identity may have a part to play in the way in which they relate to themselves and others, in order to relate to SEMH, and that a personal-professional integration as people-in-role may influence how they make sense of and contribute to involvement in SEMH work. Findings also provide some suggestion that this integrated professional identity may play a role in the way in which staff advocate for CYP with SEMH needs and contribute to a containing network of support for staff with concerns, whilst aspiring to organisational growth and managing external challenges.

The present study contributes to the theoretical evidence-base for understanding how staff in secondary schools engage in SEMH work. The way in which staff manage these areas may extend understanding of the social processes involved in staff responses to SEMH in secondary school organisations. Researchers who seek to develop an

understanding of staff engagement in SEMH work may wish to consider the findings of the present study to extend theory in this area.

5.6.1.2 Future research

Findings from the present study have implications for the directions future research may take. While the present study offers a unique contribution to advance knowledge and understanding in this area, additional research is needed. Further research is recommended in relation to SEMH in and around secondary schools, with regards to developing the model and deepening insight by understanding the perspectives from other individuals in and around the school community.

Future research may focus on developing the model within other contexts. Whilst recognising that the present study was exploratory in nature and related to a particular context at a punctuation in time through construction with the researcher, it has potential for wider use. Grounded theory methodology, which yields conceptual level understanding, may have some potential application beyond the context. As such, future research may focus on exploring the application of the model in other contexts through deductive methods, to consider fit, or through mixed methods approaches, to consider potential adaptation or through action research approaches. Thus, future research may seek to consider the viability of the proposed model, in order to extend the contribution that staff in secondary schools may make for SEMH.

There is scope for exploration of the focus area from the perspective of other members of staff. One potential means to explore the topic further may be to extend an understanding by focusing on staff with a second-order bridging role, between leadership coordinators and practitioners with non-identified roles in SEMH (see Appendix C). This may include direct contact practitioners, for example, those who do

not hold a leadership or coordinating role, but who have regular contact with them and CYP with SEMH needs. Such an approach may contribute to illuminating the way in which these staff manage themselves in relation to their role with CYP, leadership coordinators, teaching staff and external agencies. It would provide further insight into the views of staff with direct experience of working with SEMH, and secondary school systems around SEMH, to further an understanding of their experience and potentially extend prevention and early intervention work in schools.

A further focus for future research may involve gaining an understanding from recipients of care in and around the secondary school community. Research which captures the voice of CYP and employs grounded theory approaches has been carried out (Aston, 2014) however, it may be helpful to further consider the CYP perspective in view of recent changes to the school role and guidance (DfE and DoH, 2015). Further, the present study indicates that parents may be experiencing difficulty in relation to the use of SEN terminology which includes a focus on MH. This is an important issue for future research, where questions about possible parental unease about the term may be answered, to contribute to reducing stigma within education, in line with current initiatives (Time to Change, 2013).

5.6.2 Practice implications

5.6.2.1 Local dissemination

Practice implications can also be considered in relation to the schools, via Head Teachers, and the EPS who agreed to participate in the present study, in view of meeting expectations and ensuring practice in line with ethical considerations. Wider dissemination will also be briefly referred to as part of this.

Upon establishing informed consent for participation in the study, the researcher set out guidance for proposed feedback to the participating EPs and schools. First, the researcher committed to sharing research findings with the LA EPS. Agreement has been made for feedback to be provided to the EPS through a summary poster, which shall be shared following finalisation of the study. Second, the researcher proposed to share research findings with participating school Head Teachers through verbal and written presentation of broad themes from all participating schools which would not be school-specific. The researcher proposes to share findings with participating schools through a brief written summary report shared with Head teachers, via participating practitioners and initial contact professionals, as contextual constraints will prevent verbal feedback in addition to this. The researcher considers that this feedback will serve the requirements of participating schools. Findings will not be shared with schools additional to those who participated as explicit interest and consent was not gained by schools additional to participating schools. Main findings and practice implications will be shared with both EPS and schools with respect for ethical practice guidance. As such, efforts will be made to ensure that confidentiality and anonymity are maintained, as far as possible, throughout dissemination of research findings. The purpose of this is to protect the identity of the participating EPS, schools and practitioners. As such, presentation of findings will use quotes and themes and potential identifiers will be removed. As part of this, the storage of data relating to the present study, including audio recordings, transcripts, observations and personal records, will be kept anonymously for no longer than necessary and in line with guidance. Further dissemination will take place via awarding qualification requirements and ensure anonymity within all versions of this full written paper.

5.6.2.2 External agency involvement and the EP role

As previously highlighted, the present study is pertinent in the wake of the implementation of the new SEND CoP (DfE and DoH, 2015) as well as the call for schools and external agencies to an enhanced contribution in respect of SEMH. The findings from the present study are significant in at least three major respects.

Support for staff

The research has implications for support mechanisms for staff in secondary schools. Where the study indicates an integration of professional role identity for SEMH amongst some practitioners who have connecting and containing roles within school organisations, other staff within the school system may experience difficulty in bridging both academic-pastoral and professional-personal domains as people-in-role with regards the SEMH role. For example, teaching staff who have a narrow view of their role as a teacher, which may encompass a limited pastoral function or who find it difficult to manage the emotional impact of their role by investing and becoming overwhelmed or withdrawing investment as a protective response. Staff holding leadership coordinating functions, who may hold much of the emotional content of SEMH needs associated with containing staff concerns, facilitating support for staff with others or enabling dual domain connections amongst the wider staff group, may also require support to manage these demands.

An implication for the EP role, in this regard, may involve EPs facilitating support and practice development opportunities for staff. This could, for example, include group consultation sessions or Work Discussion Groups (Farouk, 2004 Jackson, 2008). These involve group exploration of concerns within a supportive group dynamic, typically facilitated by a professional with an understanding of psychodynamic and consultation

approaches such as an EP, to provide opportunities for adults to make sense of the emotional content of their practice in a safe and containing space. Such groups may be helpful insofar as they have the potential to contribute to staff relating with each other on an emotional level in relation to their practice and to enhance formal peer group support mechanisms over time. Thus, staff may experience their own emotional needs being met which may contribute to their capacity to understand and support the needs of those they endeavor to support. Staff may also find it helpful to understand adolescence as a time of turbulence and identity crisis, to support them in making connections between their responses and those of CYP as well as understanding possible conflicting role identities or adaptation (Erikson, 1959). Opportunities for reflection based in video feedback (Hayes, Richardson, Hindle and Grayson, 2011) or similar opportunities to support staff reflection on, and enhance awareness of, the relational aspects of their practice, as well as supervision for staff who hold key roles in relation to SEMH may also provide potential avenues of support for staff.

Organisational capacity building

Implications from the present study also arise regarding organisational capacity building. Findings indicate that staff with key leadership coordinator roles aspire to extending the contribution that secondary school organisations may make to support SEMH needs yet experience challenges in this regard. It seems important that seemingly frustrated staff agency to do more for SEMH needs in schools is capitalized upon. In terms of implementing change, motivation plays an important role and it appears that the desire presents yet this appears somewhat hindered by wider contextual factors, both internal and external to the school organisations explored within the present study. These factors, relating to apparent staff uncertainty about how to do

more and difficulty accessing support resources to find out, are areas in which external agencies, and EPs in particular, may contribute.

EP contributions focusing on school capacity building may be directed towards two areas of intervention for schools. Firstly, EPs may impact on support for whole school resilience building for CYP, thus also extending resiliency skills amongst staff, through preventative approaches and curriculum implementation based in positive psychology and well-being approaches, such as, for example, resiliency intervention (DfE, 2011; Roffey, 2010; 2015). EPs may also have a role to play in supporting staff development, for example, this may include whole staff training which includes experiential learning opportunities and reflection on learning. A second possibility for EP whole-school targeted efforts may be through support for school staff to extend their awareness of their contribution. Larger scale whole class video feedback, for example, and peer observation and feedback opportunities, including reflection, may help schools to increase awareness of good practice and realise the wide-ranging contribution they are currently making to support positive CYP SEMH. Further intervention for whole school capacity building would be support for school staff to focus on the value of schools as relational communities (e.g. Roffey, 2013). Current contexts present challenges in relation to changing government, policy reform and financial cuts. Alongside significant change and restrictions on resources, increased expectations for schools and external agencies in relation to SEMH work put pressures on all. Yet where access to external agency support may play an important role in extending capacity, joint working between CAMHS and EPS may maximise impact by supporting structures, relationships and interagency support mechanisms. One possibility may, for example, be a development of learning networks (Stoll et al., 2006).

Inclusion policy and practice

Further implications present pertaining to the development of policy and practice. In particular, this relates to inclusion and anti-stigma development work. Where findings indicate that views about SEMH and MH may be diverse in and around school communities, including high levels of inclusion and possible stigma in some domains, this presents as an area of high importance.

Awareness raising in school communities through broadening the focus to facilitate the expression of parent/carer perceptions may be one avenue for support. Where the present study indicates some parental concern regarding MH, this would be a potential area upon which to focus inclusive practice to alleviate any anxieties. The involvement of parents/carers, in collaboration with educational professionals, in supporting a SEMH focus may contribute to enhanced community anti-stigma practice and involvement through a relational focus. Empowering communities will play a crucial role in supporting the needs of CYP and others. External agency staff with an understanding of community psychology approaches, such as EPs, will likely be instrumental in taking such a focus forwards for the ultimate benefit of CYP. For example, through facilitating parent support groups.

School policies for staff development to extend an understanding of their role as educators in the broadest sense, to include SEMH work, may also be an area for future practice. Indeed, the present study indicates that relational communities may be fundamental to facilitating integrated identity for SEMH work and drive to extend contributions. The researcher would argue, as have others, for example, Armstrong and Hallet (2012) that there may be a role for EPs in supporting community building.

Induction processes which support staff awareness of the fullness of their role through

school policy development may be helpful in promoting inclusive practice and whole school ethos for SEMH. A local focus may involve the development of integrated transition policies at LA level, to enhance joined up support systems for CYP transitioning from school to college, in line with national initiatives. A further focus may be support around what it means to be a teacher or involved in education on a broader level, through for example, enhanced initial teacher training to connect academic-pastoral and professional-personal role functions. At a broader systemic level, school support to have their efforts for SEMH work validated and recognized would be helpful. Whilst OFSTED provide formal evaluation of school performance, an alternative may be local development of validation for schools to promote their efforts.

5.7 Reflections

5.7.1 Professional journey and personal reflections

The experience of embarking on and completing the present study has enhanced the understanding of the researcher about the social processes in secondary schools in relation to SEMH, facilitated the development of her professional practice working with individuals in diverse contexts, and her ability to reflect on ways to understand and respond to the challenges of education in its broadest sense.

Early stages of developing and planning this research presented challenges for the researcher. Establishing a research focus in changing national and local contexts to shape up a research proposal presented early challenges, whereby initial plans attached to a project were no longer feasible, yet this allowed consideration of ways to elevate this area of interest to a level which felt somewhat 'meta' to the systems which began to shift outside the EPS and ensure the feasibility, relevance and positive contribution of the research where the sands shifted increasingly rapidly. Managing

ethics timescales and planning within the overall doctorate timescale, whilst working with competing demands of placement and research requirements, was experienced as challenging. Working through these challenges contributed to the skill development of the researcher in managing boundaries around time, as well as planning whilst remaining flexible, to ensure the aims of the research were met.

Data collection and analysis presented further challenges and learning opportunities. Gaining entry into organisations to recruit participants and collect data was more challenging than the researcher had expected in spite of substantial experience within secondary school contexts. Finding ways to gain entry through contacts within the EPS to support interest and connect with an appropriate member of staff, whilst focusing on potential participants who appeared motivated and committed, was successful. Through the research journey the level of commitment of those who agreed to participate was impressive and heartening. Whilst managing data collection, complexities of data analysis also presented challenges. In particular, analysis was found to require a deeper level of engagement and time than was initially anticipated. Indeed, the process of analysis was experienced by the researcher to be complex yet contributed to skill in developing approaches to balance both creative fluidity and structured procedure. Further, elevation of findings to conceptual categories developed incrementally, and, although this was at times challenging, moments of illuminating understanding were experienced as rewarding.

The research process enhanced the understanding of the researcher of the social processes in secondary schools, in relation to SEMH. The challenges for staff, of holding the whole child in mind and working with complex systems to ensure needs are met, whilst managing one's own emotions including the drive to do more whilst feeling

the means to do so are somehow withheld, appears a difficult place to be. Indeed, more so without a personal or professional framework for understanding. In reflecting on personal capacity to fulfil the EP role, frameworks are key in enabling an understanding of myself and others in varied professional situations. Reflecting on the role of the EP, the capacity to support staff to notice all that they are doing strikes the researcher as significant in respect of SEMH. That the emotional experiences of staff to be understood and contained, to ensure they feel supported and empowered as professionals, appears crucial. The attention of the researcher is brought to some of the difficulties, particularly in secondary schools, for adults to manage not knowing and maintain openness to learning to respond, grow and bring change. Indeed, whilst setting boundaries between professional and personal may appear to be adaptive to manage difficult professional roles, the value of bringing an integrated self to educational roles brings not only opportunities to make a greater difference to CYP, but also to celebrate the rewards of a helping profession.

The research process facilitated the development of a range of skills for the researcher which she considers useful in professional life within the EP role. Of note, is the value of gathering data, developing tentative hypotheses, remaining open to alternatives and pursuing various lines of enquiry to develop understanding for myself and that of others in relation to a priority area of concern at a particular punctuation in time. This was relevant to developing EP practice, alongside realistic experience of working with complex social systems, including EPS and LA practices.

5.7.2 Reflexivity and contextual considerations

It is helpful to bring changing national and local contexts to the fore in discussing the present study in order to help the reader to gain a full understanding, in line with the

social-constructionist approach to the research methodology, whilst also sharing insight into the journey of the researcher prior to and during the research process.

Nationally, it has been stated previously that the study began within the context of the new SEND CoP (DfE and DoH, 2015), which was formally implemented in LA Children's Services through the Children and Families Act (2014) at the time of the development of the research proposal for the present study. The national context at this time was one of significant change in terms of educational reform and considerable financial restraints on services in various domains but impacting notably on LA services to schools. The research was also conducted at a time when proposed changes to secondary schools to academies has become more prominent. This may influence the way in which these organisations are responding to government changes. Further to significant SEND reforms it is also important to bear in mind the considerable additional changes that schools have been undergoing at the time of the research. Of specific note, the changes to the national curriculum would be a significant area of change and adjustment for school staff at every level.

On a local level, at the time the research was contracted within the LA EPS, there was relative stability in delivery of services to CYP, schools and families. During the early months of this first year on placement, macro-level changes began to impact upon local services. At this time, changes to CAMHS service delivery began to change and as my time with the EPS progressed, earlier national changes began to gain momentum. As the research progressed, national socio-political change lead to service restructuring and changing relationships between schools and the LA. The capacity of the EPS to offer the service it sought to deliver during earlier stages of the research process has changed. It is likely that these rapidly shifting national and local contexts at the time the

research was conducted have influenced the development of analysis findings. It will be important to bear this in mind when considering the findings from the present study. In particular, changes may have influenced participant availability, sense of their own capacity to manage the needs of those in their care and views about external factors at national and local levels. The researcher hopes that the approach employed will help to ensure that the study makes a valuable contribution to EPS and participating schools.

More recently, professional training experiences further promoted the awareness of the researcher, for example, a TEP role within a community CAMHS team contributed to an understanding of SEMH needs at different levels across school and CAMHS contexts. Further, an interest in schools as organisations, influenced by an understanding of primary tasks and organisational cultures, as well as interacting elements of diverse systems, led the researcher to curiosity as to whether external systems serve to contain complexity and the emotional strains of education. Whilst the researcher values the emphasis on SEMH in recent government agendas, current trends towards academic outcomes and the SEND CoP terminology which may reflect a within-child approach appear concerning (DfE and DoH, 2015). By talking about SEMH, and enhancing awareness and capacity for change within educational contexts, the researcher believes that discomfort may be relieved and support for concerns may be facilitated, to ensure needs are adequately supported.

6 Conclusions

The present study aimed to explore how staff with a key role in SEMH in secondary school organisations engage in thinking and talking about the issue. Its purpose was to extend understanding and inform external agency involvement in relation to SEMH work

in secondary schools by offering a conceptual model. Where SEMH is a national priority, a conceptual understanding has the potential to benefit the SEMH of CYP.

Grounded theory findings indicated an emergent framework relating to 'integrated personal-professional identity for organisational growth'. This emergent framework, with its associated categories, was considered with ethnographic findings across organisational contexts and was enhanced by a theoretical review of the literature. The final model for understanding the way in which staff in secondary schools engage in thinking and talking about SEMH was developed to form the 'Model of Integrated Role Identity for Capacity Building'. This model accounts for relationships between the main categories, whereby practitioners integrating personal-professional identity plays a role in them navigating supported agency for organisational growth. The model also integrates notions of person-in-role, role identity, voice: advocacy and containment, and capacity building.

The study extends previous research and brings a distinct contribution. Perspectives of school staff who hold 'bridging' roles between school organisations illuminate social processes within and between systems to guide multi-systemic intervention. Future research and practice implications have been suggested. These relate to support for staff, organisational capacity building and inclusion policy and practice. In particular, implications for external agencies, and EPs specifically, include facilitating staff development, contributing resiliency and community learning approaches, enhancing staff awareness of their contribution and extending work with parents as well as supporting a broad focus of education to include SEMH at wider levels.

It is hoped that the research may contribute positively, within rapidly shifting national and local contexts, to enhance positive SEMH for CYP and adults in and around secondary school communities.

Word count: 39, 684

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8 Appendices

Appendix A Summary of papers selected for critical review of the literature

Based on: Aveyard (2010)

	Study	Aim	Design	Sample	Findings	Initial thoughts about strengths and limitations
1. <input checked="" type="checkbox"/>	Armstrong, D., & Hallett, F. (2012). Private knowledge, public face: Conceptions of children with SEBD by teachers in the UK—A case study. <i>Educational and Child Psychology</i> , 29(4).	To explore the nature of teacher perceptions and experiences of CYP presenting SEBD	Assignments (each 5000 words) written as part of postgraduate study on supporting SEBD / SEBD and inclusive practice including an account of experiences of a CYP and exploration of teacher / wider attitudes and perceptions Phenomenography	150 teachers with direct contact with CYP with SEBD 72% working in mainstream settings and 28% in specialist settings including 10% in PRUs Across UK (Wales, North West, England)	Four themes identified relating to teacher perceptions / conceptions: chronic predisposition to failure, unknown and unpredictable entities, capable of renormalisation, and, disabled by educational policy and practice. Quantitative analysis showed; 80% noted EP involvement with individuals; 70% discussed challenging behaviour as key manifestation; 85% referred to conditions/syndromes (e.g. ADHD, SpLD, autism); 40% described possible MH problems (self-harm, anxiety); 80% felt these needs were not being met	Little information / lack of clarity about methodology / analysis No critique offered in paper No definition of the age group participants teach Unclear how quantitative analysis was undertaken but helpful additional analysis
2. <input checked="" type="checkbox"/>	Broomhead, K. (2013) 'Going the extra mile': educational practitioners compensating for perceived inadequacies in the parenting of children with behavioural, emotional and social difficulties (BESD). (2013). <i>Pastoral</i>	To understand educational practitioners' experiences and perceptions of parental responsibility in cases involving pupils with BESD	Semi-structured interviews of 30-90 minutes Interpretive phenomenological analysis (IPA) Analysis was carried out following a split into type of school i.e.	15 educational practitioners including head teachers, class teachers, teaching assistants and SENCos with frequent contact with CYP with BESD; 7 working in mainstream (6	Across mainstream and special: lack of parental responsibility for CYP development, learning and well-being in BESD cases with general critical judgements; BESD schools: practitioners compensating for perceived lack of parental responsibility through taking on a variety of role functions with a sense of obligation to do so	Participants are very varied in terms of their roles They state they analyse by type of setting but only report for specialist provision and do not report on mainstream Data is from a larger study (includes primary and secondary, and mainstream

	<i>Care in Education</i> , 31(4).		mainstream and special Sampling not specified	primary and 1 secondary), 8 working in BESD (1 primary, 1 mixed primary / secondary, and 6 secondary) Unspecified UK location		<i>and specialist – not so relevant findings for review question as only one secondary teacher is represented in mainstream)</i>
3. <input checked="" type="checkbox"/>	Broomhead, K. (2014). 'A clash of two worlds'; disjuncture between the norms and values held by educational practitioners and parents of children with behavioural, emotional and social difficulties. <i>British Journal of Special Education</i> , 41(2).	To explore the norms and values of educational practitioners about parenting and education, and the norms and ideals perceived to be held by parents of CYP with BESD	Semi-structured individual interviews of 30-90 minutes Analysis through use of interpretive phenomenological analysis (IPA) Sampling through postal invitation (convenience sampling?)	15 educational practitioners in mainstream and specialist BESD schools (including senior positions such as headships, SENCos, teaching assistants with SEN responsibilities, class teachers and a home-school liaison officer) Primary and secondary schools North West England	Three themes: norms and values held by teachers contrasted with those they perceived parents of CYP with BESD to have; perceived intergenerational continuity of ineffective parenting; initial disapproval and subsequent acceptance of ineffective parenting practices	Response rate for mainstream was low which led to recruitment from specialist setting so not clear whether how common their experiences may be No critique reported Data is from a larger study focusing on perceived causes of BESD and sense that findings came before the purpose was established
4. <input checked="" type="checkbox"/>	Burton, D and Goodman, R. (2011). Perspectives of SENCos and support	To explore the perception of SENCos and	Semi-structured individual interviews of up to 1 hour	4 SENCos and 8 support staff (including learning	Perceptions of roles: unappreciated, not treated with respect, little understanding of how difficult the role is.	Conducted as part of a larger study into perceptions and experiences of including

	staff in England on their roles, relationships and capacity to support inclusive practice for students with behavioural emotional and social difficulties. <i>Pastoral Care in Education</i> 29(2).	support staff on their roles, relationships and capacity to support the inclusion of CYP with SEN	Purposive sampling strategy related to some level of school social deprivation Thematic analysis	facilitator, LSA, bilingual TA, 2 learning mentors, HLTA, inclusion manager and student support manager who was not a member senior leadership) in 4 mainstream secondary schools (3 schools and 1 academy) North West England and West Midlands	Facilitating inclusive practices: understanding BESD and staff background Relationships with students: availability and importance of a nurturing environment Relationships with parents: accessibility and approachability	CYP with BESD in mainstream schools Acknowledges the limitation of self-report data Review of transcripts adds to rigour
5. <input checked="" type="checkbox"/>	Connelly, G., Lockhart, E., Wilson, P., Furnivall, J., Bryce, G., Barbour, R. & Phin, L. (2008) Teachers' responses to the emotional needs of children and young people: results from the Scottish Needs Assessment Programme, <i>Emotional and Behavioural Difficulties</i> , 13(1).	Experiences of EBD faced by adults CYP in schools/pre-schools	Questionnaires Sampling through questionnaires to Scottish LA directors of children education with guidance to send to particular roles (head teachers of primary, nursery / pre-school, secondary and special schools, and teachers for pastoral care and EBD special school teacher)	365 staff members (159 heads / deputy heads and 206 teachers) Response rate 61% (compared with an overall response to the survey by all professional groups of 51%) Scotland	Difficulties include: negative impact on adults, various problems Responses include: interventions to manage behaviour and distress; social , group and environmental changes; working with parents and CYP; seeking information and support for adults; specialist agency support; time and communication with CYP and families Frustrations included: getting help; conflict with other responsibilities; systemic issues internal and external to the school; powerlessness; lack of time Factors most perceived as causing difficulties in accessing services: waiting lists, communication with services and service criteria	Part of wider survey of professionals who work with CYP focused on professionals providing mental health services / those working with CYP in various settings but who do not have mental health training Rigorous data analysis with research team coding frame and discussion Acknowledgement of sampling approach and questionnaire approach yet high response rate

			Descriptive statistics and thematic analysis			<i>(based in Scotland where educational context differs)</i> Unclear what response rate was for professionals in different settings
6. <input checked="" type="checkbox"/>	Corcoran, T. and Finney, D. (2015). Between education and psychology: school staff perspectives, <i>Emotional and Behavioural Difficulties</i> , 20(1).	To consider how school staff position themselves within the well-being agenda in the current UK political context and its place in education	Semi-structured individual interview Sampling through primary, secondary and specialist setting contacts from researcher delivered introductory training on mental health issues Discourse analysis	17 school staff, (7 secondary: deputy head, inclusion manager and SENCo; 9 primary: head, deputy head, SENCo, SEAL coordinator) Primary, secondary and special schools LA in northern England	Discursive strategies relating to contemporary policy, educator role and negotiating amid competing responsibilities: Policy: awareness of (changing) policy context with perception of regimens and disenchantment, negative effects of increased pressure and assessment focus; Role: disjuncture of distressed space of current practice and preferred space of ideal practice, pressures of teaching restricts focus on mental health, desire/drive to make a difference; Natural: connection between own emotional awareness as practitioners and student presentation (constant professional challenges in making sense of competing legislative/policy pressures while trying to maintain their passion / purpose)	Argues for revisiting of relationship with knowledge and purposes of schooling: embracing a salutogenic / messy / 'whole package' view of situating practice in context for the purpose of transforming life Sampling may have influenced findings Mix of schools, so difficult to account for different contexts and specialist appears unrepresented <i>(for review question, mix of age groups makes it difficult to determine relevance)</i>
7. <input checked="" type="checkbox"/>	Goodman, R. L., & Burton, D. M. (2010). The inclusion of students with BESD in mainstream schools: teachers' experiences of and recommendations for creating a successful inclusive environment. <i>Emotional &</i>	To explore the experiences of classroom teachers and subject heads working with CYP with BESD in mainstream	Semi-structured individual interviews UK-based (four regions) Purposive sampling Analysis is not specified	8 mainstream teachers also with roles as heads of various subjects (and 1 primary school teacher) London, North West England, South East	Challenges: gap between theory and practice including unsatisfactory multi-agency approach and limited availability of external agencies and SENCos, different perceptions of parents and school impacting communication, staged school behaviour policies yet difficulty implementing them and queries about effectiveness, communication barriers to implementing national policy, diverse inclusive practices.	Diverse participant group – across roles and contexts, with some peripatetic Review of transcripts adds to rigour No indication of analysis used

	<i>Behavioural Difficulties</i> , 15(3).	secondary schools		England and West Midlands	Strategies: importance of positive feedback, value of respectful and collaborative teacher-student relationship, approaches which minimise disruption (primary strategies include circle time and emotion identification). Reflections: training in practical techniques and implications of labels, learning from peers and communication to share strategies via support plans	<i>(relevant focus for review question on just secondary staff)</i> Clear rationale for the primary school participant Recognition of small scale nature yet with large geographical spread
8. <input checked="" type="checkbox"/>	Kidger, J., Gunnell, D., Biddle, L., Campbell, R., & Donovan, J. (2010). Part and parcel of teaching? Secondary school staff's views on supporting student emotional health and well-being. <i>British Educational Research Journal</i> , 36(6).	To examine the role of teachers in supporting pupil emotional health and well-being	Semi-structured individual (or paired) interviews (30 mins to 1 hour) Sampling through contact with individual with oversight for emotional health and well-being activity and participant identification Thematic analysis	14 staff involved in emotional health and well-being activities from 8 secondary schools (5 teachers, 3 TAs and 6 others) (roles included PSHE coordinator, assistant principal, learning support manager, head of key staff or year group, psychologist, TA, mentor, SENCo) England	Three themes: teaching and emotional health and well-being are linked (and cannot be ignored due to being in a relationship with pupils although there is not clear guidance for teachers), perception that some teachers are reluctant to engage in emotional health and well-being work (do not see it as part of their role where they cannot focus on both academic results and well-being, yet training and relationships with agencies may improve this), neglect of teacher emotional health needs prevent them from considering those of pupils (and support systems and help-seeking cultures are not in place for staff)	Appendix of questions provides good transparency Independent coding and good inter-rater reliability (though extent of this not explicitly stated) add to rigour Qualitative methods acknowledged as a strength. Perspective of those involved in mental health activity but not always teachers themselves acknowledged as a limitation
9. <input checked="" type="checkbox"/>	Nash, P., & Schlösser, A. (2015). Working with schools in identifying and overcoming emotional barriers to	To document collaboration in developing, implementing and	Scaling questionnaire audit of perceptions and experiences of disruptive behaviour	All school staff completed questionnaire A range of staff attended	83.8% believed pupils could control behaviour; possible explanations, by highest agreement: learning difficulties or shame/fear /anger /envy (58); communication of distress, peer relationships or loyalty to peer group	Descriptive analysis only <i>(study partially relevant for review question)</i>

	learning. <i>Educational Studies</i> , 41(1-2).	evaluating a training day for secondary school teachers (with an audit at the start)	(behaviour as under pupils' control and factors related to disruptive behaviour) and evaluation of training Evaluation questionnaire Descriptive statistics and thematic analysis	training (including teaching, non-teaching/support and administration) One secondary school in northern England	(56); social emotional difficulties or feeling misunderstood (54); troubled home and feeling disliked (47); low engagement, anxiety and teacher relationships (38) 67% change in ideas about disruptive behaviour after training (including improved understanding, view of control, considered responses and view of it as communication) and high training value ratings yet change not sustained at follow-up	
10. <input checked="" type="checkbox"/>	Spratt, J., Shucksmith, J., Philip, K. and Watson, C. (2006) 'Part of Who we are as a School Should Include Responsibility for Well-Being': Links between the School Environment, Mental Health and Behaviour, <i>Pastoral Care in Education</i> 24(3).	To examine the ways in which the school environment can impact on the well-being of pupils and pupil behaviour	Individual interviews Case studies of innovative practice Sampling from scoping telephone interviews with LA representatives Interpretive methods grounded in data	6 case studies involving 20 professionals and four group interviews with parents and with pupils Scotland	Links between school environment and mental well-being (few LA policies and fragmented school approaches; parental/child views of importance of well-being curriculum yet little school evidence of this; voluntary sector concerns about priority of academic outcomes; frequent teacher/LA reference to tensions between individualised approach and secondary sector academic expectations; teachers felt specialist interventions located difficulty in child; teachers expressed ambivalence about altering systems to adapt to individual needs; CYP valued relationships and they/teachers recognised activities beyond class enabling; non-teaching roles allow time; teacher isolation and reluctant to seek support) Interdisciplinary working and school environment (export, import and ownership approach where ownership places well-being in value system; collaboration supports understanding)	Draws from the main study which examined the links between well-being and behaviour and does not fully report results Unclear what analysis methods are used Rigour of analysis through transcript checking with participants and involvement of a research team Unclear how innovative practice is defined <i>(not just school staff but others outside schools so less related to review question yet still interesting)</i>

Appendix B Literature review critical appraisal

Based on: CASP; REPOSE Guidelines; Weight of Evidence and TAPUPAS

1. Armstrong, D., & Hallett, F. (2012). Private knowledge, public face: Conceptions of children with SEBD by teachers in the UK—A case study. <i>Educational and Child Psychology, 29</i> (4).				
<p>1. Structured abstract</p> <p><input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions</p>	All clear apart from aim not explicit	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider:</p> <p><input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study</p> <p><input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context</p> <p><input type="checkbox"/> Funding of study</p> <p><input type="checkbox"/> Date study started and completed</p> <p><input type="checkbox"/> Study research questions and/or hypotheses</p> <p><input type="checkbox"/> Why it was thought important / relevance</p>	<p>Background and context clear</p> <p>Statement of aims explicit</p> <p>No date of data collection</p> <p>Goal/focus of study clear</p> <p>Importance/relevance clear</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider:</p> <p><input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?</p> <p><input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal?</p> <p><input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants</p> <p><input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment</p> <p><input type="checkbox"/> The concepts or variables investigated</p>	<p>Design justified although other methods not explored</p> <p>Qualitative methodology appropriate</p> <p>Seeks to explore perceptions and subjective experiences</p> <p>Type of study design explained</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider:</p> <p><input type="checkbox"/> Type of educational institution / learning environment / country study located</p> <p><input type="checkbox"/> Number of participants / sample size</p> <p><input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs</p> <p><input type="checkbox"/> If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study</p>	<p>Setting and location described adequately</p> <p>Work context of participants given</p> <p>Number of participants clear</p> <p>Relevant information about participants stated but no age</p> <p>Participant selection as undertaking course module clear</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<p><input type="checkbox"/> If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study</p> <p><input type="checkbox"/> How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population</p>	<p>Not clear why particular course/assignment but seems to fit with aims</p> <p>Some information about gender and prior study.</p>			
<p>5. Have ethical issues been taken into consideration? Consider</p> <p><input type="checkbox"/> If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained</p> <p><input type="checkbox"/> Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it)</p> <p><input type="checkbox"/> If approval has been sought from the ethics committee</p>	<p>Clear accounting for relevant ethical considerations</p> <p>Appropriately handled consent</p> <p>Approval from university panel stated</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <p><input type="checkbox"/> If the setting for data collection was justified</p> <p><input type="checkbox"/> If it is clear how data were collected (e.g. focus group, semi-structured interview)</p> <p><input type="checkbox"/> If the researcher has justified the methods chosen</p> <p><input type="checkbox"/> If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?</p> <p><input type="checkbox"/> If methods were modified during the study. If so, explanation of how and why?</p> <p><input type="checkbox"/> If the form of data is clear (e.g. tape recordings, video material, notes)</p> <p><input type="checkbox"/> If the researcher has discussed saturation of data</p> <p><input type="checkbox"/> Types of data collected / by who / where/ details of methods or tool(s)</p> <p><input type="checkbox"/> How trustworthiness/reliability/validity of collection methods/tools were established</p> <p><input type="checkbox"/> Relationship between researcher and participants adequately considered?</p> <p><input type="checkbox"/> If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location</p> <p><input type="checkbox"/> How the researcher responded to events during the study and whether they considered the implications of any changes in the research design</p>	<p>Data collection methods clear</p> <p>Not clear why this particular written document was selected</p> <p>Methods not modified</p> <p>Type of data clearly stated</p> <p>Trustworthy</p> <p>Relationship not explained</p> <p>No potential bias or role stated</p> <p>No changes to study mentioned</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <p><input type="checkbox"/> Which methods were used to analyse those data and why</p> <p><input type="checkbox"/> Procedures for qualitative data analysis including data handling</p> <p><input type="checkbox"/> Statistical approaches and tests</p> <p><input type="checkbox"/> The rigour, trustworthiness, reliability and validity of the analysis</p> <p><input type="checkbox"/> If there is an in-depth description of the analysis process</p>	<p>Analysis methods detailed with rationale</p> <p>Process outlined</p> <p>No tools used or measures to ensure rigour noted</p> <p>Not detailed analysis process</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>

<input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? <input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process <input type="checkbox"/> If sufficient data are presented to support the findings <input type="checkbox"/> To what extent contradictory data are taken into account <input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation	<p>Some explanation of analysis process but more would be helpful</p> <p>Data sufficiently presented Some consideration of contradictory examples No examination of role</p>			
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <input type="checkbox"/> Ensure that the results reported are consistent with the methods used <input type="checkbox"/> Report on all variables or concepts investigated <input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used <input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected <input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments <input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) <input type="checkbox"/> If the findings are discussed in relation to the original research question	<p>Findings clearly summarised</p> <p>Some explanation of derivation of results from data</p> <p>Findings explicit Adequate discussion and counter-discussion</p> <p>Statement of what findings do/do not allow</p> <p>Adequate discussion in relation to aims</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>9. How valuable is the research? Consider</p> <input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? <input type="checkbox"/> If they identify new areas where research is necessary <input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used	<p>Reference to and links with previous research and policy made</p> <p>Suggestions for further research are made Consideration of wider application made</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>10. Conclusions:</p> <input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors <input type="checkbox"/> Ensure that conclusions follow from the results <input type="checkbox"/> Include a statement about the generalisability of the findings	<p>Reference to each set of findings with conclusions drawn each time Conclusions follow from results Statement of generalisability given</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate	Quite sound in terms of methodological quality	1-5	4

	<input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality			
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	Relevant and appropriate design	1-5	4
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	1/3 of participants in specialist settings and no age group given	1-5	3
Weight of Evidence D: (overall judgement)		Answers some of question	1-5	3

2. Broomhead, K. (2013) 'Going the extra mile': educational practitioners compensating for perceived inadequacies in the parenting of children with behavioural, emotional and social difficulties (BESD). (2013). *Pastoral Care in Education*, 31(4).

1. Structured abstract <input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Some background, no explicit aim, little on methods or analysis, findings could be clearer, conclusion relate to implications.	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider: <input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study <input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context <input type="checkbox"/> Funding of study <input type="checkbox"/> Date study started and completed <input type="checkbox"/> Study research questions and/or hypotheses <input type="checkbox"/> Why it was thought important / relevance	Some background and context Aim set out as interest Data drawn from larger undated study Indication of importance	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider: <input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? <input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment <input type="checkbox"/> The concepts or variables investigated	No exploration of other methods Indication of more on method in main study Seems an appropriate methodology Hard to say more as method seems decided before extended research aim for this paper was set out	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider: <input type="checkbox"/> Type of educational institution / learning environment / country study located <input type="checkbox"/> Number of participants / sample size <input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs	School contexts of participants clear Sample size clear Some relevant participant information No detail relating to recruitment	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No

<ul style="list-style-type: none"> ☐ If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study ☐ If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study ☐ How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population 	<p>Unclear rationale as to the broad range of participants No detail about sampling strategy</p>			
<p>5. Have ethical issues been taken into consideration? Consider</p> <ul style="list-style-type: none"> ☐ If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained ☐ Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) ☐ If approval has been sought from the ethics committee 	<p>Ethical considerations quite brief Reference to ongoing consent If data was from a different study, consent for their data to be used for a different study is not stated No approval mentioned</p>	<p><input type="checkbox"/> Yes</p>	<p><input checked="" type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <ul style="list-style-type: none"> ☐ If the setting for data collection was justified ☐ If it is clear how data were collected (e.g. focus group, semi-structured interview) ☐ If the researcher has justified the methods chosen ☐ If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? ☐ If methods were modified during the study. If so, explanation of how and why? ☐ If the form of data is clear (e.g. tape recordings, video material, notes) ☐ If the researcher has discussed saturation of data ☐ Types of data collected / by who / where/ details of methods or tool(s) ☐ How trustworthiness/reliability/validity of collection methods/tools were established ☐ Relationship between researcher and participants adequately considered? ☐ If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location ☐ How the researcher responded to events during the study and whether they considered the implications of any changes in the research design 	<p>Little information about data collection here Brief coverage of interview topics Location of interviews stated No reference to participant relationship with participants or influences on data collection Statement of recording of interviews Rigour of methods not explicit No changes mentioned</p>	<p><input type="checkbox"/> Yes</p>	<p><input checked="" type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <ul style="list-style-type: none"> ☐ Which methods were used to analyse those data and why ☐ Procedures for qualitative data analysis including data handling ☐ Statistical approaches and tests ☐ The rigour, trustworthiness, reliability and validity of the analysis 	<p>Some rationale for setting split for analysis Brief reference to analysis approaches Analysis process could be more detailed</p>	<p><input type="checkbox"/> Yes</p>	<p><input checked="" type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>

<ul style="list-style-type: none"> <input type="checkbox"/> If there is an in-depth description of the analysis process <input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? <input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process <input type="checkbox"/> If sufficient data are presented to support the findings <input type="checkbox"/> To what extent contradictory data are taken into account <input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation 	<p>Not clear how categories were derived from the data Presentation of data sufficient to support findings Contradictory evidence not apparent Researcher role not explicitly accounted for</p>			
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the results reported are consistent with the methods used <input type="checkbox"/> Report on all variables or concepts investigated <input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used <input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected <input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments <input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) <input type="checkbox"/> If the findings are discussed in relation to the original research question 	<p>Results consistent with methods Rationale for not reporting on mainstream practitioner group not detailed Themes appear to be derived from data Evidence against researcher's arguments is not apparent No reference to credibility Findings appear known before analysis</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>9. How valuable is the research? Consider</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? <input type="checkbox"/> If they identify new areas where research is necessary <input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used 	<p>Contribution as supporting previous findings detailed and as understanding how CYP needs are met Reference of findings to political views No reference to further research</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>10. Conclusions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors <input type="checkbox"/> Ensure that conclusions follow from the results <input type="checkbox"/> Include a statement about the generalisability of the findings 	<p>Conclusions appear related to results but some indication that conclusions had already been drawn No consideration of generalisability</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
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Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Quality uncertain in parts, due to drawing from a previous study, and aims in relation to conclusions seem unclear	1-5	3
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	Design/method fit for purpose of review question	1-5	3
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	Participants are largely not mainstream secondary	1-5	1
Weight of Evidence D: (overall judgement)		Not largely relevant to question	1-5	2

3. Broomhead, K. (2014). 'A clash of two worlds'; disjuncture between the norms and values held by educational practitioners and parents of children with behavioural, emotional and social difficulties. *British Journal of Special Education*, 41(2).

1. Structured abstract <input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Some background, no explicit aim, little on methods or analysis, findings reasonably clear	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider: <input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study <input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context <input type="checkbox"/> Funding of study <input type="checkbox"/> Date study started and completed <input type="checkbox"/> Study research questions and/or hypotheses <input type="checkbox"/> Why it was thought important / relevance	Relevant research and contextual background No timescales stated Broad research focus stated	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider: <input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? <input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment <input type="checkbox"/> The concepts or variables investigated	Article drawn from wider study on socio-emotional aspects of home-school relationships for all SEN Methodology appropriate	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider: <input type="checkbox"/> Type of educational institution / learning environment / country study located <input type="checkbox"/> Number of participants / sample size	Location and participant settings stated	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<ul style="list-style-type: none"> <input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs <input type="checkbox"/> If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study <input type="checkbox"/> If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study <input type="checkbox"/> How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population 	<p>Sampling strategy reported</p> <p>No rationale for focusing on mainstream primary and secondary participants</p> <p>Some detail about sample selection given</p> <p>Brief consideration of reasons for mainstream staff being difficult to access</p> <p>Detail relating to changes to sampling approach provided</p>			
<p>5. Have ethical issues been taken into consideration? Consider</p> <ul style="list-style-type: none"> <input type="checkbox"/> If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained <input type="checkbox"/> Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) <input type="checkbox"/> If approval has been sought from the ethics committee 	<p>No reference to ethical considerations</p> <p>If data was from a different study, consent for their data to be used for a different study is not stated</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the setting for data collection was justified <input type="checkbox"/> If it is clear how data were collected (e.g. focus group, semi-structured interview) <input type="checkbox"/> If the researcher has justified the methods chosen <input type="checkbox"/> If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? <input type="checkbox"/> If methods were modified during the study. If so, explanation of how and why? <input type="checkbox"/> If the form of data is clear (e.g. tape recordings, video material, notes) <input type="checkbox"/> If the researcher has discussed saturation of data <input type="checkbox"/> Types of data collected / by who / where/ details of methods or tool(s) <input type="checkbox"/> How trustworthiness/reliability/validity of collection methods/tools were established <input type="checkbox"/> Relationship between researcher and participants adequately considered? <input type="checkbox"/> If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location <input type="checkbox"/> How the researcher responded to events during the study and whether they considered the implications of any changes in the research design 	<p>Interviews were not conducted with a view to answering a previous research question</p> <p>Data collection not fully detailed</p> <p>Modification of changes to sampling explained</p> <p>Questions not detailed</p> <p>Consideration of relationship not explored</p> <p>No consideration of role provided</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which methods were used to analyse those data and why <input type="checkbox"/> Procedures for qualitative data analysis including data handling 	<p>Some detail of analysis provided</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<ul style="list-style-type: none"> <input type="checkbox"/> Statistical approaches and tests <input type="checkbox"/> The rigour, trustworthiness, reliability and validity of the analysis <input type="checkbox"/> If there is an in-depth description of the analysis process <input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? <input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process <input type="checkbox"/> If sufficient data are presented to support the findings <input type="checkbox"/> To what extent contradictory data are taken into account <input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation 	<p>No consideration of alternative approaches detailed</p> <p>Analysis process briefly outlined</p> <p>Detailed evidence of data to support findings</p>			
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the results reported are consistent with the methods used <input type="checkbox"/> Report on all variables or concepts investigated <input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used <input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected <input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments <input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) <input type="checkbox"/> If the findings are discussed in relation to the original research question 	<p>Results consistent with methods</p> <p>Themes adequately supported by data</p> <p>Some effort to consider different interpretations</p> <p>No consideration of credibility Findings discussed in relation to study aims</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>9. How valuable is the research? Consider</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? <input type="checkbox"/> If they identify new areas where research is necessary <input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used 	<p>Contribution in relation to existing knowledge detailed</p> <p>Varied implications suggested</p> <p>No indication of new avenues for research</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>10. Conclusions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors <input type="checkbox"/> Ensure that conclusions follow from the results <input type="checkbox"/> Include a statement about the generalisability of the findings 	<p>Findings and conclusions distinguished and a balanced perspective given</p> <p>No consideration of generalisability</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Reasonable transparency, yet quality in relation to aims unclear due to data collection prior to setting research aims	1-5	3
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	Fit for purpose of review question	1-5	3
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	Participants are largely not mainstream secondary	1-5	1
Weight of Evidence D: (overall judgement)		Not largely relevant to question	1-5	2

4. Burton, D and Goodman, R. (2011). Perspectives of SENCoS and support staff in England on their roles, relationships and capacity to support inclusive practice for students with behavioural emotional and social difficulties. *Pastoral Care in Education* 29(2).

1. Structured abstract <input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Background, research strategy outlined, no analysis mentioned, findings, implications.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider: <input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study <input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context <input type="checkbox"/> Funding of study <input type="checkbox"/> Date study started and completed <input type="checkbox"/> Study research questions and/or hypotheses <input type="checkbox"/> Why it was thought important / relevance	Relevant background outlined with reference to national policy and inclusion Clear statement of aims Dates provided Clear exposition of relevance/importance	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider: <input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? <input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment <input type="checkbox"/> The concepts or variables investigated	No discussion about alternative designs Methodology appropriate Design appropriate	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider: <input type="checkbox"/> Type of educational institution / learning environment / country study located	Participant settings and location given	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<ul style="list-style-type: none"> <input type="checkbox"/> Number of participants / sample size <input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs <input type="checkbox"/> If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study <input type="checkbox"/> If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study <input type="checkbox"/> How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population 	<p>Participant roles outlined with appropriate explanation</p> <p>Sample size stated</p> <p>Statement that study was part of larger study involving additional participants</p> <p>Sampling strategy clearly outlined</p>			
<p>5. Have ethical issues been taken into consideration? Consider</p> <ul style="list-style-type: none"> <input type="checkbox"/> If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained <input type="checkbox"/> Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) <input type="checkbox"/> If approval has been sought from the ethics committee 	<p>Ethical considerations not explicit</p> <p>No approval or consent discussed</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the setting for data collection was justified <input type="checkbox"/> If it is clear how data were collected (e.g. focus group, semi-structured interview) <input type="checkbox"/> If the researcher has justified the methods chosen <input type="checkbox"/> If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? <input type="checkbox"/> If methods were modified during the study. If so, explanation of how and why? <input type="checkbox"/> If the form of data is clear (e.g. tape recordings, video material, notes) <input type="checkbox"/> If the researcher has discussed saturation of data <input type="checkbox"/> Types of data collected / by who / where/ details of methods or tool(s) <input type="checkbox"/> How trustworthiness/reliability/validity of collection methods/tools were established <input type="checkbox"/> Relationship between researcher and participants adequately considered? <input type="checkbox"/> If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location <input type="checkbox"/> How the researcher responded to events during the study and whether they considered the implications of any changes in the research design 	<p>Setting for data collection not specified</p> <p>Data collection methods clear but no justification</p> <p>Broad topic guide outline</p> <p>No mention of who collected data or where</p> <p>Detail of recording of data</p> <p>Checking of transcripts</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which methods were used to analyse those data and why 	<p>Analysis outlined briefly</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<ul style="list-style-type: none"> <input type="checkbox"/> Procedures for qualitative data analysis including data handling <input type="checkbox"/> Statistical approaches and tests <input type="checkbox"/> The rigour, trustworthiness, reliability and validity of the analysis <input type="checkbox"/> If there is an in-depth description of the analysis process <input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? <input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process <input type="checkbox"/> If sufficient data are presented to support the findings <input type="checkbox"/> To what extent contradictory data are taken into account <input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation 	<p>Analysis process not detailed</p> <p>Some outline of how themes/categories were derived from data</p> <p>No explicit consideration of researcher role</p> <p>Sufficient and appropriate presentation of data to support findings</p>			
<p>8. <i>Methods: Is there a clear statement of findings? General Points to consider when reporting results</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the results reported are consistent with the methods used <input type="checkbox"/> Report on all variables or concepts investigated <input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used <input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected <input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments <input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) <input type="checkbox"/> If the findings are discussed in relation to the original research question 	<p>Results reported are consistent with methods</p> <p>Demonstration of how results are derived from data</p> <p>Discussion of findings with balanced perspective</p> <p>Discussion with reference to original question</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>9. <i>How valuable is the research? Consider</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? <input type="checkbox"/> If they identify new areas where research is necessary <input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used 	<p>Relevant discussion of contribution of study to existing research and policy</p> <p>Limitations of study outlined with reference to subjectivity</p> <p>Further research suggestions identified</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>10. <i>Conclusions:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors <input type="checkbox"/> Ensure that conclusions follow from the results <input type="checkbox"/> Include a statement about the generalisability of the findings 	<p>Findings and conclusions distinguished</p> <p>Generalisability considered</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Quality through clarity, and explicit transparency, accuracy and methodological appropriateness	1-5	5
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	High fitness for purpose in relation to review question	1-5	5
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	High relevance in responding to question, ethics not explicit	1-5	4
Weight of Evidence D: (overall judgement)		Good relevance to question	1-5	5

5. Connelly, G., Lockhart, E., Wilson, P., Furnivall, J., Bryce, G., Barbour, R. & Phin, L. (2008) Teachers' responses to the emotional needs of children and young people: results from the Scottish Needs Assessment Programme, *Emotional and Behavioural Difficulties*, 13(1).

1. Structured abstract <input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Background context, research question and methodological approach outlined, participants, findings and conclusions not given	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider: <input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study <input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context <input type="checkbox"/> Funding of study <input type="checkbox"/> Date study started and completed <input type="checkbox"/> Study research questions and/or hypotheses <input type="checkbox"/> Why it was thought important / relevance	Relevant contextual background Government commissioned as part of wider study Conducted in 2002-2003 Relevance clear Research aims stated	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider: <input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? <input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment <input type="checkbox"/> The concepts or variables investigated	No discussion of methodological decisions Type of study design clear Variables and concepts not defined Justification of research design not explicit	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No

<p>4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider:</p> <ul style="list-style-type: none"> ☐ Type of educational institution / learning environment / country study located ☐ Number of participants / sample size ☐ Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs ☐ If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study ☐ If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study ☐ How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population 	<p>Country and location breadth stated</p> <p>Sample size clear</p> <p>Some participant information given</p> <p>Sampling strategy described</p> <p>Rationale as to sampling strategy unclear</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>5. Have ethical issues been taken into consideration? Consider</p> <ul style="list-style-type: none"> ☐ If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained ☐ Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) ☐ If approval has been sought from the ethics committee 	<p>No reference to ethical considerations</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <ul style="list-style-type: none"> ☐ If the setting for data collection was justified ☐ If it is clear how data were collected (e.g. focus group, semi-structured interview) ☐ If the researcher has justified the methods chosen ☐ If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? ☐ If methods were modified during the study. If so, explanation of how and why? ☐ If the form of data is clear (e.g. tape recordings, video material, notes) ☐ If the researcher has discussed saturation of data ☐ Types of data collected / by who / where/ details of methods or tool(s) ☐ How trustworthiness/reliability/validity of collection methods/tools were established ☐ Relationship between researcher and participants adequately considered? ☐ If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location ☐ How the researcher responded to events during the study and whether they considered the implications of any changes in the research design 	<p>Context given</p> <p>Data collection methods clear</p> <p>No justification of methods given</p> <p>Indication of survey questions briefly stated</p> <p>Not clear what data is quantitative and what is qualitative</p> <p>Validity/reliability of tools not stated</p> <p>Response rate given</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No

<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <ul style="list-style-type: none"> ☐ Which methods were used to analyse those data and why ☐ Procedures for qualitative data analysis including data handling ☐ Statistical approaches and tests ☐ The rigour, trustworthiness, reliability and validity of the analysis ☐ If there is an in-depth description of the analysis process ☐ If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? ☐ Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process ☐ If sufficient data are presented to support the findings ☐ To what extent contradictory data are taken into account ☐ Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation 	<p>Use of analysis tools stated</p> <p>Analysis methods not highly detailed</p> <p>Some description of analysis process given</p> <p>Quantitative analysis descriptive in line with aims</p> <p>Coding frame used for themes</p> <p>No consideration of researcher role</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> Can't tell</p>	<p><input checked="" type="checkbox"/> No</p>
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <ul style="list-style-type: none"> ☐ Ensure that the results reported are consistent with the methods used ☐ Report on all variables or concepts investigated ☐ Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used ☐ For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected ☐ If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments ☐ If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) ☐ If the findings are discussed in relation to the original research question 	<p>No clear statement of findings</p> <p>Some consideration of varied response fullness</p> <p>Summary of quantitative perceived problems and difficulties</p> <p>Derivation of themes and supporting evidence from data reasonable</p> <p>Discussion largely related to research aim</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>
<p>9. How valuable is the research? Consider</p> <ul style="list-style-type: none"> ☐ If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? ☐ If they identify new areas where research is necessary ☐ If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used 	<p>Discussion of contribution to policy and briefly in relation to existing knowledge</p> <p>Methodological strengths and limitations suggested</p> <p>Reference to wide coverage</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>
<p>10. Conclusions:</p>		<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

<input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors	Distinction between findings and conclusions Comments on applicability in country		Can't tell	No
<input type="checkbox"/> Ensure that conclusions follow from the results				
<input type="checkbox"/> Include a statement about the generalisability of the findings				

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Good quality – transparent and accessible. Improvement with more explanation of analysis and tools	1-5	4
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	High fitness for purpose in relation to research question	1-5	5
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	Relevance limited by settings / low secondary representation	1-5	2
Weight of Evidence D: (overall judgement)		Good relevance, low focus	1-5	3

6. Corcoran, T. and Finney, D. (2015). Between education and psychology: school staff perspectives, *Emotional and Behavioural Difficulties*, 20(1).

1. Structured abstract <input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Background, rationale, aim, methodology unclear, brief findings	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider: <input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study <input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context <input type="checkbox"/> Funding of study <input type="checkbox"/> Date study started and completed <input type="checkbox"/> Study research questions and/or hypotheses <input type="checkbox"/> Why it was thought important / relevance	Context and background outlined Statement of aims clear Location specified Date given Relevance clear	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider: <input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? <input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment	Appropriate discussion of method Method appropriate for research aim Study design outlined appropriately	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<input type="checkbox"/> The concepts or variables investigated				
<p>4. <i>Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider:</i></p> <p><input type="checkbox"/> Type of educational institution / learning environment / country study located</p> <p><input type="checkbox"/> Number of participants / sample size</p> <p><input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs</p> <p><input type="checkbox"/> If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study</p> <p><input type="checkbox"/> If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study</p> <p><input type="checkbox"/> How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population</p>	<p>Location and settings described</p> <p>Participants described</p> <p>Explanation of sampling approach given – although sample from researcher contact</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>5. <i>Have ethical issues been taken into consideration? Consider</i></p> <p><input type="checkbox"/> If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained</p> <p><input type="checkbox"/> Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it)</p> <p><input type="checkbox"/> If approval has been sought from the ethics committee</p>	<p>No reference to ethical considerations</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
<p>6. <i>Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</i></p> <p><input type="checkbox"/> If the setting for data collection was justified</p> <p><input type="checkbox"/> If it is clear how data were collected (e.g. focus group, semi-structured interview)</p> <p><input type="checkbox"/> If the researcher has justified the methods chosen</p> <p><input type="checkbox"/> If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?</p> <p><input type="checkbox"/> If methods were modified during the study. If so, explanation of how and why?</p> <p><input type="checkbox"/> If the form of data is clear (e.g. tape recordings, video material, notes)</p> <p><input type="checkbox"/> If the researcher has discussed saturation of data</p> <p><input type="checkbox"/> Types of data collected / by who / where/ details of methods or tool(s)</p> <p><input type="checkbox"/> How trustworthiness/reliability/validity of collection methods/tools were established</p> <p><input type="checkbox"/> Relationship between researcher and participants adequately considered?</p> <p><input type="checkbox"/> If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location</p>	<p>Data collection methods specified</p> <p>Detailed outline of methods</p> <p>Indication of questions/topics outlined</p> <p>No indication of location of data collection or by whom</p> <p>Relationship between researcher and participants not adequately considered</p> <p>Recording of data outlined</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<input type="checkbox"/> How the researcher responded to events during the study and whether they considered the implications of any changes in the research design				
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <input type="checkbox"/> Which methods were used to analyse those data and why <input type="checkbox"/> Procedures for qualitative data analysis including data handling <input type="checkbox"/> Statistical approaches and tests <input type="checkbox"/> The rigour, trustworthiness, reliability and validity of the analysis <input type="checkbox"/> If there is an in-depth description of the analysis process <input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? <input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process <input type="checkbox"/> If sufficient data are presented to support the findings <input type="checkbox"/> To what extent contradictory data are taken into account <input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation	<p>Rationale for methods detailed</p> <p>Process of analysis not outlined, unclear how findings were derived from data</p> <p>Sufficient data presented to demonstrate analysis</p> <p>Analysis clearly presented and argued</p> <p>No explicit consideration of role of researcher</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <input type="checkbox"/> Ensure that the results reported are consistent with the methods used <input type="checkbox"/> Report on all variables or concepts investigated <input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used <input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected <input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments <input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) <input type="checkbox"/> If the findings are discussed in relation to the original research question	<p>Findings consistent with methods</p> <p>Several clear statements of findings</p> <p>Clear presentation of finding as derived from data</p> <p>Findings explicit and appropriate discussion in relation to question</p> <p>Little consideration of alternative viewpoints</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>9. How valuable is the research? Consider</p> <input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? <input type="checkbox"/> If they identify new areas where research is necessary	<p>Discussion of valuable contribution given with reference to policy and practice</p> <p>New areas of research not identified</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used	Consideration beyond study not stated			
10. Conclusions:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors	Findings and conclusions distinguished, and follow from results	Yes	Can't tell	No
<input type="checkbox"/> Ensure that conclusions follow from the results				
<input type="checkbox"/> Include a statement about the generalisability of the findings	No consideration beyond study			

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Good quality, transparent and accurate, accessible and method appropriate. Some sampling queries	1-5	4
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	Good fitness for purpose of review question	1-5	5
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	Reasonable but half secondary and mainstream unclear	1-5	3
Weight of Evidence D: (overall judgement)		Good relevance, lower focus	1-5	3

7. Goodman, R. L., & Burton, D. M. (2010). The inclusion of students with BESD in mainstream schools: teachers' experiences of and recommendations for creating a successful inclusive environment. *Emotional & Behavioural Difficulties*, 15(3).

1. Structured abstract		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Background given, aim not explicit, clear data collection, analysis not stated, findings conclusions given	Yes	Can't tell	No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study	Relevant policy and research context	Yes	Can't tell	No
<input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context	Rationale and relevance of study clear			
<input type="checkbox"/> Funding of study	Date given			
<input type="checkbox"/> Date study started and completed	Broad aim of research given			
<input type="checkbox"/> Study research questions and/or hypotheses				
<input type="checkbox"/> Why it was thought important / relevance				
3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider:		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?	Design for data collection method clear and appropriate	Yes	Can't tell	No

<input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment <input type="checkbox"/> The concepts or variables investigated	No consideration of alternative methods or mention of analysis Type of study outlined			
<p>4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider:</p> <input type="checkbox"/> Type of educational institution / learning environment / country study located <input type="checkbox"/> Number of participants / sample size <input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs <input type="checkbox"/> If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study <input type="checkbox"/> If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study <input type="checkbox"/> How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population	Location of study and settings specified Sample size and participant details given Sampling strategy outlined	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>5. Have ethical issues been taken into consideration? Consider</p> <input type="checkbox"/> If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained <input type="checkbox"/> Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) <input type="checkbox"/> If approval has been sought from the ethics committee	No reference to ethical considerations	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <input type="checkbox"/> If the setting for data collection was justified <input type="checkbox"/> If it is clear how data were collected (e.g. focus group, semi-structured interview) <input type="checkbox"/> If the researcher has justified the methods chosen <input type="checkbox"/> If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? <input type="checkbox"/> If methods were modified during the study. If so, explanation of how and why? <input type="checkbox"/> If the form of data is clear (e.g. tape recordings, video material, notes) <input type="checkbox"/> If the researcher has discussed saturation of data <input type="checkbox"/> Types of data collected / by who / where/ details of methods or tool(s) <input type="checkbox"/> How trustworthiness/reliability/validity of collection methods/tools were established <input type="checkbox"/> Relationship between researcher and participants adequately considered?	Setting for data collection not provided No justification for data collection methods Indication of topics covered Unclear who and where data collection carried out	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No

<p><input type="checkbox"/> If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location</p> <p><input type="checkbox"/> How the researcher responded to events during the study and whether they considered the implications of any changes in the research design</p>	<p>Relationship between participants and researcher not explicitly considered</p> <p>Checking of transcripts</p>			
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <p><input type="checkbox"/> Which methods were used to analyse those data and why</p> <p><input type="checkbox"/> Procedures for qualitative data analysis including data handling</p> <p><input type="checkbox"/> Statistical approaches and tests</p> <p><input type="checkbox"/> The rigour, trustworthiness, reliability and validity of the analysis</p> <p><input type="checkbox"/> If there is an in-depth description of the analysis process</p> <p><input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data?</p> <p><input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process</p> <p><input type="checkbox"/> If sufficient data are presented to support the findings</p> <p><input type="checkbox"/> To what extent contradictory data are taken into account</p> <p><input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation</p>	<p>No detail of analysis methods used</p> <p>No analysis process outlined</p> <p>Unclear how themes/categories were derived and distinction between themes/categories is unclear</p> <p>Adequate data presented to support findings</p> <p>Range of findings given</p> <p>No explicit consideration of role</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> Can't tell</p>	<p><input checked="" type="checkbox"/> No</p>
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <p><input type="checkbox"/> Ensure that the results reported are consistent with the methods used</p> <p><input type="checkbox"/> Report on all variables or concepts investigated</p> <p><input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used</p> <p><input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected</p> <p><input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments</p> <p><input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)</p> <p><input type="checkbox"/> If the findings are discussed in relation to the original research question</p>	<p>Statement of findings</p> <p>Results consistent with methods as far as methods are explained</p> <p>No detail of how themes derive from data</p> <p>Appropriate discussion of findings</p> <p>No explicit consideration of credibility</p> <p>Findings discussed with reference to research question</p>	<p><input type="checkbox"/> Yes</p>	<p><input checked="" type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>
<p>9. How valuable is the research? Consider</p>	<p>Contribution considered with reference to policy and research</p>	<p><input type="checkbox"/> Yes</p>	<p><input checked="" type="checkbox"/> Can't tell</p>	<p><input type="checkbox"/> No</p>

<input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? <input type="checkbox"/> If they identify new areas where research is necessary <input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used	<p>Need for further work but no suggestions</p> <p>Some recognition of limitations</p>			
10. Conclusions: <input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors <input type="checkbox"/> Ensure that conclusions follow from the results <input type="checkbox"/> Include a statement about the generalisability of the findings	<p>Differentiation between findings and conclusions</p> <p>Conclusions follow from findings</p> <p>Statement about generalisability given</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Reasonable in terms of transparency; accuracy, quality and accessibility questionable due to lack of analysis approach	1-5	3
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	High level of fitness for purpose of review question	1-5	5
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	High level of relevance for review question	1-5	5
Weight of Evidence D: (overall judgement)		Relevant/focus, lower quality	1-5	4

8. Kidger, J., Gunnell, D., Biddle, L., Campbell, R., & Donovan, J. (2010). Part and parcel of teaching? Secondary school staff's views on supporting student emotional health and well-being. *British Educational Research Journal*, 36(6).

1. Structured abstract <input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Background, no aim, design stated, no analysis, clear findings, conclusions	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider: <input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study <input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context <input type="checkbox"/> Funding of study <input type="checkbox"/> Date study started and completed <input type="checkbox"/> Study research questions and/or hypotheses <input type="checkbox"/> Why it was thought important / relevance	<p>Clear statement of research aim</p> <p>Relevant background political and research context</p> <p>No date</p> <p>Rationale/importance stated</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<p>3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider:</p> <ul style="list-style-type: none"> ☐ If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? ☐ Is a qualitative methodology appropriate for addressing the research goal? ☐ If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants ☐ Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment ☐ The concepts or variables investigated 	<p>Design justified</p> <p>Methodology appropriate</p> <p>Type of study design outlined</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider:</p> <ul style="list-style-type: none"> ☐ Type of educational institution / learning environment / country study located ☐ Number of participants / sample size ☐ Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs ☐ If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study ☐ If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study ☐ How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population 	<p>Location and settings detailed</p> <p>Sample size provided</p> <p>Sampling strategy given</p> <p>Justification of particular participants</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>5. Have ethical issues been taken into consideration? Consider</p> <ul style="list-style-type: none"> ☐ If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained ☐ Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) ☐ If approval has been sought from the ethics committee 	<p>Some ethical considerations explicit</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <ul style="list-style-type: none"> ☐ If the setting for data collection was justified ☐ If it is clear how data were collected (e.g. focus group, semi-structured interview) ☐ If the researcher has justified the methods chosen ☐ If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? ☐ If methods were modified during the study. If so, explanation of how and why? ☐ If the form of data is clear (e.g. tape recordings, video material, notes) 	<p>Setting for data collection stated</p> <p>Clear data collection methods</p> <p>Appendix of questions provided</p> <p>Form of data clear</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<ul style="list-style-type: none"> <input type="checkbox"/> If the researcher has discussed saturation of data <input type="checkbox"/> Types of data collected / by who / where/ details of methods or tool(s) <input type="checkbox"/> How trustworthiness/reliability/validity of collection methods/tools were established <input type="checkbox"/> Relationship between researcher and participants adequately considered? <input type="checkbox"/> If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location <input type="checkbox"/> How the researcher responded to events during the study and whether they considered the implications of any changes in the research design 	<p>Relationship between researcher and participants and role not explicitly considered</p>			
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which methods were used to analyse those data and why <input type="checkbox"/> Procedures for qualitative data analysis including data handling <input type="checkbox"/> Statistical approaches and tests <input type="checkbox"/> The rigour, trustworthiness, reliability and validity of the analysis <input type="checkbox"/> If there is an in-depth description of the analysis process <input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? <input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process <input type="checkbox"/> If sufficient data are presented to support the findings <input type="checkbox"/> To what extent contradictory data are taken into account <input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation 	<p>Analysis methods stated</p> <p>Some detail about analysis process</p> <p>Reliability of analysis clearly explained</p> <p>Sufficient data to support findings</p> <p>Consideration of different viewpoints</p> <p>No critical analysis of researcher role</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the results reported are consistent with the methods used <input type="checkbox"/> Report on all variables or concepts investigated <input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used <input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected <input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments <input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) 	<p>Clear statement of findings</p> <p>Indication of how results derive from data</p> <p>Consideration of different views</p> <p>Discussion in relation to research aims</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<input type="checkbox"/> If the findings are discussed in relation to the original research question				
9. How valuable is the research? Consider			<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature?	Contribution clearly stated and implications for policy and practice outlined	Yes	Can't tell	No
<input type="checkbox"/> If they identify new areas where research is necessary	Strengths and limitations suggested			
<input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used	New areas of research suggested			
10. Conclusions:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors	Analysis distinct from conclusions	Yes	Can't tell	No
<input type="checkbox"/> Ensure that conclusions follow from the results	Conclusions follow from findings			
<input type="checkbox"/> Include a statement about the generalisability of the findings	No statement of generalisability			

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	High level of transparency, accuracy, accessibility and specific methodological quality	1-5	4
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	High level of fitness for review	1-5	5
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	High level of relevance for review	1-5	5
Weight of Evidence D: (overall judgement)		Highly level of relevance / focus	1-5	5

9. Nash, P., & Schlösser, A. (2015). Working with schools in identifying and overcoming emotional barriers to learning. *Educational Studies*, 41(1-2).

1. Structured abstract		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	No background, could be clearer in its aims, neither methods nor conclusions explicit	Yes	Can't tell	No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study	Contextual and theoretical background	Yes	Can't tell	No
<input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context	Broad aims outlined			
<input type="checkbox"/> Funding of study	Rationale given			
<input type="checkbox"/> Date study started and completed				
<input type="checkbox"/> Study research questions and/or hypotheses				
<input type="checkbox"/> Why it was thought important / relevance				

<p>3. Methods: Research design – Was the research design appropriate to address the aims of the research? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? <input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment <input type="checkbox"/> The concepts or variables investigated 	<p>Design outlined</p> <p>Methodology appropriate Alternatives not explicitly considered Type of study given</p> <p>Variables not outlined</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>4. Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Type of educational institution / learning environment / country study located <input type="checkbox"/> Number of participants / sample size <input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs <input type="checkbox"/> If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study <input type="checkbox"/> If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study <input type="checkbox"/> How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population 	<p>Location and setting outlined</p> <p>Some detail about setting</p> <p>Some detail about planning</p> <p>Rationale for participation provided</p> <p>Sampling clear</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>5. Have ethical issues been taken into consideration? Consider</p> <ul style="list-style-type: none"> <input type="checkbox"/> If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained <input type="checkbox"/> Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) <input type="checkbox"/> If approval has been sought from the ethics committee 	<p>Considerations not referred to</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>6. Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the setting for data collection was justified <input type="checkbox"/> If it is clear how data were collected (e.g. focus group, semi-structured interview) <input type="checkbox"/> If the researcher has justified the methods chosen <input type="checkbox"/> If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? <input type="checkbox"/> If methods were modified during the study. If so, explanation of how and why? <input type="checkbox"/> If the form of data is clear (e.g. tape recordings, video material, notes) 	<p>Setting explained</p> <p>Data collection methods stated</p> <p>Types of data outlined</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<ul style="list-style-type: none"> <input type="checkbox"/> If the researcher has discussed saturation of data <input type="checkbox"/> Types of data collected / by who / where/ details of methods or tool(s) <input type="checkbox"/> How trustworthiness/reliability/validity of collection methods/tools were established <input type="checkbox"/> Relationship between researcher and participants adequately considered? <input type="checkbox"/> If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location <input type="checkbox"/> How the researcher responded to events during the study and whether they considered the implications of any changes in the research design 	<p>Relationship between researcher and participants noted</p>			
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which methods were used to analyse those data and why <input type="checkbox"/> Procedures for qualitative data analysis including data handling <input type="checkbox"/> Statistical approaches and tests <input type="checkbox"/> The rigour, trustworthiness, reliability and validity of the analysis <input type="checkbox"/> If there is an in-depth description of the analysis process <input type="checkbox"/> If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? <input type="checkbox"/> Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process <input type="checkbox"/> If sufficient data are presented to support the findings <input type="checkbox"/> To what extent contradictory data are taken into account <input type="checkbox"/> Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation 	<p>Data collection methods clear</p> <p>All analysis procedures brief</p> <p>Unclear how themes were derived</p> <p>Limited data to support some findings</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the results reported are consistent with the methods used <input type="checkbox"/> Report on all variables or concepts investigated <input type="checkbox"/> Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used <input type="checkbox"/> For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected <input type="checkbox"/> If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments <input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) 	<p>Statement of findings</p> <p>Results consistent with methods used</p> <p>Descriptive findings given only</p> <p>Rationale for descriptive only is not stated</p> <p>Findings explicit</p> <p>Findings discussed with reference to question</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<input type="checkbox"/> If the findings are discussed in relation to the original research question				
9. How valuable is the research? Consider <input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? <input type="checkbox"/> If they identify new areas where research is necessary <input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used	Contribution and place briefly noted Suggestion of further work	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No
10. Conclusions: <input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors <input type="checkbox"/> Ensure that conclusions follow from the results <input type="checkbox"/> Include a statement about the generalisability of the findings	Findings distinct from conclusions Conclusions follow from aims in part	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Reasonable quality: transparent, accurate, accessible and method specific to purpose. More analysis detail helpful	1-5	3
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	Fitness of method for review fair – audit relevant to review	1-5	2
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	Focus relevant for review in part	1-5	2
Weight of Evidence D: (overall judgement)		Audit relevant for review	1-5	3

10. Spratt, J., Shucksmith, J., Philip, K. and Watson, C. (2006) 'Part of Who we are as a School Should Include Responsibility for Well-Being': Links between the School Environment, Mental Health and Behaviour, *Pastoral Care in Education* 24(3).

1. Structured abstract <input type="checkbox"/> Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions	Reference to larger study; aim, method and findings unclear, conclusions given	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
2. Introduction: Study aim(s) / question(s) and rationale – Was there a clear statement of the aims of the research? Consider: <input type="checkbox"/> Broad aim(s)/goal(s)/focus of the study of the research/study <input type="checkbox"/> Explain why was the study done: link to theory, why at this time, with this sample, in this context <input type="checkbox"/> Funding of study <input type="checkbox"/> Date study started and completed <input type="checkbox"/> Study research questions and/or hypotheses	Relevant background provided No date Broad aims given	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input type="checkbox"/> No

<input type="checkbox"/> Why it was thought important / relevance				
<p>3. <i>Methods: Research design – Was the research design appropriate to address the aims of the research? Consider:</i></p> <input type="checkbox"/> If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? <input type="checkbox"/> Is a qualitative methodology appropriate for addressing the research goal? <input type="checkbox"/> If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants <input type="checkbox"/> Type of study design, e.g. questionnaire survey, ethnography, quasi-experiment <input type="checkbox"/> The concepts or variables investigated	<p>Brief justification of design</p> <p>Appropriate methodology</p> <p>No clear section on methodology</p> <p>Study design given</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
<p>4. <i>Methods: Sampling strategy – Was the recruitment strategy appropriate to the aims of the research? Describing the context / sample – consider:</i></p> <input type="checkbox"/> Type of educational institution / learning environment / country study located <input type="checkbox"/> Number of participants / sample size <input type="checkbox"/> Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs <input type="checkbox"/> If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study <input type="checkbox"/> If there are any discussions around recruitment (e.g. why some people chose not to take part) / how were people recruited into study <input type="checkbox"/> How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population	<p>Selection of case studies and rationale not detailed</p> <p>Little information related to participants</p> <p>Methods section not given</p> <p>Unclear what the case studies consist of</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No
<p>5. <i>Have ethical issues been taken into consideration? Consider</i></p> <input type="checkbox"/> If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained <input type="checkbox"/> Was consent sought, how and from whom? If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during / after it) <input type="checkbox"/> If approval has been sought from the ethics committee	<p>None mentioned</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>6. <i>Methods: Data collection – Was the data collected in a way that addressed the research issue? Consider:</i></p> <input type="checkbox"/> If the setting for data collection was justified <input type="checkbox"/> If it is clear how data were collected (e.g. focus group, semi-structured interview) <input type="checkbox"/> If the researcher has justified the methods chosen <input type="checkbox"/> If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? <input type="checkbox"/> If methods were modified during the study. If so, explanation of how and why?	<p>No setting for data collection specified</p> <p>Limited information about data collection</p> <p>No discussion of saturation if this is appropriate for the methodology</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> Can't tell	<input checked="" type="checkbox"/> No

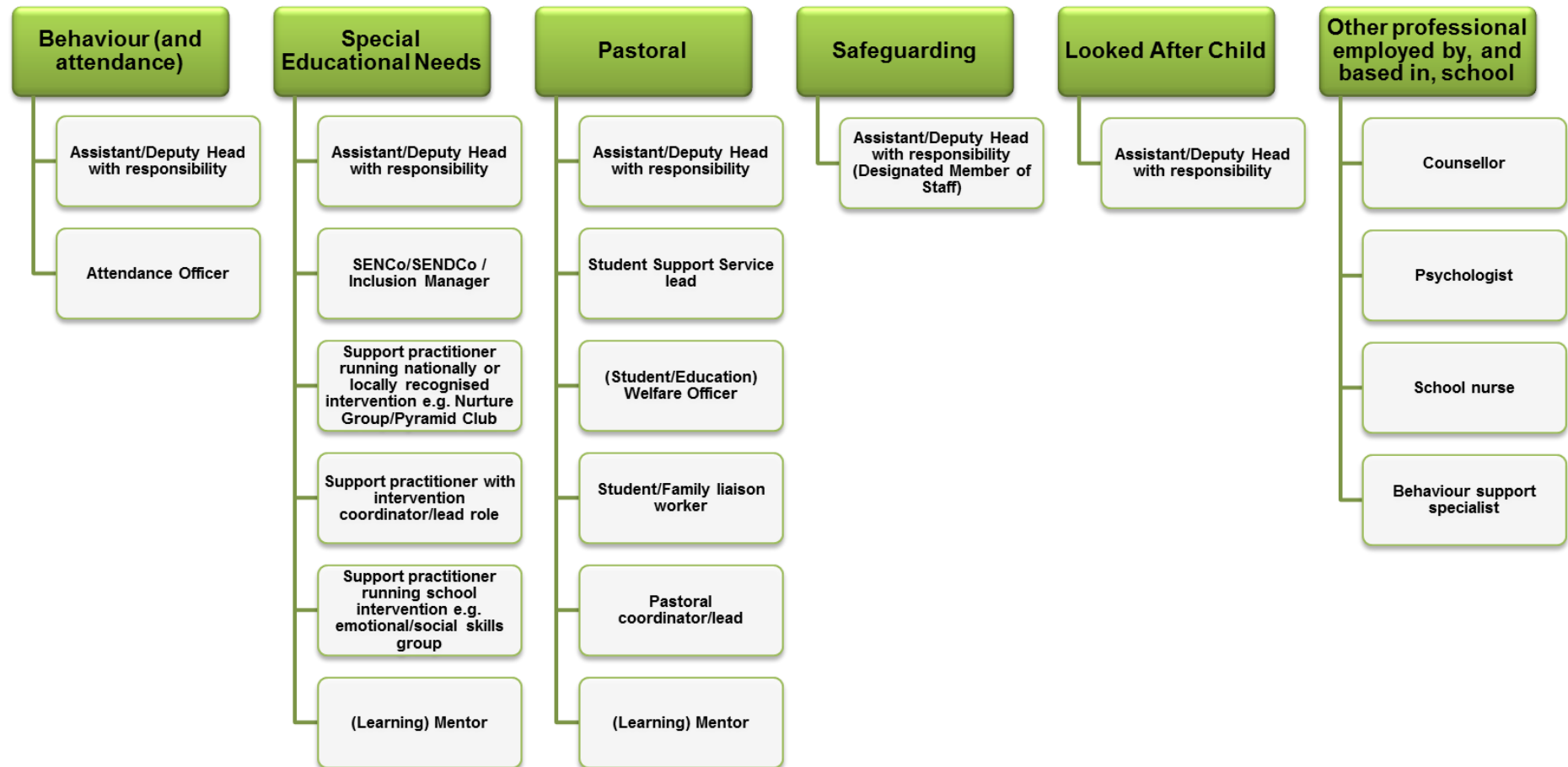
<ul style="list-style-type: none"> ☐ If the form of data is clear (e.g. tape recordings, video material, notes) ☐ If the researcher has discussed saturation of data ☐ Types of data collected / by who / where/ details of methods or tool(s) ☐ How trustworthiness/reliability/validity of collection methods/tools were established ☐ Relationship between researcher and participants adequately considered? ☐ If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location ☐ How the researcher responded to events during the study and whether they considered the implications of any changes in the research design 	<p>No reference to relationship between researcher and participants</p> <p>Trustworthiness uncertain due to lack of information</p>			
<p>7. Methods: Data analysis – Was the data analysis sufficiently rigorous? Consider:</p> <ul style="list-style-type: none"> ☐ Which methods were used to analyse those data and why ☐ Procedures for qualitative data analysis including data handling ☐ Statistical approaches and tests ☐ The rigour, trustworthiness, reliability and validity of the analysis ☐ If there is an in-depth description of the analysis process ☐ If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? ☐ Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process ☐ If sufficient data are presented to support the findings ☐ To what extent contradictory data are taken into account ☐ Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation 	<p>Little detail in relation to analysis methods</p> <p>Method employed are unclear</p> <p>Analysis process not provided</p> <p>No methodology section as such</p> <p>Data sufficient in relation to reported findings</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<p>8. Methods: Is there a clear statement of findings? General Points to consider when reporting results</p> <ul style="list-style-type: none"> ☐ Ensure that the results reported are consistent with the methods used ☐ Report on all variables or concepts investigated ☐ Where data are in the form of numbers, consider:- provide both the numerator and denominator for categorical data; for continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation); give exact p values where possible when tests of statistical significance used ☐ For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected ☐ If the findings are explicit and if there is adequate discussion of the evidence both for and against the researchers arguments 	<p>No clear statement of findings</p> <p>Not clear how themes are derived from data</p> <p>Discussion and findings difficult to distinguish</p> <p>Findings and research question not clear</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No

<input type="checkbox"/> If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)				
<input type="checkbox"/> If the findings are discussed in relation to the original research question				
9. How valuable is the research? Consider				
<input type="checkbox"/> If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature?	Contribution not explicit	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<input type="checkbox"/> If they identify new areas where research is necessary	New areas not suggested			
<input type="checkbox"/> If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used	Some consideration of applicability			
10. Conclusions:				
<input type="checkbox"/> Differentiate between the results of the analysis and conclusions drawn by authors	Findings and conclusions distinct	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Can't tell	<input type="checkbox"/> No
<input type="checkbox"/> Ensure that conclusions follow from the results	Conclusions appear linked to results			
<input type="checkbox"/> Include a statement about the generalisability of the findings	No generalisability statement			

Weight of evidence judgement	Pointers based in TAPUPAS		Rating	Score
Weight of Evidence A: Generic on quality of execution of study	<input type="checkbox"/> Transparency – clarity of purpose <input type="checkbox"/> Accuracy – accurate <input type="checkbox"/> Accessibility – understandable <input type="checkbox"/> Specificity – method specific quality	Could be improved and limited coherence and integrity due to methodological considerations not being sufficiently explicit	1-5	2
Weight of Evidence B: Review specific on appropriateness of method	<input type="checkbox"/> Purposivity – fit for purpose method	Fair fitness for purpose of review	1-5	2
Weight of Evidence C: Review specific on focus / approach of study to review question	<input type="checkbox"/> Utility – provides relevant answers <input type="checkbox"/> Propriety – legal and ethical research	Limited utility as participants are partly outside school, of interest	1-5	2
Weight of Evidence D: (overall judgement)		Unclear if it's a study, low focus	1-5	2

Appendix C Participant structure chart

Please select a member of Senior Management who has a key role in social, emotional and mental health (SEMH) for interview. This member of staff will then be invited to identify a further member of staff, from this matrix, who may or may not be invited to take part, dependent on whether sufficient data has been gathered



Appendix D Participant information sheet

Contact details:

Karin Sandler (ksandler@XXX.gov.uk or ksandler@tavi-port.nhs.uk)

I am a Trainee Educational Psychologist undertaking professional training with the Tavistock and Portman NHS Foundation Trust and [Local Authority name] Educational Psychology service. I would like to invite you to take part my doctoral research which forms part of my professional practice training. Your contribution to my research would be especially appreciated. Further information about the research is outlined below to inform your decision to take part.

RESEARCH TITLE

How do staff in secondary school organisations engage in thinking and talking about social, emotional and mental health (SEMH)?: A grounded theory study.

PURPOSE OF RESEARCH

The Special Educational Needs Code of Practice (DfE and DoH, 2015) has introduced the term ‘social, emotional and mental health’ as a category of need. This replaces the term ‘behaviour, emotional and social development’ in the previous Code of Practice (DfES, 2001). The new code states that children and young people may experience a range of difficulties which manifest in a range of behaviours and that educational providers should have clear support processes.

This research aims to enhance our understanding of secondary school engagement with social, emotional and mental health (SEMH) to contribute to ways of supporting children and young people who may be vulnerable. It has been approved by the Tavistock and Portman Research Ethics Committee (TREC) and is being supervised by Dr Brian Davis (Course Director).

WHAT IS INVOLVED IF YOU CHOOSE TO TAKE PART

As a member of staff with a key role in SEMH in your school, you will be asked to take part in an individual interview of no more than an hour. The interview will take place at a time which is convenient for you and your school, and may take place in a private school space or community setting, such as a library, according to your preference. The interview will be recorded using audio only recording equipment. You would need to set aside an additional fifteen minutes to allow time to begin and end the interview appropriately.

You will be invited to engage in an exploration of the subject through an interview conversation. You will be asked questions about your role and understanding of social, emotional and mental health (SEMH), as well as your views about school engagement in such work. The purpose of this is to help me gain a full understanding of your thoughts and feelings about the subject.

YOUR RIGHTS, CHANGING YOUR MIND & WHAT HAPPENS AFTER THE RESEARCH

This research is being undertaken in adherence to Health and Care Professions Council ethical and professional practice guidelines (2012), the Data Protection Act (1998) and

national safeguarding procedures (DfEE, 2013), as well as local authority safeguarding procedures and Tavistock and Portman NHS Foundation Trust data protection policy. Confidentiality of information provided is subject to legal limitations.

Your participation is entirely voluntary. You may decide you no longer wish to be part of the research, prior to or during the interview, without a need to explain the reasons for your decision.

You may also decide to stop being part of the research after the interview and up until your data is processed. More information about this timescale will be shared at the start of the interview. You have the right to ask that any data you have provided be withdrawn and destroyed, and to decline to respond to any question asked during the interview. You also have the right to ask any questions you may have about the procedures and are invited to ask any questions about the information presented here before you take part.

Data will be processed and stored to ensure its accuracy, adequacy, and lawful and fair usage for the purposes of the research. It will be stored and handled securely, anonymously and confidentially, and kept for no longer than necessary. Only the interview audio recording and transcript, and observations, personal thoughts and feelings from the interview will be kept. No link will be possible between your data and the school or local authority. Confidentiality will be overruled in the case of issues relating to safeguarding or malpractice, however, it is anticipated that this will be discussed with you first. Participation in the research will not affect any current or future professional contact I may have with you and will not affect your or your school's access to Local Authority services. Research findings will be shared with the Local Authority Educational Psychology Service and through wider dissemination of research findings. Your identity will be protected as far as is possible.

POSSIBLE RISKS AND BENEFITS

The subject of SEMH may stir emotional responses due to personal and/or professional experiences and may touch upon issues related to safeguarding children and young people. To protect against any negative outcome for anyone concerned, time will be provided at the end of the interview, so that we can agree a positive way forward where the researcher feels concerned.

In the dissemination of research findings, every effort will be made to protect your identity to ensure that confidentiality and anonymity are maintained. School Head Teachers will be presented with broad themes from all participating schools, which will not be school-specific. Dissemination of research findings to the Local Authority Educational Psychology Service and beyond through written and/or verbal presentation may use quotes in addition to themes. While names and potential identifiers will be changed, you may be recognisable due to small participant numbers.

The research has potential benefits to supporting the SEMH needs of children and young people both locally and nationally. Where SEMH needs are a priority, an understanding of how secondary schools think and talk about it may extend understanding, inform practice and guide intervention. You may also find it helpful to share your experiences.

FURTHER INFORMATION

I will be happy to answer any questions you may have about this research at any time. Queries should initially come to me at either address above. However, should you for any reason wish to contact my supervisor, Dr Brian Davis (Course Director), you may contact

them at the Tavistock and Portman NHS Foundation Trust. If you wish to find out about the overall findings of the research, available in July 2016, please contact me or my supervisor at the Tavistock and Portman NHS Foundation Trust. If you have any concerns about my conduct or any other aspect of this research, please contact Louis Taussig, Trust Quality Assurance Officer, at ltaussig@tavi-port.nhs.uk.

*Karin Sandler, Trainee Educational Psychologist
– Tavistock and Portman NHS Foundation Trust*

Contact details: Karin Sandler (ksandler@XXX.gov.uk or ksandler@tavi-port.nhs.uk)

Dear Head Teacher,

I am a Trainee Educational Psychologist undertaking professional training with the Tavistock and Portman NHS Foundation Trust and [*Local Authority name*] EPS. I would like to invite your school to take part my doctoral research which forms part of my professional practice training. Your contribution to my research would be especially appreciated.

The research aims to enhance our understanding of secondary school engagement with mental health and emotional well-being to contribute to ways of supporting children and young people who may be vulnerable. The working title is

'How do staff in secondary school organisations engage in thinking and talking about social, emotional and mental health (SEMH)? A grounded theory study.'

The research has been approved by the Tavistock and Portman Research Ethics Committee (TREC) and is being supervised by Dr Brian Davis (Course Director). It is being undertaken in adherence to Health and Care Professions Council ethical and professional practice guidelines (2012), the Data Protection Act (1998) and national safeguarding procedures (DfEE, 2013), as well as local authority safeguarding procedures and Tavistock and Portman NHS Foundation Trust data protection policy. Confidentiality of information provided is subject to legal limitations.

If you consent to your school taking part, one of more members of school staff who have a key role in SEMH will be asked to take part in an individual interview. You, or a delegated representative, will be asked to complete an ethnographic data capture form and initially suggest a member of Senior Management who has a key role in SEMH and they will subsequently be invited to name a further member of staff. Freely shared ethnographic data will also be used. You may be kept informed as you consider appropriate. This second staff member may or may not be invited to take part, dependent on whether sufficient data has been gathered. Participation is entirely voluntary and you, or members of staff, may decide to stop being part of the research until the interview data is processed.

Following the research, findings will be disseminated. In this process, every effort will be made to protect the identity of both staff and school, to ensure that confidentiality and anonymity are maintained. You will be presented with verbal and written broad themes which will not be school-specific. In the case that there is sufficient data and it is not possible for your school to take part; schools that have expressed an interest in taking part will be given a brief summary report.

Further information, outlined in the attached information sheet, may support your decision about whether you would like your school to take part. This would also be given to participants. If you would like your school to take part, please complete and return the consent form, nominate a member of Senior Management who has a key role in SEMH for me to invite to interview and complete the ethnographic data capture form. I will be happy to answer any questions you may have about this research at any time. Please contact me at either address above.

Yours faithfully, *Karin Sandler, Trainee Educational Psychologist, Tavistock and Portman NHS Foundation Trust*

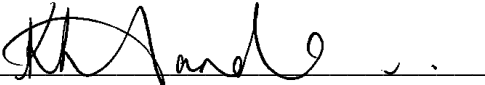
Contact details: Karin Sandler (ksandler@XXX.gov.uk or ksandler@tavi-port.nhs.uk)**RESEARCH TITLE****How do staff in secondary school organisations engage in thinking and talking about social, emotional and mental health (SEMH)?: A grounded theory study.****PURPOSE OF RESEARCH**

The research aims to enhance our understanding of secondary school engagement with social, emotional and mental health (SEMH), to contribute to ways of supporting children and young people who may be vulnerable. It has been approved by the Tavistock and Portman Research Ethics Committee (TREC) and is being supervised by Dr. Brian Davis (Course Director).

By signing below, you are agreeing that: (1) you have read and understood the Participant Information Sheet, (2) you are aware that participation involves members of school staff responding to questions relating to SEMH within the secondary school context and will be audio-recorded, (3) you are aware of the potential risks, (4) your school participation is entirely voluntary and you may withdraw your participation until data is processed, (5) summated verbal and written thematic findings will be shared with school Head Teachers, and such findings with anonymised quotes will be shared in [*Local Authority name*] Educational Psychology Service and through wider dissemination of findings, (6) small participant numbers may have implications for anonymity but your school name will not be used and every effort will be made to protect its identity, and (7) confidentiality will be overruled in the case of issues relating to safeguarding or malpractice, whereby information will be shared in line with previously defined procedures.

Participating school Head signature_____
Participating school Head name printed_____
Date

I, Karin Sandler, agree to carry out the above research in accordance with legal, ethical and professional guidelines and duties as outlined on the Participant Information Sheet and stated here.



Signature of researcher

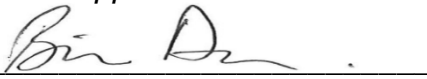
Karin Sandler

Name of researcher printed

21st October 2015

Date

With the support of:



Signature of researcher supervisor

Brian Davis

Name of researcher supervisor printed

21st October 2015

Date

Contact details: Karin Sandler (ksandler@XXX.gov.uk or ksandler@tavi-port.nhs.uk)

RESEARCH TITLE

How do staff in secondary school organisations engage in thinking and talking about social, emotional and mental health (SEMH)?: A grounded theory study.

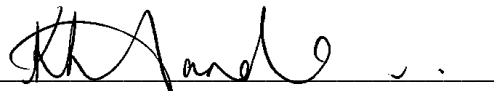
PURPOSE OF RESEARCH

The research aims to enhance our understanding of secondary school engagement with social, emotional and mental health (SEMH), to contribute to ways of supporting children and young people who may be vulnerable. It has been approved by the Tavistock and Portman Research Ethics Committee (TREC) and is being supervised by Dr. Brian Davis (Course Director). Consent has been given by your school Head Teacher or delegated representative for the school to participate.

By signing below, you are agreeing that: (1) you have read and understood the Participant Information Sheet, (2) you are aware that participation involves responding to questions relating to SEMH within the secondary school context and will be audio-recorded, (3) you are aware of the potential risks, (4) your participation is entirely voluntary and you or your school may withdraw participation until data is processed, (5) summated verbal and written thematic findings will be shared with school Head Teachers, and such findings with anonymised quotes will be shared in [Local Authority name] Educational Psychology Service and through wider dissemination of findings, (6) small participant numbers may have implications for anonymity but neither your name nor your school's name will be used and every effort will be made to protect its identity and yours, and (7) confidentiality will be overruled in the case of issues relating to safeguarding or malpractice, whereby information will be shared in line with previously defined procedures.

Participant signature_____
Participant name printed_____
Date

I, Karin Sandler, agree to carry out the above research in accordance with legal, ethical and professional guidelines and duties as outlined on the Participant Information Sheet and stated here.

_____
Signature of researcher_____
Karin Sandler_____
Name of researcher printed_____
21st October 2015_____
Date*With the support of:*_____
Signature of researcher supervisor_____
Brian Davis_____
Name of researcher supervisor printed_____
21st October 2015_____
Date

Appendix H **Scripts for interview start/finish**

Script for interview start

Introduction:

- Hello, my name is Karin Sandler and I'm a Trainee Educational Psychologist. I am undertaking professional training with the Tavistock and Portman NHS Foundation Trust.
- I understand you are interested in taking part in my doctoral research which forms part of my professional practice training. I really value your interest and appreciate your time.
- Just a little background to begin with... I am interviewing members of school staff who have a key role in SEMH, with a focus on members of Senior Management who have responsibility for SEMH in a number of schools in the local authority. Your school Head Teacher (or delegated representative) has given their consent for the school to participate and nominated you as an initial participant for me to interview with. The research has the support of the EPS and has been granted ethical approval by the Tavistock ethics committee.
- I'd like to start by telling you about the research, with reference to some information sheets, to inform your decision to take part. Did you have a chance to look through the information sheet and consent?
- So, just looking back at the information sheet and thinking about the purpose of the research and the interview today.
 - The Special Educational Needs Code of Practice (DfE and DoH, 2015) has introduced the term 'social, emotional and mental health' as a category of need. This replaces the term 'behaviour, emotional and social development' in the previous Code of Practice (DfES, 2001). It states that children and young people may experience a range of difficulties which manifest in a range of behaviours and that educational providers should have clear support processes.
 - I'm interested in answering the question: how do staff in secondary school organisations engage in thinking and talking about social, emotional and mental health (SEMH)?, using grounded theory methods. My research aims to enhance our understanding of secondary school engagement with social, emotional and mental health (SEMH) to contribute to ways of supporting children and young people who may be vulnerable.

- The research has the potential to support SEMH needs of young people locally and nationally – and at a time when SEMH needs are a priority, an understanding of how secondary schools think and talk about it may extend understanding, inform practice and guide intervention.
- I'd like to invite you to engage in an exploration of the subject through an interview conversation. The interview will last no more than an hour and I've suggested an additional 15 minutes to begin and to debrief at the end. I'll ask some questions about your role and understanding of social, emotional and mental health (SEMH), as well as your views about school engagement in this work, to help me gain a full understanding of your thoughts and feelings about the subject.
- It's important that I say a little about boundaries and confidentiality before we begin...
 - The research is being undertaken in adherence to professional guidelines and legislation, including Data Protection and safeguarding procedures.
 - Data will be processed and stored as outlined here to ensure anonymity and confidentiality. The interview audio recording and transcript, and observations, thoughts and feelings from the interview will be kept –information will not be kept to avoid any link between you and the school or local authority. Your identity will be protected as far as is possible.
 - Confidentiality will be overruled where issues arise in relation to safeguarding or malpractice but I anticipate I'd discuss this with you first.
 - Research findings will be shared with the Local Authority Educational Psychology Service and through wider dissemination of research findings. Head teachers will be presented with thematic feedback from all participating schools but this won't be school-specific, and dissemination of findings beyond this, through written and/or verbal presentation, may also use quotes. Names and potential identifiers will be changed but there is a chance you may be recognisable due to small participant numbers.
 - Participation in the research will not affect any current or future professional contact I may have with you and will not affect your or your school's access to Local Authority services.
 - Your participation is entirely voluntary. You can decide to withdraw your consent, before or during the interview with no need for explanation, and your data would be withdrawn and destroyed. You can also withdraw your consent after the interview up until the data is processed. For this interview, this will be

- You may also ask any questions about procedures or any information I've presented before you take part, and to not respond to any questions during the interview.
- As I mentioned, there will be some time at the end to help us think about any concerns that may come up. The subject of SEMH may stir emotional responses due to personal and/or professional experiences you may have had, and may touch upon issues related to safeguarding young people. So, to protect against negative outcomes for anyone this time will help us agree a positive way forward if I feel concerned about any young person and help me look after your emotional needs too. You may also find it helpful to share your experiences.
- Do you have any questions?
- So, thinking about consent, are you happy to take part in the interview and for me to record it using audio only recording equipment? Please read through the consent form, check you're happy to take part and sign at the bottom of if you are.

Script for interview end

- Thank you so much for your time in taking part, and for sharing your thoughts about your understanding of social, emotional and mental health (SEMH) and your views about school engagement in it. It's really helped me gain a full understanding of your thoughts and feelings about the subject. It will be a great contribution to my research and professional training. I really appreciate it.
- How did you find that? How are you feeling?
 - I noticed there seemed to be some issues which I felt might be tricky for you at the moment. I mentioned at the start that there would be some time at the end to help us think about any concerns that may come up, either related to personal and/or professional experiences you may have had or issues related to safeguarding young people to protect against negative outcomes. You mentioned.... and I feel a little concerned about the young person you mentioned / your emotional needs / how things are dealt with. I would like us to spend some time agreeing a positive way forward.
 - Who can we speak to about that? You speak to your designated member of staff and I'll seek EPS supervision as they have duty of care for CYP.
 - Who can support you with that? When will you contact them? What can you do in the meantime? Here is some information for support services – also there is LA support through XXX who provides 2 options for support through qualified counsellors ((1) telephone support: self-refer for one-off chat or up to six 50 minute telephone sessions or (2) face-to-face support: head teacher referral for up to six 50 minute face-to-face sessions. Is there anyone in school that staff can talk to about

concerns? Please can you give me a contact number to call you in a few days' time to see that you're feeling okay?

- That's great. I'm pleased you found it helpful to talk about your experiences. It can sometimes be helpful to share thoughts and feelings – it can help people to process things and make sense of their experiences.
- Sometimes issues can arise later on after a conversation about topics which touch on sensitive personal and professional experiences. What will you do to make sure you look after yourself after today? Who will you talk to if you feel upset or worried?
- Just a reminder that information will be anonymous and confidential, but confidentiality will be overruled in the case of issues relating to safeguarding or malpractice, findings will be shared with the LA EPS and disseminated more broadly, your participation won't affect any current or future professional contact you and I may have, and won't affect your or your school's access to LA services.
- Your participation is entirely voluntary and if you wish to withdraw your consent, you don't need to explain why and your data would be withdrawn and destroyed up until _____ when I will have processed the data.
- I mentioned that I'm interviewing members of school staff who have a key role in SEMH. I'm interested in speaking with a second member of staff from your school and wonder if you'd be able to suggest someone you feel would help me gain further insight? I have a grid which might help you think who might be appropriate.
- Thanks again, your contribution will really help me answer my question of how staff in secondary school organisations engage in thinking and talking about social, emotional and mental health (SEMH) and enhance our understanding of secondary school engagement and contribute to ways of supporting young people who may be vulnerable.
- I hope the rest of your day / week / term goes well. What do you have planned that you're looking forward to over the next few days / weeks?

Appendix I **Example emails to EPs, Head Teachers and potential participants**

Email for EP colleagues

Dear colleagues who are secondary school Link EPs,

I am conducting my doctoral research in mainstream secondary schools in (*Local Authority*). I am writing to seek your help. I have some time pressures and would really appreciate a few moments of your time to help me with recruitment.

Briefly, my research focuses on exploring how staff in secondary school organisations think and talk about social, emotional and mental health (SEMH).

I need 5-8 consenting secondary schools, to interview at least 1 member of staff in each (total of 8-12 interviews). My research has the support of senior management and I have been advised to seek your help with identifying a school representative.

I am seeking your help to identify 12 potential schools, so I can begin recruitment as soon as possible. Please can I ask you to provide, as soon as possible, or by XXX:

- The name of 1 or more secondary schools/academies you think might be interested (for 11-19 years, mixed, LA maintained) (please list most interested first);
- The name of the Head Teacher and email address where possible;
- Your reason for suggesting this school.

After contacting the Head Teacher and seeking consent, I will invite their nominated member of senior management with responsibility for SEMH for an interview.

I really appreciate your help and will contact you again to follow-up my request.

With many thanks and best wishes,

Karin

Email for Head Teachers of potential participant schools

Dear Head Teacher (or delegated representative),

I would like to invite you to take part in my doctoral research in (*Local Authority name*) secondary schools, which has the potential to benefit secondary schools and the social, emotional and mental health (SEMH) of young people.

The research contributes to my professional training in Educational Psychology at the Tavistock and Portman NHS Foundation Trust. It has the support of (*Local Authority name*) Educational Psychology Service.

The research considers how staff in secondary school organisations think and talk about SEMH. It is targeted at all local authority maintained mainstream secondary

schools and academies. Participating schools would be offered thematic feedback on completion of the research, which may support organisational development in relation to SEMH needs, particularly current with the new SEND code of practice.

Participation would involve me interviewing a member of Senior Management who has responsibility for SEMH for 1¼ hours at a convenient time. Interviews and data will be confidential and will not affect your school's access to Local Authority or Educational Psychology services. Further information is attached.

If you are interested in your school taking part in this important research:

- If you are confident you would like your school to participate, please reply by XXX. Please read the attached information; email the signed consent form and ethnographic form; provide the name and contact details for your nominated member of Senior Management; any preferred interview times and details of an administrator for me to liaise with.
- If you would like to discuss this further before making your decision, I can offer a short telephone conversation on XXX or XXX. If this is not convenient I would be happy to agree an alternative. Please let me know if you would like to book either slot, and I will call you, or let me know if you prefer an alternative time. I hope that you are interested in taking part in this important research and very much look forward to hearing from you.

With many thanks and best wishes,

Karin

Email for participant practitioners – for confirmed schools / potential participants

Dear XXXX,

I would like to invite you to take part in my doctoral research in (*Local Authority name*) secondary schools. Following liaison with XXX and consent for your school to participate, I understand that you may be interested in taking part. I have attached some information, which XXX may have shared already, and a participant consent sheet for you to look at.

Briefly, the research has the potential to benefit secondary schools and the social, emotional and mental health (SEMH) of young people. It contributes to my professional training in Educational Psychology at the Tavistock and Portman NHS Foundation Trust and has the support of (*Local Authority name*) Educational Psychology Service. It focuses on how staff in secondary school organisations think and talk about SEMH. I am interviewing members of staff with a key role in SEMH and initially members of Senior Management. As a key member of staff, and likely involved and interested in SEMH, you may find it useful to share your views and experiences.

I would really value your participation. The interview conversation would last up to 1¼ hours at a time which is convenient for your school and you. I could meet with you on XXX or XXX. We would need a quiet room in school or I would be happy for us to meet in a convenient community location if you would prefer. Alternatively, I am happy to discuss this further to help you decide whether or not you wish to take part.

I hope that you are interested in taking part in this important research and very much look forward to hearing from you.

With many thanks and best wishes,

Karin

Appendix J Interview questions, themes and adaptations

Proposed questions for initial interview

*(Further interview questions may change according to data gathered during the first interview and will likely focus upon similar themes – see proposed themes below.)
(Questions and themes are partially based in an interview schedule from Kidger, et al. (2010) and follow guidance from Charmaz (2006).)*

Introduction: introduce self and my role, outline purpose of interview with reference to information sheet, reiterate boundaries and assure confidentiality, seek permission for recording, check consent.

General / 'warm-up'

1. *Please could you tell me about your role in relation to supporting social, emotional and mental health (SEMH)?*
 - How did you come to take up the role?*
 - What events led to you taking up the role?*
 - How long have you been in the role?*
 - What is it like for you in your role?*
 - What interventions and support are there in your school?*

Their perspective

2. *What do you understand by social, emotional and mental health (SEMH)?*
 - What experiences have contributed to your understanding?*
 - Can you give me an example?*
3. *How able do you feel to talk about social, emotional and mental health (SEMH) within your role?*
 - What influences your ability to talk about social, emotional and mental health (SEMH)?*
 - Who in school contributes to you being able to talk about social, emotional and mental health (SEMH)?*
 - Can you give me an example?*

Narrative, perceptions and confidence of wider staff group

4. *How, in your view, does the wider staff group understand social, emotional and mental health (SEMH)?*
 - What makes you think that?*
 - Can you give me an example?*
 - What are your thoughts and feelings about that?*
 - What explanation do you have for that?*
5. *What language do staff use when thinking or talking about CYP with social, emotional and mental health (SEMH) needs?*
 - Can you give me an example of what you have noticed?*
 - Who might be most likely to think or talk that way?*

- What explanation do you have for that?
What are your thoughts and feelings about that?
6. *How confident do you consider school staff feel in supporting CYP with social, emotional and mental health (SEMH) needs?*
Can you give me an example of what you have noticed?
How might that differ across different situations?
What might influence their confidence levels?
What explanation do you have for that?

Organisational engagement and perceived influences

7. *What do you consider are the barriers to whole school engagement in social, emotional and mental health (SEMH) work?*
Can you tell me more about that?
What experience(s) make(s) you think that?
What are your thoughts and feelings about that?
What has stopped that from happening?
8. *What do you consider are the facilitators to whole school engagement in social, emotional and mental health (SEMH) work?*
Can you tell me more about that?
What experience(s) make(s) you think that?
What are your thoughts and feelings about that?
What has helped that to happen?
9. *What needs to happen next to help this school develop its engagement in social, emotional and mental health (SEMH)?*
Who, either internally or externally, can help with that and how?

Close/'wind-down'

10. *Is there anything else you'd like to say about social, emotional and mental health (SEMH), relating to your role, the school or generally?*
Is there anything you think I should know to understand how secondary schools think about and talk about social, emotional and mental health (SEMH)?

Close: invite suggestion of up to two other members of staff in school to speak to, thanks, discuss any concerns raised, debrief, explain information sharing, explain right to withdraw (up to point of analysis – specify a date likely within next month).

**** further prompts may include: silence, encouraging noises, repeating back part of the sentence, reminders of what they had begun to talk about, asking if there's anything more and further questions for the purpose of "eliciting the participant's definitions of terms, situations, and events and try to tap into his or her assumptions, implicit meanings, and tacit rules" (p.32, Charmaz, 2006).****

Proposed themes for subsequent interviews

*(Interview questions may change and will likely focus on similar themes.)
(Questions and themes are partially based in an interview schedule from Kidger, et al. (2010) and follow guidance from Charmaz (2006).)*

General / 'warm-up'

*Nature and experience of role
Experience which led to role
Length of time in role
Contextual information about interventions/support*

Their perspective

*Understanding of SEMH
Experiences influencing understanding
Ability to talk about SEMH in role
Influences on ability to talk about SEMH*

Narrative, perceptions and confidence of wider staff group

*Perception of wider staff group understanding of SEMH
Language used by staff in thinking or talking about CYP with SEMH needs
Perception of staff confidence in supporting CYP with SEMH needs
Possible explanations, influences and differences between roles and situations*

Organisational engagement and perceived influences

*Perceived barriers to whole school engagement in SEMH work
Perceived facilitators to whole school engagement in SEMH work
Experiences influencing views
Factors which have helped
What needs to happen next to develop engagement
Who can help and how*

Close/'wind-down'

Further thoughts or comments about SEMH, in relation to role, school or generally

**** further prompts may include: silence, encouraging noises, repeating back part of the sentence, reminders of what they had begun to talk about, asking if there's anything more and further questions for the purpose of "eliciting the participant's definitions of terms, situations, and events and try to tap into his or her assumptions, implicit meanings, and tacit rules" (p.32, Charmaz, 2006).***

Adapted questions for subsequent interviews

1. Questions raised from interview 1 (influence on interview 2/3)

- Is there an understanding of fluidity but unclear about labels, trying to understand changes but cautious about terminology, sense of environmental and individual factors but sense of complexity?
- Is there a sense of wanting to help but feeling like she's unsure where to go so she's not engaging fully as she feels unsure how to make sense of the muddle?
- Do some staff feel the area is complex and feel fearful of working with SEMH?
- Are staff struggling to understand and adapt to individual needs?
- Do some staff feel confident because they have experience and feel supported by relationships?
- Are staff finding it hard to adapt and manage different demands, whilst they feel, and SEMH seems, caught in the middle of all this?
- Is awareness of what they're providing and relationships what matter?
- *Is there something about the MH term that's unfamiliar or beyond control?*
- *Are schools feeling out of their depth responding to SEMH needs?*
- *Are schools focusing on labels, a medical model, and causality / influences?*

Checking out hypotheses with other participants to see if similar rings true – possible questions for interview 2/3:

- What would help you or other staff to feel able to make sense of SEMH?
- What does enough experience of SEMH needs look like to feel confident?
- What would help staff and the school feel they were giving SEMH the time they feel it needs?
- How aware are staff that they're contributing positively to SEMH?
- What role do you think schools play in SEMH?

Actual additional questions asked in interview 2:

- ✓ No changes from initial interview

2. Questions raised from interview 1 and 2 (influence on interview 3)

- How much are staff influenced by an educational/skills-based or medical model and does this affect how much they feel they are able to do in their role? How much are they trying to make sense of a medical model alongside efforts to effect change?
- How much does belief in purpose enable them to balance demands to take ownership to engage in thinking, talking and acting?
- How much discomfort do staff experience in seeking to make sense of something intangible?

- How much does meaningful interaction with CYP influence how they view behaviour and control?
- How much are barriers based on factors that can't be change and how much on those that can?
- How difficult is it for staff to manage the grey area between in-house and external support?
- How much do staff realise the role that relationships and awareness of how much they do play?
- What do staff need and what do children need to feel able to grow and develop?
- *Is there something about the role of experience enabling responding to CYP?*
- *Are schools trying to respond to CYP and communities?*
- *Is there something about managing emotions and investment?*

Checking out hypotheses with other participants to see if similar rings true – possible questions for interview 3:

- What are your thoughts about the 'mental health' part of SEMH?
- How does the use of medical terms affect how much staff feel they can do to support change?
- What would help you or other staff to feel able to make sense of SEMH?
- What does enough experience of SEMH needs look like to feel confident?
- What influence does an appreciation of the importance of SEMH have on staff engagement?
- What would help staff and the school feel they were giving SEMH the time they feel it needs?
- What is it like for staff when school concerns do not warrant external agency input?
- How aware are staff that they're contributing positively to SEMH?
- What do staff need to feel able to extend their contribution?

Actual additional questions asked in interview 3:

- ✓ What do you think of the new 'mental health' part of SEMH?
- ✓ What's your explanation for staff having different views and different levels of understanding?
- ✓ What would enough knowledge or enough experience to feel confident look like?
- ✓ What influence does an appreciation of the importance of an individual's SEMH needs on a member of staff's ability to engage with it?

3. Questions raised from interview 1, 2 and 3 (influence on interview 4)

- *Is there something helpful or unhelpful about delineating role functions?*
- *To what extent are schools battling against external forces?*
- *Is there something about voice for SEMH in school systems?*
- *How much does staff emotional awareness help relating to CYP?*

- *What helps staff feel they know enough to be able to respond?*
- *Is there something about connecting aspects of human nature?*
- *Is there something about having tools for sense-making?*
- *How much are schools feeling able to grow or feeling limited?*
- *What role does teamwork and communication play?*

Checking out hypotheses with other participants to see if similar rings true – possible questions for interview 4:

- What do you think of the mental health part of SEMH? (again)
- What would be enough knowledge or experience to feel confident? (again)
- What effect does understanding the importance of SEMH have on a member of staff's ability to engage with it? (again)
- How able do you feel in school to manage before contacting another agency?
- How does mental health fit with other areas of what schools do?
- What would help SEMH to feel less complex/more tangible/for staff to make sense of it?

Additional questions asked in interview 4:

- ✓ What might influence staff confidence levels in responding to CYP with SEMH needs?
- ✓ What would enough knowledge or experience look like for members of staff to feel confident?
- ✓ What helps school staff feel the complexity is manageable?

4. Questions raised from interview 1, 2, 3 and 4

- *What helps schools manage their dual role?*
- *Is there something about supporting each other?*
- *What can schools do to manage the impact of local cuts?*
- *Is there something about how school staff relate to SEMH?*

- ✓ No further interview (as data feels sufficiently rich after full analysis of interview 4)

Appendix K **Ethnographic data capture form**

General school information	
Approximate number of pupils on school roll	
Approximate number of staff employed by the school	
External agencies who make a regular contribution to the school	
Description of the school ethos	
Highest priority concerns of school	
Lowest priority concerns of school	
Roles, systems and procedures relating to social, emotional and mental health (SEMH)	
Approximate number of pupils the school focuses on	
Approximate number of pupils receiving support from external agencies for high level needs	
Approximate number of staff with a related role in social, emotional and mental health (SEMH)	
Please describe the school approach to social, emotional and mental health (SEMH)	
Processes and systems in place to support social, emotional and mental health (SEMH)	
How social, emotional and mental health (SEMH) needs are identified	

Methods of communication, interaction and information sharing related to social, emotional and mental health (SEMH)

--

Rationale for roles, systems and procedures related to social, emotional and mental health (SEMH)

--

Description of the main information about support / provision in place (continue on another sheet if necessary) to support social, emotional and mental health (SEMH)

Nature of support	Main aim	Resources / materials	Venue	Rationale	Other

Outcomes anticipated by approaching social, emotional and mental health (SEMH) this way

--

Markers for identifying if these outcomes have been achieved

--

Means by which these standards are set

--

Circumstances that might lead to a different approach being taken

--

Visual representation of the staff system

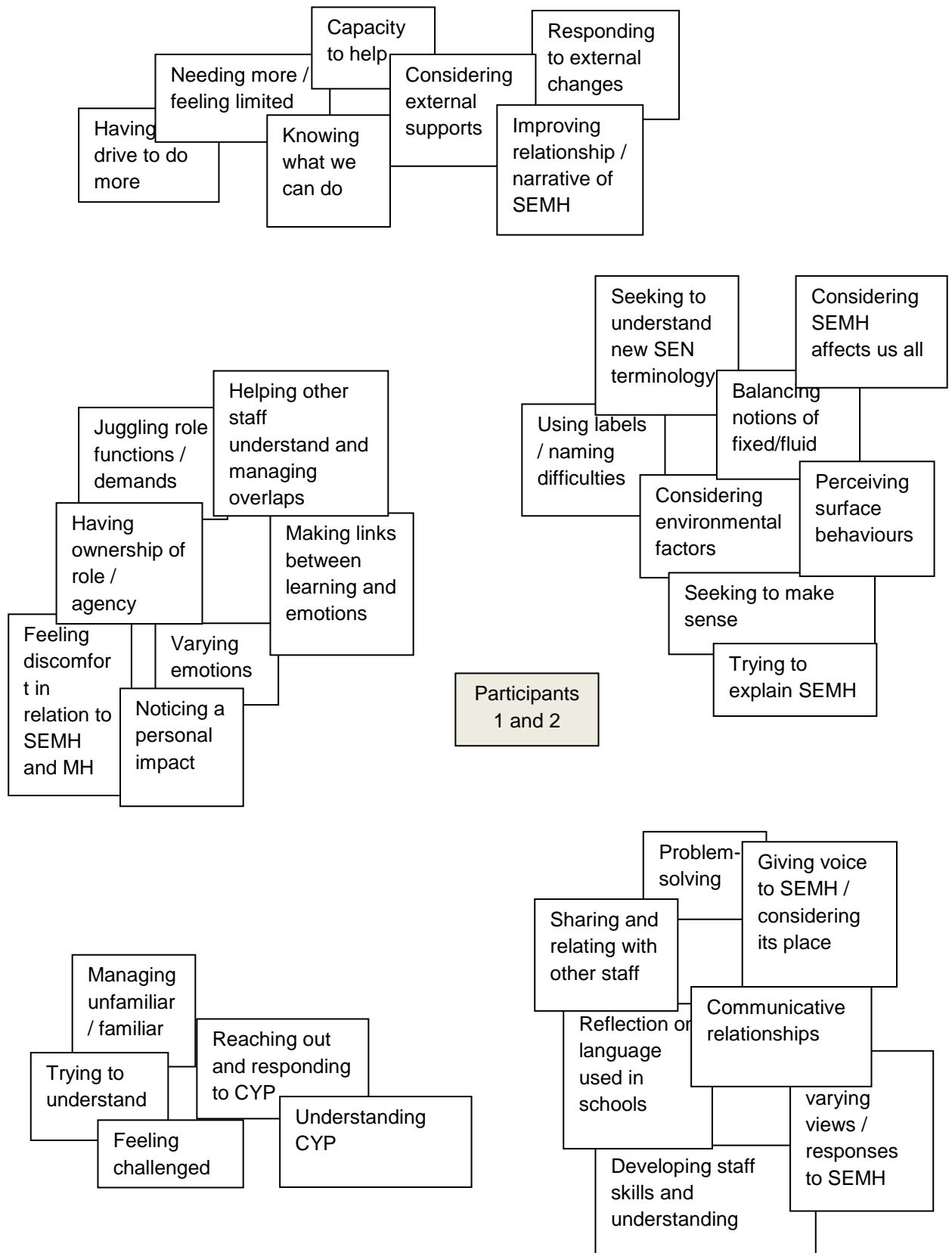
1. Please sketch the staff system. This may take the form of a family tree, network or matrix but please feel free to represent it as you wish or consider appropriate
2. Please mark with an X staff you perceive as having a **key** role in social, emotional and mental health (SEMH).

For those with a **key** social, emotional and mental health (SEMH) role please:

- state the main function of each role
- the main activities of these staff members

You may wish to start with yourself

Appendix L Early example of data analysis clustering



Code system (MAXQDA)

Code System

- ↳ Integrating a personal-professional identity for SEMJ
- ↳ BRIDGING PARTS OF SELF AND OTHER TO INCLUDE SEMH
 - ↳ RESPONDING TO NEEDS
 - > relating to CYP
 - > adapting to needs
 - ↳ MANAGING EMOTIONS
 - > having pride in our contribution
 - > investing personally
 - > protecting ourselves
 - > approaching the unfamiliar
 - ↳ TRYING TO FIND PLACE FOR SEMH IN SCHOOLS
 - > wondering about influences on SEMH
 - > considering SEN boundaries
 - > considering notions of shying away
 - > feeling SEMH affects us all
 - ↳ NAVIGATING THE BRIDGE
 - > balancing academic and pastoral functions
 - > having connecting role functions
- ↳ RELATING TO SEMH AS EDUCATORS
 - ↳ STRIVING TO MAKE SENSE OF SEMH
 - > focusing on MH terminology
 - > considering labelling
 - > grappling with SEMH
 - ↳ HAVING ENOUGH AWARENESS
 - > accessing learning opportunities
 - > noticing the role of experience
 - > knowing enough
- > Integrating a personal-professional identity for SEMJ
- ↳ Navigating supported agency for organisational growth
 - ↳ GIVING VOICE TO SEMH THROUGH COMMUNICATION
 - ↳ GIVING VOICE TO SEMH
 - > giving voice to SEMH
 - > defining clear roles and systems for SEMH
 - ↳ BUILDING SUPPORTIVE COMMUNICATION
 - > accessing support for concerns
 - > using collaborative problem-solving
 - > communicating mindfully
 - ↳ ASPIRING TO ORGANISATIONAL GROWTH FOR SEMH
 - ↳ UNDERSTANDING OUR LIMITATIONS
 - > reflecting on what we offer
 - > feeling we can only do so much
 - ↳ DRIVING ORGANISATIONAL GROWTH
 - > noticing growth in our contribution
 - > seeking to extend our contribution
 - ↳ EXPERIENCING EXTERNAL CHALLENGES
 - > reflecting on external supports
 - > noting national restrictions

Appendix M **Researcher ethnographic prompt sheets**

Ethnographic data per visit form

<p>SETTING NUMBER: _____ PARTICIPANT NUMBER: _____</p> <p>(other participant numbers interviewed in same setting _____)</p>
<p>1. organisational ethnographic data: gained on initial meeting with the head teacher or link professional to define social positions, processes and interpretations ('Organisational ethnographic data capture form')</p> <p>Form completed: <input type="checkbox"/></p>
<p>2. artefacts: formal and informal information may include publically available or freely shared information from settings (Include: the parameters of the information, what and whose facts the information rests on; what the information means to participants and actors; what it leaves out; who has access to the information; who is the intended audience/who benefits and why; who benefits from it being shaped/interpreted this way; how does it affect actions; purpose of text; how much it represents what it seeks to/embedded meanings/assumptions; structure of text and how this/rules of construction shape what it communicates; contextual meanings implied; how/which realities are represented/constructed (Charmaz, 2006))</p> <p>Internet: <input type="checkbox"/></p> <p>Shared by setting: <input type="checkbox"/></p>
<p>3. fieldnotes: initial reactions and interpretations about the physical setting, descriptions of observed interactions and interviews, and reflections.</p> <p>FIELDNOTES: <input type="checkbox"/> (Record/detail/emphasize/attend to: individual and collective actions, anecdotes and observations, significant processes in the setting, what participants define as interesting/problematic, language use, placement of actors and actions in scenes and contexts, focus increasingly on key analytic ideas (Charmaz, 2006))</p>

Synthesise:

a) Ethnographic data capture form:

Data capture form: predefined dimensions

- a) General espoused beliefs were sought in relation to the organisation, including, ethos, priorities & external supports
 - Priorities
 - Ethos
 - links with external agencies
- b) More fundamental beliefs about SEMH needs were sought also, through focusing on, where & how it focuses SEMH efforts, & notions of the purposes & valued outcomes of these efforts
 - overall approach & alternatives
 - school approach
 - circumstances that require an alternative approach who to focus on & how to decide
 - CYP numbers who are a focus or receiving external agency support
 - how needs are identified purposes & outcomes
 - outcomes anticipated through these approaches
 - markers & standards for determining outcome achievement
- c) The social systems were also a focus dimension, including, roles & provision which may reflect these beliefs, & communications & processes which comprise interactional beliefs & values
 - Roles & provision
 - relevant roles & rationale
 - support &/or provision in place
 - communications & processes
 - methods for communication
 - support processes & systems
- d) key roles, functions & activities visual representation

b) Field notes /documents – what are my/the:

Field notes: emergent themes to illuminate processes, scenes & language

- Reactions
- Physical setting
- Interactions
- Reflections

c) Website/other – what are my/the:

Website/other: emergent themes to illuminate processes, scenes & language

- Reactions
- Physical setting
- Interactions
- Reflections

1. Organise by theme per organisation to determine patterns for espoused beliefs & values

- Espoused beliefs
- Fundamental beliefs
- Social system
- Role functions
- Processes
- Scenes
- Language

2. Determine basic assumptions using prompt sheet on word document, according to:

Basic assumptions

- external adaptation issues
- managing internal integration
- reality & truth
- the nature of time & space
- human nature, activity & relationships

Schein's dimensions of organisational culture prompt sheet

<i>Dimension</i>	<i>Sub-areas</i>					
External adaptation issues	mission & strategy (core mission, primary task, & manifest & latent functions)	consensus on goals derived from the mission	consensus on means to achieve goals (e.g. org. structure, division of labour, reward system, & authority system)	measuring focus /means/ results (e.g. how well group doing to fulfil goals, get / transmit info, corrective action)	consensus on repair strategies (e.g. if goals are not being met)	
Managing internal integration	creating a common language & conceptual categories	defining group identity boundaries & (e.g. inclusion/exclusion, membership criteria)	distributing power & status (e.g. criteria & rules for how members get, maintain, & lose power)	developing rules for intimacy / love / friendship (& management re. task)	defining & allocating rewards & punishments	managing the unmanageable & explaining the unexplainable
Reality & truth	the nature of reality & truth (e.g. what is real/not, a physical /social fact, how truth is determined / whether it is revealed / discovered)	the nature of time (how time is defined/measured, kinds of time, importance of time)	the nature of space (how space is allocated, symbolic meaning of personal space, role of space in defining privacy/intimacy in relationships)	the nature of human nature (e.g. what it means to be human, attributes intrinsic/ultimate, good/evil/ neutral/ perfectible/not)	the nature of human activity (right action based on assumptions re. human nature / reality, right level of /passivity activity, rel. of org. to environ.)	the nature of human relationships (right way to relate, distribute power/love, life as cooperative /competitive, individualistic /group-collaborative /communal, psych contract, authority based on law/moral consensus/ charisma/lineal authority, how conflict resolved/decisions made)
The nature of time & space	Time (basic time orientation, planning/development, horizons & degree of accuracy, pacing)	the nature of space (distance & relative placement, space symbolics, body language, time/ space /activity interaction)				
Human nature, activity & relationships	the nature of human nature (rational-economic, social with social needs, problem-solvers/self-actualisers with needs to challenge & use talents, complex & malleable)	appropriate human activity (doing/being orientation, being-in-becoming orientation, organisation/environment relations)	the nature of human relationships (what problems to resolve, individualism/groupism, characteristics of role relationships, power distance, role definition & activity orientation, rules of relationship/time /space/ interaction)			

Appendix N **Approval letters**

TREC approval letters

TREC approval letters

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2548
Fax: 020 7447 3837
www.tavi-port.org

Karin Sandler

08th July 2015

Re: Research Ethics Application

Title: "Working title: How do secondary school organisations engage in thinking and talking about mental health and emotional well-being? A grounded theory study"

Dear Karin,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,



Louis Taussig

Secretary to the Trust Research Ethics Committee

Cc Brian Davis

06.01.2016

Karin Sandler

By email

Dear Ms Sandler,

Re: Research Ethics Application

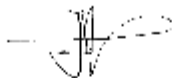
Title: "Working title: How do secondary school organisations engage in thinking and talking about mental health and emotional well-being? A grounded theory study"

I am pleased to inform you that the Trust Research Ethics Committee formally approved your application on 24th November 2015.

If you have any further questions or require any clarification do not hesitate to contact me.

Please note that I am copying this communication to your supervisor for information.

May I take this opportunity of wishing you every success with your research.



Mrs Paru Jeram
Secretary to the Trust Research Ethics Committee

Cc. Brian Davis

EPS approval letter

XXXXXX

XXXXXX
XXXXXX
Educational Psychology Service
XXXXXX
XXXXXX
Tel: XXXXXX
Email: XXXXXX

Date: 16th September 2015

Dear Karin

Thank you for your email and research proposal for your thesis work.

We discussed your project at the Educational Psychology Service MLT Away Day on 26th August 2015. Given that you have already received ethical approval from the University's Ethics Committee, we are happy to support you in undertaking your work in [*Local Authority name*].

Please keep us updated about how your work is proceeding and discuss any potential ethical issues with your supervisors and line manager as they arise so that we can ensure that we are managing the work within the context of [*Local Authority name*]'s schools and the [*Children's Service*] effectively and are providing you with appropriate support.

Yours sincerely,

XXXXXX
Senior Educational Psychologist
Educational Psychology Service
Email:

On behalf of EPS MLT

cc [*Senior EPs*]

Appendix O Support Leaflet

Refugee Council

020 7346 6700

The UK's largest organisation working with refugees and asylum seekers.

Counselling Directory

A free, confidential directory of trained, professional counsellors and therapists in the UK.

Teacher Support Network

08000 562 561

A 24/7 telephone support line which gives teachers access to professional coaches and counsellors 365 days a year. The network also campaigns for change within schools and education policy in order to improve the wellbeing, mental and physical health of teachers.

Anxiety UK

08444 775 774

Works to relieve and support those living with anxiety disorders by providing information, support and understanding via an extensive range of services, including 1:1 therapy.

Carers UK

Carers UK is the voice of carers. It improves their lives by providing information, advice, support and by campaigning for change.

Crossroads Care

Crossroads Care is Britain's leading provider of support for carers and the people they care for.

IF YOU ARE CONCERNED ABOUT A CHILD OR YOUNG PERSON...

If a child makes a disclosure which makes you concerned about their well-being, discuss your concerns with the designated member of staff for safeguarding.

If you feel a child or young person is vulnerable and you are concerned about them receiving appropriate support, share your concerns with members of staff who know the child or young person well and with a senior member of staff with responsibility.

IF YOU WOULD LIKE SOMEONE TO TALK TO...

If you would like someone to talk to about your personal or professional experiences, or about your own mental health and emotional well-being, support services may help.

INFORMATION AND FURTHER SUPPORT

IF YOU ARE CONCERNED ABOUT A CHILD OR YOUNG PERSON

OR

IF YOU WOULD LIKE SOMEONE TO TALK TO...

There is support available...

Mind Infoline

Telephone: 0300 123 3393

Email: info@mind.org.uk

Web site: www.mind.org.uk/help/advice_lines
Mind provides confidential mental health information services. The Infoline gives information on types of mental distress, where to get help, drug treatments, alternative therapies and advocacy. *A local group runs in the north of the county.*

Rethink Mental Illness Advice Line

Telephone: 0300 5000 927

Email: info@rethink.org

Website: <http://www.rethink.org/about-us/our-mental-health-advice>

Provides expert advice and information to people with mental health problems and those who care for them, as well as giving help to health professionals, employers and staff. *A local group runs in the south of the county.*

Samaritans

Telephone: 08457 90 90 90 (24 hours a day)

Email: jo@samaritans.org

Website: www.samaritans.org

Provides confidential, non-judgmental emotional support for people experiencing feelings of distress or despair, including those that could lead to suicide

Saneline

Telephone: 0845 767 8000

Website:

www.sane.org.uk/what_we_do/support/helpline

Saneline is a national mental health helpline providing information and support to people with mental health problems and those who support them.

ChildLine

Telephone: 0800 1111

Email: <http://www.childline.org.uk/Talk/Pages/Email.aspx>

Website: www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of nineteen. You can contact a ChildLine counsellor for free about anything - no problem is too big or too small.

Mental Health Foundation

020 7803 1101

Improving the lives of those with mental health problems or learning difficulties.

Together

020 7780 7300

Supports people through mental health services.

The Centre for Mental Health

020 7827 8300

Working to improve the quality of life for people with mental health problems.

Depression Alliance

0845 123 2320

Provides information and support to those who are affected by depression via publications, supporter services and a network of self-help groups.

British Association for Counselling and Psychotherapy

01455 883300

Through the BACP you can find out more about counselling services in your area.

Breakthrough

Breakthrough is a small national service user-led organisation that concentrates its efforts on the identification and dissemination of positive practice in mental health, as well as promoting the art of people who have had mental health problems.

PANDAS Foundation

PANDAS Foundation vision is to support every individual with pre (antenatal), postnatal depression or postnatal psychosis in England, Wales and Scotland. We campaign to raise awareness and remove the stigma.

Citizens Advice

Gives free confidential information and advice to help people sort out their money, legal, consumer and other problems.

Young Minds

020 7336 8445

Provides information and advice for anyone with concerns about the mental health of a child or young person.

Age Concern

0800 009966

Infoline on issues relating to older people.

Lesbian and Gay Switchboard

020 7837 7324

Provides information, support and referral services.

Relate

0300 100 1234

Offers advice, relationship counselling, sex therapy, workshops, mediation, consultations and support.

