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Supporting behaviour and emotions in school: An exploration into children and young people's experiences of punitive in-school approaches and school staff perspectives on the journey from sanction-based approaches to compassionate and nurturing approaches

by

Rebecca Louise Jones

Thesis for the degree of Doctorate in Educational Psychology

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University of Southampton

<u>Abstract</u>

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Research highlights the importance of the culture and context created in schools and the impact the environment can have on brain development, thoughts, feelings, and actions (Eisler & Fry, 2019). Traditional in-school approaches to supporting behaviour focus on using consequences to manage behaviour. Within the current body of psychological and pedagogical literature, concerns have been raised about the effectiveness and negative impact of using punitive approaches. This systematic review (chapter 2) aimed to explore the perspectives and experiences of children and young people (CYP) on punitive behaviour management policies and practices used in schools. A systematic review of the literature resulted in the identification of 12 papers. Papers were evaluated using an adapted version of the Critical Appraisal Skills Programme (2019) and study findings were analysed using thematic synthesis. The findings highlighted CYP's varied and diverse perceptions of punitive approaches. The fairness and consistency of punitive approaches was debated amongst CYP as well as the impact on academic development. The negative impact on emotional wellbeing and the limited long-term effectiveness of using the approaches was highlighted. CYP expressed their thoughts for alternative approaches and outlined a need to feel listened to, understood and supported with their behaviour and emotions. Findings are framed in the context of both psychological literature and current educational thinking and practice. Implications for school staff, educational professionals and UK policy makers are outlined.

The empirical paper (chapter 3) aimed to capture the perspectives of UK primary school staff regarding the advantages and disadvantages of different behaviour support approaches, in addition to the facilitators and barriers to adopting compassionate and nurturing approaches. Virtual semi-structured interviews were conducted with 15 school staff across three mainstream

primary schools. Interviews included the completion of two Personal Construct Psychology (PCP) activities and a discussion based on a short description of a fictional school. A reflexive thematic analysis resulted in the identification of nine themes. Participants commented on the different approaches' flexibility, familiarity, potential for positive long-term behaviour change and impact on emotional wellbeing and relationships. Key facilitators to adopting compassionate and nurturing approaches included: whole-school training and understanding; quality and type of training; and working together and feeling supported. Key barriers included: difficulty with changing perspectives; ease of implementation and familiarity; scarcity of resources; and persisting in the face of difficulties. Themes are discussed in light of psychological research and implications for educational practitioners are considered.

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Research Thesis: Declaration of Authorship

Print name: Rebecca Louise Jones

Title of thesis: Supporting behaviour and emotions in school: An exploration into children and young people's experiences of punitive in-school approaches and school staff perspectives on the journey from punitive approaches to compassionate and nurturing approaches

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

> This work was done wholly or mainly while in candidature for a research degree at this University;
>
> Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
>
> Where I have consulted the published work of others, this is always clearly attributed;
>
> Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
>
> I have acknowledged all main sources of help;
>
> Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
>
> None of this work has been published before submission

Signature: .... Date: 26/05/2022

Acknowledgements

Abbreviations

ACE	Adverse Childhood Experience
AP	Alternative Provision
CASP	Critical Appraisal Skills Programme
CEO	Chief Executive Officer
CYP	Children and Young People
DCSF	Department for Children, Schools and Families
DfE	Department for Education
EP	Educational Psychologist
ERIC	Education Resources Information Centre
ISS	In-school suspension
NG	Nurture Group
PCP	Personal Construct Psychology
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analyses
RIS	Research Information Systems
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
TA	Teaching Assistant
UK	United Kingdom
USA	United States of America

Chapter 1   Introduction to Thesis

1.1   Chosen research area

My time at school was overall a positive, enjoyable period of my life. I worked hard, rarely got into trouble and had a good group of friends who I still cherish to this day. Anxious and confused about which topics to study at college, I went with subjects which sounded interesting (psychology, sociology). Faced with the decision of which university course to study, I went with my gut and chose psychology as it was the subject I enjoyed the most. When given more freedom of module choice in third year, I selected Developmental Psychology as I wanted to learn more about early experiences and how these can impact later life. After university, I worked as a special educational needs representative and a mental health prevention worker. Both roles saw me going into schools and working with vulnerable individuals who required a more personalised, compassionate approach.

Starting the Doctorate in Educational Psychology left me with little time to engage in extra reading on subjects I was interested in. Reflecting back, the texts I found myself drawn to were on compassion, wellbeing and trauma. It is my belief that these areas of psychology impact and are important for everyone. Through my reading, I learnt about the impact of early experiences and the opportunity that adversity and difference offers individuals to develop resilience, compassion and empathy.

Refreshing my knowledge and understanding of these important topics led me to question the behaviour approaches I had observed in schools. Perhaps, my positive experience of school and limited involvement with the behaviour systems contributed to my naivety and confusion around the use of sanction-based approaches in schools. However, this confusion and interest also motivated my desire to ensure every individual felt safe and happy in school, as I did. When asked to think about areas of interest for my thesis project, I continued to follow my instinct and passions. After completing an essay in year one about the varying approaches to behaviour and emotional support deployed in schools, I found myself asking more questions about the use, impact and effectiveness of the different approaches and felt drawn to find out more.

1.2   My thesis

In recent years, there has been much debate on the use of traditional punitive approaches to support behaviour and emotions in schools (Bomber, 2020; Geddes, 2006). Developments in multiple areas of psychological theory and research has warranted questions to be asked about

the impact and usefulness of punitive approaches. Therefore, a sensible and important avenue to explore is the perspectives of the recipients of the approaches themselves. As my interest in this area started with the use of internal exclusion in schools, it was decided that the project would focus on under-reported, under-monitored punitive strategies which keep children and young people (CYP) in school. Therefore, for my systematic literature review, I wished to understand the perspectives of CYP on current punitive approaches to behaviour support in schools. I turned to the existing literature and asked the following questions:

- How do CYP perceive punitive in-school behaviour management policies and practice?
- Do CYP suggest alternatives or adaptations to the use of punitive approaches?

Amongst the debate on using punitive approaches in schools, there have been suggestions of alternatives. Relationship-focused, whole-school approaches have increased in popularity and presence amongst educational discourse. These approaches are still in their infancy and more research is required to first, understand why they are necessary, and second, explore how to embed them effectively within the culture and ethos of schools. My empirical paper seeks to explore the perspectives of primary school staff on the differences between the two approaches as well as what helps and what hinders the adoption of new compassionate approaches:

- What do school staff see as the advantages and disadvantages of sanction-based and compassionate and nurturing approaches?
- What are the facilitators and barriers to adopting a compassionate and nurturing approach to behaviour and emotions in primary schools?

It was my hope that this research would answer some wonders that have surfaced from my reading and direct experience with CYP, on the best way to support emotional, social and behavioural development. It was also hoped that this research would help build my clarity and confidence when supporting schools, professionally, with managing CYP's challenging behaviour and emotions. Crucially, I hoped this research would prove useful to a range of other audiences, namely, school staff, educational professionals alike, policy makers and, fundamentally, CYP and their families or supportive circles.

1.3   Paradigm

As previously outlined, this project was approached with passion, interest and curiosity. I wanted to learn more about the different approaches to supporting behaviour and emotions in schools. However, it cannot go unnoticed that I started this project with an interest in compassionate and nurturing approaches and an understanding of the relevant theories

(attachment theory, polyvagal theory, Adverse Childhood Experiences [ACE]). I was keen to find out why sanction-based approaches were dominant in schools and the practicalities and possibilities of using alternative approaches. Therefore, even though I was open to exploration and discussion of sanction-based approaches, my heart and values lay with the compassionate and nurturing approaches and, more generally, with research and knowledge which seeks to increase understanding of human wellbeing, development and flourishing.

When reading different epistemological positions to research, I found it hard to align and sit solely with one school of thought. However, Walsham's (1995) description of the interpretive method aligned with my understanding of research:

"The enquirer uses his or her preconceptions in order to guide the process of enquiry, and furthermore the researcher interacts with the human subjects of the enquiry, changing the perceptions of both parties." (Walsham, 1995)

This makes value-free data impossible to achieve as the researcher always brings their values, experiences, biases and understandings to research, either consciously or unconsciously. Through interaction with participants, both the researcher's and participant's stances and outlook on the world influence each other. Thus, my research was influenced by both social constructionism, which recognises the impact of social interaction and processes (Jonassen, 1991), and social constructivism, which acknowledges the influence of individuals' internal world and how their experiences, bias and values shape their understanding (Young & Collin, 2004).

The influence of social constructivism is particularly prominent in my systematic literature review. My choice of search terms, understanding of papers and interpretation of participants thoughts and experiences within the papers were inevitably influenced by my expectations, experiences, values and biases. My reading of key psychological theories and research, denoting the impact of using both sanction-based approaches and compassionate approaches, combined with my experience with CYP, likely influenced my interpretations of the data.

My methodological decisions were influenced by interpretivist methods. For my empirical paper, the decision to provide the participants with open-ended, flexible written tasks to complete ahead of the interview, gave them the opportunity to think about the topics and record their thoughts before discussing them with me. It was hoped that this would allow an insight into their thoughts and understandings and encourage the interview to be led and dominated by the participants (Scotland, 2012).

Untypical within an interpretivist paradigm (Scotland, 2012), I also conducted a member-checking session as part of my empirical paper. However, instead of attempting to discover an "objective reality" (Scotland, 2012, p. 12), this session was used to revisit and reflect on the

themes with a participant of the study and aimed to honour the values inherent in co-production and participatory practices. It helped to deepen my understanding of the themes and consider alternative interpretations. The participant who consented to take part worked in the school which was furthest along with adopting compassionate and nurturing approaches. When reflecting on the barriers mentioned by other schools, they could provide some advice or guidance to support with these barriers. This useful insight was detailed in the write up of the findings.

Therefore, my papers sit loosely within an interpretivist paradigm and have been influenced by positions and thinking typical of both social constructionists and social constructivists. Importantly, in an effort to ensure transparency of my interpretation of the data, I have included quotes within each theme and subtheme in the findings, given examples of how data was coded, provided an extract from a transcript and ensured my analysis process was outlined comprehensively using appropriate appendices.

1.4   Dissemination of findings

To share the findings and conclusions from my studies with the relevant wider audience, I intend to publish the two research papers in peer-reviewed journals. I have considered the 'Pastoral Care in Education' journal for my systematic review because it is an internationally peer-reviewed journal aimed at teachers and other professionals who are interested in the development and care of children. The journal encourages contributions which include analysis of existing practice and critical discussions of new ideas or methods. As the systematic review involves evaluating current behaviour policies and practices, as well as exploring new and developing approaches, I saw this as an appropriate choice.

As the scope of the 'Pastoral Care in Education' journal also fits with my empirical paper, I am considering publishing both papers in the same place. However, I have also considered the 'Emotional and Behavioural Difficulties' journal for my empirical paper. Another international peer-reviewed journal, it takes a slightly different focus and aims to develop the readers' understanding of social, emotional and behavioural difficulties and the different approaches to preventing and responding to them (through intervention and policy). The audience for this paper is wide and includes teachers, social workers, psychologists and those in charge of training the previously mentioned categories and researchers. As this paper highlights an important approach for schools to consider when supporting the development of CYP, I feel this journal could also be an appropriate place to share my work. The option to publish open access in both journals means the paper will be readily available to read upon publication, potentially increasing the observability, spread and influence of the research.

As it can take a considerable amount of time to publish studies, I aim to provide the schools who took part in the research with information on the key findings. A one-page summary of the study findings with specific details on the themes identified within their school will be provided to the head teachers and main contacts. It is hoped this information will enable useful reflection on using a compassionate and nurturing approach in their schools and enable them to plan how barriers can be overcome and how facilitators can be put into action. Participating schools will also be offered a post-study consultation with myself and a staff member within the local authority who works to support schools making the shift in policy and practice. This consultation will use the one-page summaries to identify where schools are in using the approaches, celebrate any successes, identify any barriers and assess what can be done to enable further progress. The researcher will also provide a link to the unpublished thesis document.

Finally, I also have plans to work with my main supervisor, a representative senior leader, and other practitioners or participants from the study, to create a podcast episode discussing key issues and implications arising on the topic. It is hoped that this podcast will bring the research around this topic to life and be relevant and useful listening for any schools making the transition towards more compassionate and nurturing approaches. As part of the series, we also plan to offer a live one-hour question and answer session for school leaders, offering the opportunity to ask questions, connect and make sense of the podcast and what it could mean for them and their educational community.

1.5   Reflections

Going into this course, I was someone who liked structure, organisation and completing one task before moving onto another one. I soon realised that this would not be possible on this course, and I needed to learn how to spin multiple plates at the same time. This meant working on the empirical paper whilst also getting started with identifying papers for my review paper. At first, I found this hard to manage, both physically and emotionally and tried to keep them tidily in their separate boxes. Over time, I learnt how to move between papers and logically planned out when shifts in focus were necessary and appropriate.

When my personal situation changed at home and I was faced with additional challenges, this forced me to completely change how I organised and structured my time and workspace. The vision I had for completing my thesis when first starting out (tidy workspace, organised schedules and step by step plans) was put to the test. These changes and challenges allowed me to experience the impact that unstable foundational needs, set out in Maslow's (1943) hierarchy, can have on an individual's functioning. This resulted in personal lessons about my resilience and ability to adapt. Professionally, I can now understand and appreciate the importance of these

basic human needs and their potential impact on an individual's mood, response to others and ability to attend to work.

As part of this thesis, I have worked with a range of school staff to understand their perspectives on the different approaches used in schools. I feel that this opportunity has further deepened my compassion and respect for school staff and increased my understanding of the process of whole-school change. I feel this experience and learning will be beneficial when working with and supporting schools with change going forward.

Completing this thesis has not only *allowed* me to learn more about myself but has *required* me to. I learnt that I work better in the mornings and therefore tried to focus on the tasks which required the most cognitive effort early in the day. I learnt how to balance being true to myself, as a researcher, as well as accept help and suggestions from my supervision team. I learnt that staring into space often meant I needed a break and perhaps a walk outside.

Above all, I learnt that, with the invaluable support of my supervision team, friends and family, I am capable of achieving things that I never thought I would be able to achieve.

Chapter 2 Punitive behaviour management policies and practices in school: A systematic review of children and young people's perceptions and experiences

2.1 Introduction

The demands involved in nurturing prosocial behaviours and diminishing disruptive behaviours have long been a source of stress for school staff, a dilemma for school leaders, and a hotly debated subject in discussion and research (Clunies-Ross et al., 2008). Guided by the dominant theory of behaviourism, traditional approaches focus on external observable behaviour, particularly, how what happens before (antecedent) and after (consequence) that behaviour shapes an individual's actions (Woolfolk, 2014).

It must be noted that references to 'behaviourist' or 'behaviourism' often focus on one particular aspect of the theory: 'consequences'. When applied in schools, behaviourism is often understood and applied as consequences that are put in place for CYP. A psychologists' understanding of Behaviourist Theory sees behaviour as function of both antecedents and consequences. Using a problem-solving approach, 'Functional Behaviour Analysis' is applied to understand a target behaviour and identify the triggers and reinforcers that are leading to and maintaining the behaviour (Carr, 1994). Where the term 'behaviourist' is used throughout this paper, it is referring to the popular, somewhat over-simplified, use of the term applied by most education staff.

Supported by government guidance and policy (Department for Education [DfE], 2016, 2022), schools are instructed to use sanctions to manage behaviour in the form of: exclusion, detentions, seclusion and reasonable force. For particularly challenging behaviour, permanent exclusion is advised as a last resort for serious breaches of a school's policy (DfE, 2017). With permanent exclusion rates steadily increasing between 2006-2017 (Sheppard, 2020) and research highlighting the negative impact of exclusion (Ford et al., 2018; McCrystal et al., 2007), alternative forms of punitive behaviour management which keep CYP in school are frequently applied.

Chapter 2

2.1.1 Punitive behaviour management practices in school

Out of school exclusion, which may function as a reward for some CYP, reduces supervision and access to education (Barker et al., 2010). In contrast, sanctions which work to keep CYP on the school site increase supervision and access to educational input (Department for Children, Schools and Families [DCSF], 2009). However, a number of factors concerning the definition, uniformity, purpose, emotional impact and monitoring of in-school punitive approaches have been highlighted.

Internal exclusion is a commonly used strategy in UK secondary schools (Staufenberg, 2018; Mills & Thomson, 2018) and involves removing CYP from the classroom and placing them in a separate room for disciplinary reasons (DCSF, 2009). With multiple terms used to describe this strategy, such as "internal exclusion", "seclusion", "isolation room", "calm down room", "time out" and "inclusion room", what constitutes internal exclusion is unclear. For the purpose of this review, the most commonly used term "internal exclusion" will be used to refer to this approach. Guidance highlights that this approach sets out to punish the behaviour, encourage learning and enable improvements in behaviour (DCSF, 2009). As well as internal exclusion, the DfE also sets out other in-school punitive approaches, such as verbal warnings, detentions (keeping CYP in school in break/lunch time, after school or at weekends), providing extra work, report cards and loss of privileges (DfE, 2016).

Current government guidance and regulation around the application of in-school punitive approaches is unclear and unspecific. The DfE guidance states that schools must act "reasonably" when using sanctions (DfE, 2016, p. 10). The guidance also states that "it is for individual schools to decide how long CYP should be kept in seclusion or isolation, and for the staff member in charge to determine what CYP may and may not do" (DfE, 2016, p. 12). Inevitably, this ambiguity leads to multiple interpretations and variation in how sanctions are used. A study by Mills and Thomson (2018) found that some schools used internal exclusion as a sanction Concerns were raised by parents, due to CYP with learning or mental health difficulties being placed in internal exclusion. Other schools developed an inclusion centre and focused on adapting this environment to suit individual needs, providing CYP with a quieter workspace without distractions. Such inconsistency leads to some CYP receiving a beneficial supportive approach whereas others are punished and excluded from the classroom.

The variation and effectiveness of these approaches is also unclear since schools are not obligated to record and report data on the use of detentions or internal exclusion to Ofsted or parents/carers (DfE, 2016; Sealy et al., 2021). With some CYP receiving over 20 detentions in one term (Sheppard, 2020) and media coverage raising concerns about the amount of time spent in

internal exclusion (Titheradge, 2018), this raises questions about the effectiveness of the approaches, their capacity to change behaviour, and their potential impact on the learning and emotional health of CYP. Since wider research demonstrates that CYP's mental health demands are increasing (NHS, 2021), critical inquiry may be warranted.

Importantly, many CYP who display challenging behaviours have likely experienced some form of trauma (Wilton, 2020). Challenging behaviours are varied (passivity, difficulties with focus, physical or verbal displays of emotion) and often lead to sanctions, resulting in more traumatic experiences (McInerney & McKlindon, 2014) and another experience of rejection (Howard, 2016). These "cycles of trauma" mean the challenging behaviour is likely to continue which results in the application of more sanctions, restarting the cycle once more (McInerney & McKlindon, 2014, p. 2). Despite ongoing controversy over the use of punitive approaches, harsher rules on behaviour were advised by the government in April 2021 with a focus on "orderly" and "disciplined" classrooms (Williamson, 2021, para. 57). This approach may deserve re-examining, particularly given the difficult, and for many, traumatic experience associated with the COVID-19 pandemic and other threats (such as the climate emergency and the war in Ukraine).

2.1.2   A call for compassion

With increasing psychological knowledge related to key areas such as attachment theory (Bowlby, 1969), adverse childhood experiences (Felitti et al., 1998; Tsehay et al., 2020), polyvagal theory (Porges, 1995) and trauma informed practice (Bomber, 2020; Geddes, 2006), there has been growing exploration of relationship-focused, whole-school approaches. Such approaches often involve training school staff about the impact of early childhood experiences, relationships, and emphasise the importance of using compassionate approaches to support behaviour and emotions (Bomber, 2020; Dutil, 2020; Geddes, 2006). By ensuring schools are caring and nurturing environments where adults attune to, understand and respond helpfully to the diverse and evolving needs of CYP, this creates feelings of safety and sets the focus on holistically supporting CYP to thrive (Cavanaugh, 2016; Reynolds, 2021). In support of this, several newly developed local government teams and courses have been formed, including the Mental Health Support Teams and Senior Mental Health Leads Training (DfE, 2021). The focus on meeting individual needs and creating a compassionate school environment and ethos is thought to benefit all CYP and school staff, not just CYP who have experienced trauma. This moves away from approaches guided by the theory of behaviourism, which views behaviour as a function of both events that happen before the behaviour (antecedents) and after (consequences) (Staddon & Cerutti, 2003) and moves towards approaches advocated by the theory of humanism. Humanists believe that, instead of behaviour being a function of reinforcers, individuals actively respond to their environment, based on their internal thoughts and needs (Maslow, 1956; Porter, 2014). Currently,

despite significant psychological backing, little knowledge or research exists on how relationship-based approaches are experienced by school staff, as well as what challenges and facilitators impact their adoption.

2.1.3 Children and young people's voices

Despite recent debate on the use of punitive behaviour management approaches, a scoping search revealed no systematic literature reviews of the research exploring CYP perspectives and experiences of in-school punitive behaviour approaches. This is important and necessary for several reasons. Firstly, as set out in article 12 of the Convention on the Rights of the Child, CYP should be supported to share their views and feel listened to on matters concerning them (United Nations Convention on the Rights of the Child, 1989). As CYP are the recipients of school behaviour policy and practice, important lessons can be learned from listening to their first-hand thoughts and lived experiences. This fits with the growing recognition within research of listening to the recipients of policies and practices in order to shape and adapt approaches for the future (Cargo & Mercer, 2008). Finally, studies highlight how giving CYP a voice increases feelings of justice and cooperation, which in turn prevents and reduces challenging behaviour (Gouveia-Pereira et al., 2017; Sanches et al., 2012). Involving CYP in discussions about their behaviour in school and allowing them to feel heard and valued encourages acceptance of shared expectations and boundaries (Eisler & Fry, 2019). Therefore, a review which focuses on the voices of CYP would be an important addition to the literature.

2.1.4 The current study

This review sought to provide a systematic search of the available qualitative literature on the views and perspectives of CYP on punitive behaviour management approaches used in schools. The literature exploring CYP's views of permanent exclusion highlights the negative impact on academic progress as well as social and emotional wellbeing (Brown, 2007; Murphy, 2021). As opposed to fixed term or permanent exclusion, this review was specifically interested in behaviour policies and approaches which aim to keep CYP in school. As punitive approaches are predominantly used in secondary schools, as opposed to primary schools (DCSF, 2009), the focus of this study was on CYP completing secondary age qualifications. As well as exploring the CYP's perspectives of punitive in-school approaches, the authors were also interested in their thoughts for any alternative methods to supporting behaviour and emotions in schools.

The following research questions were addressed:

1. How do CYP perceive punitive in-school behaviour management policies and practice?

2. Secondary question: What alternatives or adaptations to the use of punitive approaches do CYP suggest?

2.2   Methodology

2.2.1   Search Strategy

The systematic search was conducted using EBSCO and ProQuest, interfaces accessed through the University of Southampton Library. Three databases were searched: PsycINFO, Education Resources Information Centre (ERIC) and ProQuest Dissertations and Theses Global. Key components were organised into the SPIDER tool (Cooke et al., 2012), see Table 1.

Table 1

SPIDER tool outlining key components of search

SPIDER Terms	Key components
S- Sample	CYP in mainstream schools or alternative provisions completing secondary age qualifications
PI- Phenomenon of Interest	Punitive behaviour policies and practices used in secondary schools or alternative provisions delivering secondary stage education
D- Design	No design type specified
E- Evaluation	The voice/perspective of the CYP
R- Research Type	Qualitative studies

The question was broken down into four component parts and included searching for both keywords and subject headings/descriptors in abstracts or titles of papers. The full set of final search terms can be found in Appendix A.

The search was completed by both the first author and a voluntary research assistant. A screening manual ensured standardisation of the process (see Appendix B). Decisions regarding paper identification and selection were discussed and either resolved or further explored in supervision. The initial search commenced in July 2021 and was repeated in January 2022. Papers were exported as RIS files into Endnote 20. Any papers which were identified through initial scoping searches on Google Scholar but not found in the final search (despite alternations to the search terms) were included. A snowballing method was used by the first author, who reviewed the references in the identified papers for other relevant papers.

2.2.2   Inclusion and Exclusion Criteria

        An inclusion and exclusion criteria (see Table 2) guided the selection of articles. As the education system varies internationally, the inclusion criteria stated that studies must be focused on CYP who were completing secondary level qualifications. This includes CYP in alternative education settings who may be older. Studies which included primary and secondary students were included if data from the secondary students could be distinguished and separated for inclusion in the analysis. The criteria also stated that studies must be focused on punitive school practices and policies but not corporal or physical punishment. Therefore, only papers published on or after the year 2004 were included in the search due to the publishing of section 58 of the Children Act (2004), which states that it is unlawful to physically punish CYP. The decision to only focus on qualitative data was taken to answer the research question of *how* CYP perceive punitive policies and practices in schools.

Table 2

Inclusion and exclusion criteria

Inclusion	Exclusion
Studies available in English language.	Studies not available in English language.
Mainstream school settings and alternative provisions worldwide.	Special educational settings.
Secondary aged CYP (typically 11-16 years) or CYP in the secondary stage of education and completing secondary level qualifications.	Nursery School Children, Primary school CYP (4-11 years) CYP completing further or higher education qualifications
CYP's attitudes/ values/beliefs on school behaviour policy.	Studies which focus on the use of corporal or physical punishment.
Journal articles published in or after the year 2004.	Journals/articles published before 2004.
Punitive behaviour policies which aim to keep CYP in school (detentions, report cards, internal isolation)	Studies focused on fixed term or permanent exclusion from school.
Qualitative studies or qualitative elements in mixed method studies	Quantitative studies

2.2.3   **Data extraction and critical appraisal**

Data was extracted from the studies using a table composed by the first author (see Appendix C). Studies were evaluated using an adapted version of the Critical Appraisal Skills Programme (2019) qualitative checklist (See Appendix D for an example of the checklist and Appendix E for the critical appraisal table). As only minor adaptations to the checklist were undertaken (see Appendix D), no validation of the adapted tool was deemed unnecessary. Data extraction and critical appraisal was completed by the first author and another trainee Educational Psychologist (EP). Decisions and discrepancies were discussed and either resolved or counter checked in supervision.

2.2.4   **Synthesis of findings**

Papers were entered into NVIVO (QSR International; release 1.5.1) for coding. The thematic synthesis, as set out by Thomas and Harden (2008), involved line-by-line coding of all text under the headings "results" or "findings" (see Appendix F for coding examples). Codes applied to the data aimed to capture and summarise the overall message behind the participants' statements. After reading and rereading all applied codes, the first author reached a final number of 351 codes. Patterns or similarities between the codes were identified and codes were grouped together. This resulted in the creation of a number of folders in NVIVO, each containing a number of codes and with a different theme title. Themes were reviewed and adapted and after numerous alterations and changes, eight descriptive themes were developed. After further re-thinking and application to relevant literature, five analytical themes were finalised (see Appendix G for frequency of descriptive themes table).

2.3   Findings

2.3.1   **Search results**

The search identified 1185 articles. Title and abstract screening resulted in the selection of 46 articles for full text screening, 34 were excluded and 12 were included in the qualitative synthesis. A summary of the search strategy is displayed in Figure 1.
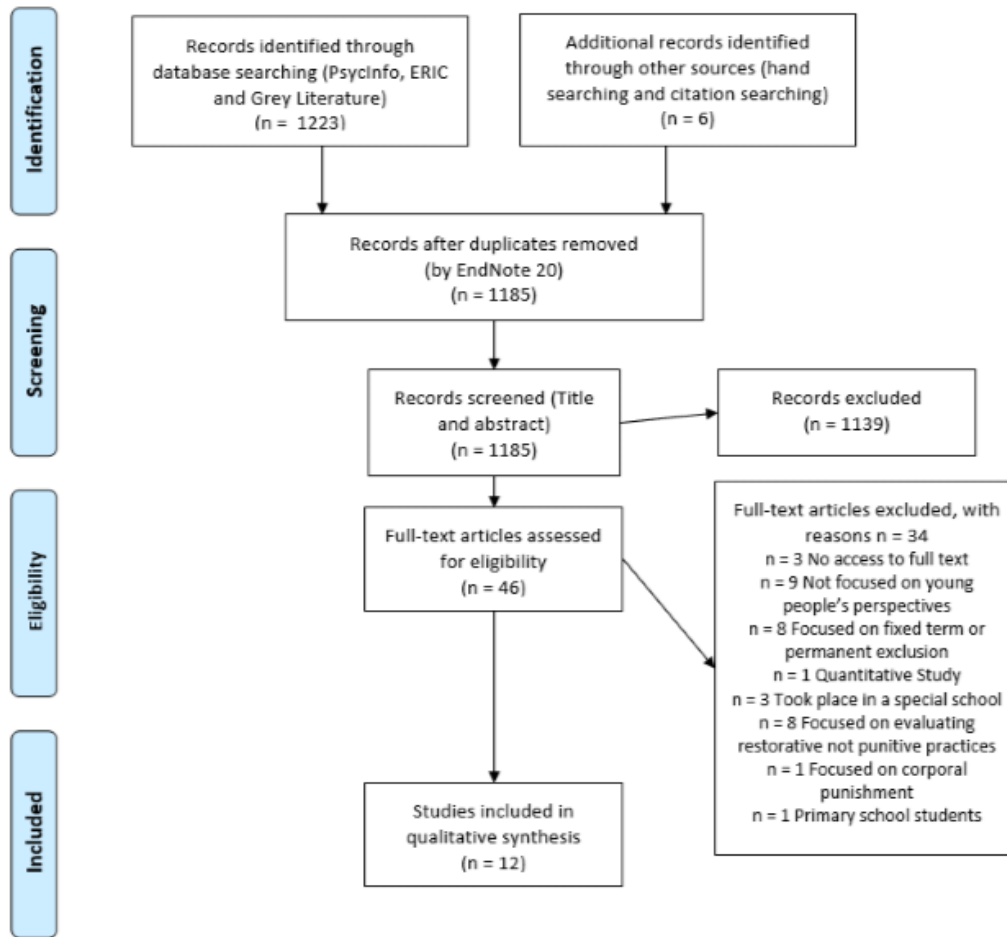
Figure 1. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)

flowchart (Moher et al., 2009)

2.3.2 Characteristics of included studies

The studies' publication dates span a period of 11 years from 2010-2021. A total of seven papers were conducted in the UK and the remaining five in the USA. Studies predominantly took place in mainstream secondary schools or academies; however, one study took place in three alternative academies. Participants ranged in age from 11-19 years old. Seven studies reported on the participants' sex, four their ethnicity, two any special educational needs and three detailed behaviour records. Approximately 243 CYP voices were captured and explored, with three studies also exploring the voices of school staff. Qualitative data was collected using interviews of varying formality and structure, as well as focus groups. Five papers solely focused on the use of internal exclusion and the remaining seven explored punitive behaviour policies and practices more generally (detentions, restrictions and segregations, report cards). Appendix C provides further detail on each study.

2.3.3 Thematic synthesis findings

Four major themes were identified as central to CYP's perceptions and experiences of punitive in-school behaviour management policies and practices. Since many CYP expressed their thoughts on the alternatives to using punitive approaches, these were captured in a fifth theme. Themes and subthemes are presented in Figure 2 (see Appendix H for full themes table).

Sanctions are necessary and fair

Some students receive more sanctions than others

Inconsistent application of rules and sanctions across different teachers

Not feeling listened to

1: "Sometimes they just blame it on me": Perspectives on the fairness, necessity, and consistency of punitive approaches

Themes and subthemes

2: "They just send you out with a book or some irrelevant worksheet": Internal exclusion reduces opportunities for high quality learning and academic support

Academic support

Productivity

3: "There's no way out … no windows, no doors, everything's blocked": Punitive approaches result in uncomfortable and negative emotions

Shame, despair and loneliness

Anger

Start by understanding the child's behaviour, needs and background

Working with adults to understand behaviour and emotions

5: "You should just take that kid, set them aside, and talk to them": The need for appreciation, understanding and opportunities for guidance and support from trusted adults.

4: "When you are in the IR it is a punishment. Once you are out – you forget and it feels normal": Fear and the threat-based approaches do not inspire long-term positive behaviour change

The physical environment of internal exclusion results in changes in behaviour

Limited long-term change

Figure 2. Themes and subthemes of CYP's perspectives and experiences of punitive in-school behaviour policies and practices, participant quotes are illustrated in

quotation marks

2.3.3.1 **Theme 1: "Sometimes they just blame it on me": Perspectives on the fairness, necessity, and consistency of punitive approaches**

2.3.3.1.1 **Sanctions are necessary and fair**

Several CYP across the studies described punitive approaches as fair, deserved and reasonable. Internal exclusion was seen by some as *"a good punishment for bad behaviour"* (Barker et al., 2010), with one CYP expressing: *"I think it's a good, I don't know, it's a good thing that exists"* (Reynolds, 2021). This was supported by another individual who expressed that punishments are necessary *"otherwise you just keep doing it"* (Gilmore, 2013). This suggests that some CYP viewed punishments as an essential consequence for misbehaviour and a necessary part of the school set up. Further to this, a statement from one participant outlining *"they also have to be punished for their actions and what they did, you know"* (Roach, 2012) suggests punishments also serve to maintain and uphold shared collective beliefs about what is right and wrong.

2.3.3.1.2 **Some students receive more sanctions than others**

Some CYP described punitive approaches as unfair and inconsistent. It was highlighted that *"Some teachers have real favourites. If are a favourite can get away with more"* (Hampton & Ramoutar, 2021). The favourable treatment of certain CYP was noticed in several studies: *"She be nice to some people…people she like"* (Evans, 2011) *"she [ISS teacher] yelled at people and wrote people up and let all her good students, like the people she like, get on the computer"* (Evans, 2011). It was suggested that as well as having favourites, teachers also formed negative judgements and expectations about CYP who have previously misbehaved. This resulted in the unfair over-application of sanctions.

"because they think we do one thing bad or a couple things bad then they think we going to do it all the time." (Morrison, 2018)

Morrison (2018) uncovered that this school provided teachers with information about new CYP, likely influencing the teachers' expectations. Therefore, even if the individual was not involved in challenging behaviours, they would often still be sanctioned, as illustrated in the following quote: *"sometimes I try hard. I still end up getting detention…When I don't try hard I don't get a detention, I try hard I get a detention"* (Sheppard, 2020).

2.3.3.1.3 **Inconsistent application of rules and sanctions across different teachers**

As well as inconsistencies in the use of sanctions across CYP, the studies highlighted that different teachers interpret and use the approaches differently: *"you can never tell because it's*

different with different teachers" (Evans, 2011). This makes it difficult to know what to expect as *"not all teachers follow the rules by the book"* (Morrison, 2018) and *"it totally depends on the teacher"* (Hampton & Ramoutar, 2021). Consistency and coherence have been highlighted as crucial when managing behaviour (Rhodes & Long, 2019), therefore a system which is *"totally different with different teachers"* (Hampton & Ramoutar, 2021) is likely to be interpreted as unfair and unpredictable. With some teachers being more likely to apply sanctions and others offering support and guidance, this suggests that inconsistencies are due to varying beliefs and mindsets regarding the origin of the behaviour and how to support it (Morrison, 2018).

2.3.3.1.4   Not feeling listened to

"why ain't you letting me talk? Let me talk, let me talk, let me talk." (Reynolds, 2021)

Several studies emphasised CYP's feelings of frustration from not feeling listened to: *"it's like kind of frustrating having no say"* (Sealy et al., 2021). Discipline decisions were seen as made by the teaching staff, with little input from the CYP. Attempts to defend themselves and explain the reasons behind their behaviour were seen as *"arguing back"* (Sheppard, 2020). As a result, CYP can become frustrated and answer back, escalating the situation and possibly resulting in more sanctions. Alternatively, CYP may determine that their efforts to express their voice are not listened to and therefore do not change the outcome. In this way, accepting the sanction may result in learned helplessness (Maier & Seligman, 1976).

2.3.3.2   Theme 2: "They just send you out with a book or some irrelevant worksheet": Internal exclusion reduces opportunities for high quality learning and academic support

2.3.3.2.1   Academic support

Although one study highlighted the positive support received from school staff whilst in internal exclusion (Evans, 2011), a number of studies highlighted the limited academic support received whilst learning out of the classroom as part of a sanction (Evans, 2011; Gilmore, 2013; Hampton & Ramoutar, 2021; Reynolds, 2021; Roach 2021). Whilst working outside of the classroom, CYP described learning without teacher assistance because *"the teacher in there won't help you"* (Evans, 2011) and they *"don't have access to a familiar teacher"* (Hampton & Ramoutar, 2021). The school staff working in internal exclusion were unlikely to be qualified teachers: *"she didn't know the answer, she didn't know much about that subject, so she couldn't really help me"* (Reynolds, 2021). This results in CYP breaking the rules to help each other *"So we sit there and the people that are next to us...will be like, what's this question and what's that question, cuz like we don't understand"* (Evans, 2011). School staff noticed that the CYP sent out of the classroom are

the ones who most need support with learning and access to a teacher: *"I am not getting that 90 minutes back with that kid. That for me is the greatest frustration"* (Roach, 2012).

2.3.3.2.2 Productivity

A number of CYP described the lack of activity whilst in internal exclusion and explained: *"you don't do anything, you sit there all day"* (Roach, 2012). CYP were either not provided with any work: *"So if the teacher doesn't give you your work, how can you do it?"* (Evans, 2011) or the work they were provided with was not related to the work completed in the classroom: *"In ISS we had to read this little pamphlet book and write a summary about it. It didn't have anything to do with anything we were doing inside of our classes"* (Roach, 2012). This resulted in them falling behind and finding it difficult to catch up *"cause like I wasn't in class, so I couldn't really like do all the questions and answer them"* (Reynolds, 2021). Therefore, for some CYP, internal exclusion reduced academic opportunities and progression.

However, this experience was not shared by all CYP. Some saw internal exclusion as *"time to get caught up"* as *"you are not distracted and can get work done"* (Roach, 2012). Internal exclusion was seen by some as a sanctuary as it offered a quieter environment with less distractions. This allowed some CYP to complete more work and thus experience a feeling of achievement: *"I've never done this before, sir"* (Barker et al., 2010). Therefore, internal exclusion was sometimes seen as a gain rather than a loss, meaning some actively sought out this option *"I actually tried to be bad to get out of the classroom so I could do my work"* (Evans, 2011). However, as recognised in the previous subtheme, being out of the classroom often results in limited support and reduced input from qualified class teachers, meaning internal exclusion was being used as a substitution for learning in the classroom.

2.3.3.3 Theme 3: "There's no way out ... no windows, no doors, everything's blocked": Punitive approaches result in uncomfortable and negative emotions

2.3.3.3.1 Shame, despair and loneliness

"It made me feel ashamed of myself - it made me regret that decision a lot." (Pope, 2019)

One of the key emotions resulting from receiving a sanction was a feeling of shame. CYP explained that they experienced feeling stupid, dumb, ashamed or regretful. Shame is described as an unwanted or uncomfortable emotion as it involves negatively evaluating the self (Lewis, 1971; Sheehy, 2019). Research has associated shame and guilt with various emotional and psychological difficulties, such as depression (Webb et al., 2007).

"there's these four walls around you […] Like when you go there it just feel like you're kind of entering a box and then you can't leave until the teacher says so." (Reynolds, 2021)

As this quote illustrates, a feeling of despair and hopelessness was expressed by a number of CYP. Internal exclusion was emotively described as *"pure torture"* (Evans, 2011) and *"it just like makes me like, ahhhhh"* (Evans, 2011). The expression "ahhhhh" likely portrays the distress experienced whilst in internal exclusion and the difficulty with describing this in words. These feelings seemed to be related to the experience of being trapped and not having anything to do, leading to feelings of despair and hopelessness as *"you start feeling like you're never going to achieve anything"* (Sealy et al., 2021).

Another key emotion expressed across the studies was loneliness. The physical separation from peers in the classroom, combined with the strict rules on social interaction in internal exclusion, resulted in them feeling isolated: *"Just feel like alone, isolated"* (Sealy et al., 2021). The feeling of loneliness is believed to emerge from the basic human need to belong (Baumeister & Leary, 1995). The need to belong has been described as a "deeply rooted human motivation that…permeates our thoughts, feelings and behaviours" (Allen et al., 2021, p. 1134). More specifically, school belonging concerns an individual's feelings of acceptance, respect and value in the educational setting (Allen et al., 2021). Research has uncovered a connection between school belonging and emotional health (Arslan, 2018). With punitive approaches being associated with lower levels of school belonging (Mansfield, 2007), this is likely contributing to the uncomfortable and negative emotions highlighted in this study.

2.3.3.3.2   Anger

A number of studies commented on the experience of anger. This was sometimes as a result of receiving a sanction: *"If I get a planner warning… I get really angry"* (Sheppard, 2020). Using sanctions escalated interactions as *"the angers still in me, I'm gonna talk to you in the worst way because I haven't let me emotions go"* (Reynolds, 2021). Being in internal exclusion with little stimulation resulted in feelings of anger for some: *"you start being angry or you'll go out and you'll go out and do stupid things because you've either got too much energy or you don't care. Cos you just….you feel finally free"* (Sealy et al., 2021). The reactive emotion of anger could be described as a secondary emotion resulting from an experience of the previously mentioned sub themes of unfairness, lack of voice and shame, despair and loneliness.

2.3.3.4   Theme 4: "When you are in the IR it is a punishment. Once you are out – you forget and it feels normal": Fear and the threat-based approaches do not inspire long-term positive behaviour change

2.3.3.4.1   The physical environment of internal exclusion results in changes in behaviour

Numerous studies commented on the uncomfortable environment and setup of internal exclusion. Rooms were set up with chairs facing the wall, often in individual booths with dividers, restricting communication and interaction. This was described as *"it's like a wall and then a chair and then a wall and then a chair"* (Sealy et al., 2021), and *"It's an old classroom that they changed to the isolation room because in the summer it got too hot and in the winter it got too cold"* (Sealy et al., 2021). The studies compared this to the classroom, outlining that *"the vibe in there is like really like off... it feels nothing like the class"* (Reynolds, 2021). The rules on working, interacting with others, eating and drinking were outlined as stricter. This led some CYP to conclude that "*it is sort of like prison*" (Hampton & Ramoutar, 2021). As previously mentioned, this highlights the behaviourist nature of internal exclusion, whereby a behaviour which is followed by an unpleasant and uncomfortable consequence is less likely to be repeated than if it is followed by a positive consequence (Staddon & Cerutti, 2003). This was supported by a study which outlined *"it makes you not want to get into trouble again ... because it is so boring"* (Priyadharshini, 2011). The uncomfortable and uninteresting environment of internal exclusion acts as a deterrent for misbehaviour because *"you don't want to get sent there so your behaviour improves"* (Reynolds, 2021). This behaviour change was also noted by staff members: *"particularly the girls, their character changes absolutely completely from being a sort of, you know loud mouth madams to "yes sir, please sir, three bags full, sir"'* (Barker et al., 2010).

2.3.3.4.2   Limited long-term change

Several studies recognised that changes in behaviour were often short lived and temporary. This is illustrated by the quote: *"When you are in the IR it is a punishment. Once you are out – you forget and it feels normal"* (Gilmore, 2013). Behaviour changes were seen as limited to the internal exclusion environment as *"you'll just behave so you can get out and move on, get back to your friends"* (Reynolds, 2021). The limited effectiveness of using sanctions to change behaviour was also illustrated by the number of sanctions used in some studies. CYP highlighted that *"I had a hundred and eight detentions last year"* (Sheppard, 2020) and *"I was in isolation most of the time, I was only in school for like 20 days"* (Sheppard, 2020). Often, if CYP misbehaved whilst in detention or internal exclusion, the punishment was another detention or increased time in exclusion, highlighting the ineffectiveness of using sanctions to deter certain CYP and create positive behaviour change.

It should be noted that CYP are diverse in their natures and responses and so this was not the case for all. School staff highlighted that *"good kids do not want to go to ISS"* (Roach, 2012), meaning internal exclusion acts as an effective deterrent for certain CYP who rarely misbehave.

"It tends to have a temporary effect, with, I think the worst offenders, and a more lasting effect with those who don't really get into too much trouble." (Barker et al., 2010)

Therefore, despite being subjected to numerous detentions or internal exclusions, this does not result in behaviour change for all CYP. Research illustrates the need to work with CYP to develop social and emotional skills and the positive impact this can have on behaviour (Rose et al., 2015; Weare & Grey, 2003). Many CYP commented on the limited support received from adults to help understand their behaviour and emotions and assess the alternatives in order to avoid repetition. CYP highlighted that *"Isolation doesn't teach you"* (Hampton & Ramoutar, 2021) and *"I don't necessarily reflect, I just erm I just suck it up"* (Reynolds, 2021). It was recognised that *"I find it really hard to change my behaviour ... I've tried loads of times but I just can't change"* (Priyadharshini, 2011). This may explain why long-term positive behaviour change is not seen for some CYP and illustrates the need for an understanding and collaborative approach to behaviour support.

2.3.3.5   Theme 5: "You should just take that kid, set them aside, and talk to them": The need for appreciation, understanding and opportunities for guidance and support from trusted adults.

2.3.3.5.1   Start by understanding the child's behaviour, needs and background

When making decisions about behaviour, being mindful of the individual's circumstances and background was portrayed as important. Approaching behaviour on a *"case-by-case basis"* (Kruse, 2012) was suggested by CYP as *"people don't know what's going on at home and stuff"* (Hampton & Ramoutar, 2021). Considering the background and circumstances of CYP was suggested to help school staff make decisions about behaviour as it allowed them to understand possible motivations and decide on the most appropriate response. CYP expressed their appreciation for teachers who understood their individual needs and made allowances to avoid sanctions, for example, by allowing a student to listen to music during certain tasks to prevent them from becoming distracted and sent out (Sheppard, 2020).

2.3.3.5.2   Working with adults to understand behaviour and emotions

Talking through their actions with an adult, exploring possible reasons for their behaviour and discussing future alternatives was described as helpful. The usefulness of communication between adults and CYP was apparent, with many CYP making comments such as *"I mean talking*

about what you did and why you're not gonna do it again" (Kruse, 2012) and *"teachers and students should get in a room and talk and settle things"* (Priyadharshini, 2011). Working things through with an adult, compared to doing it alone, was valued as it helped CYP feel heard and understood and helped them think about their behaviour and choices. It was recognised that *"It might take you a long time because you have a lot of students"* (Kruse, 2012) but being able to *"get to know their side, get to know their story, get to know why they're doing that and what their motive is"* (Kruse, 2012) was by far the best help someone could receive.

2.4   Discussion

This paper aimed to bring together the voices of CYP on the use of punitive in-school behaviour management policies and practices. Where appropriate, comments from school staff were also included to support and expand on the thoughts of CYP. The following research questions were explored:

1. How do CYP perceive punitive in-school behaviour management policies and practice?
2. Do CYP suggest alternatives or adaptations to the use of punitive approaches?

Five themes and 12 sub themes were identified. The themes demonstrate the complex and contrasting experiences of CYP of punitive in-school behaviour management policies and practices.

2.4.1   Framing the findings in psychological theory and literature

Exploring the perspectives of CYP highlighted the detrimental impact of using traditional behaviourist approaches and revealed a need for more personalised and relational approaches. Humanistic theorists propose an alternative theory which, rather than explaining behaviour as a function of its antecedents and consequences, humans make choices based on their needs (Hamachek, 2013). Using Maslow's renowned Hierarchy of Needs (Maslow, 1943) to understand the findings, questions can be raised about the ability of punitive approaches to meet fundamental human needs. For some CYP, sanctions allow for clarity in expectations and restore a sense of order and security. However, a culture of exclusion and punishment has the potential, for certain CYP, to ignore the impact of unmet physiological needs, threaten feelings of security and safety, and reduce feelings of belonging.

The first theme highlighted the young people's thoughts on the fairness and consistency of punitive approaches. Some CYP took a more traditional stance, a perspective shared by B.F. Skinner, an American Psychologist who coined the term 'operant conditioning', a process whereby behaviour is controlled by its consequences (Staddon & Cerutti, 2003). Sanctions were seen by

some to restore order and collective rules and norms. French sociologist, Emile Durkheim, described this as the collective conscience and suggested that punishments reaffirm the common beliefs and values in society (Burkhardt & Connor, 2016). However, other CYP saw sanctions as unfair and inconsistently applied. Teachers form expectations of CYP (Rubie-Davies et al., 2006) and act in ways which align or fit with these expectations (Wang et al., 2018). This labelling of individuals often serves to amplify the problem it is attempting to address because the individual is primarily seen in a negative light and is not believed if they act in a way that challenges this (Fine, 1977). This results in the over-application of sanctions to certain CYP and could explain the feelings of unfairness experienced.

The second theme discusses the impact of using punitive approaches on academic development. The amount of academic support received whilst in internal exclusion was highlighted as a concern. This is supported by research which highlights the potentially negative impact of reduced input from qualified class teachers (Webster & Blatchford, 2015). As highlighted by Albert Bandura, humans learn from observing role models demonstrating appropriate behaviours (Bandura, 1977), therefore removing the student from the classroom also means removing access to positive role models. Punitive approaches mean that CYP are not only denied access to the teacher, but also the opportunity to learn from peers, both academically and behaviourally.

The third theme focused on the emotional impact and uncovered feelings of shame, despair, loneliness and anger. The period of adolescence denotes a crucial time, both for the development of self and personal identity (Erikson, 1968) as well as group and social identity (Tomova et al., 2021). A strong need and desire to feel connected and part of a social group means exclusion and loneliness pose a large risk to the development of the self and overall emotional wellbeing (Tomova et al., 2021). Brene Brown's (2012) TED Talk on 'Listening to Shame' outlines the painful experience of shame and the negative impact posed to an individual's self-concept and emotional health. Feelings of shame, created by punitive dominating approaches, have been recognised to trigger the sympathetic part of the body's autonomic nervous system, putting individuals into a state of alert and disabling reasoning and consciousness (Eisler & Fry, 2019). In addition to this, adolescence has been characterised by high levels of risk-taking and increased reward sensitivity (Galván 2013), meaning approaches which attempt to control are also likely to result in feelings of anger and resistance. Therefore, using punitive approaches has the potential to impact emotional wellbeing, particularly during the complex period of adolescence.

Theme four highlighted the immediate and short-term changes in behaviour seen when using punitive approaches but outlined limited long-term positive behaviour change. Social

isolation has been recognised to have an undesired effect on behaviour and can in fact increase secondary behaviours (Baker & Simpson, 2020). It has been noticed that humans need to be engaged and involved in learning to be motivated to change (Ryan & Deci, 2017). Ryan and Deci outline three needs which are essential and fundamental to human growth and development: autonomy, competence and relatedness. It has been recognised that if an individual's environment is supportive of these needs, then they are more likely to become intrinsically motivated (Flannery, 2017). This may explain why punitive approaches, which highlight the negatives, which remove power and control, put a strain on the relationship between adults and CYP, and so often do not result in long-term changes in behaviour.

Theme five highlights the CYP's desire to first be understood by adults, both in terms of their needs and background, and subsequently supported to explore their actions and possible alternatives. Based on trust, respect and mutual understanding, relationships are at the centre of this work (Gillespie, 1997). Research highlights the crucial role of teacher-student relationships (Baker & Simpson, 2020; Siegel, 2020) and the benefits of using relational, compassionate and nurturing approaches to support CYP (Bomber, 2020; Gilbert et al., 2014). These approaches remove the division between adults and CYP and the "us and them" culture. Additionally, neuroscience research highlights a crucial period during childhood and adolescence whereby the development of key brain areas involved in decision making and managing emotions takes place (Giedd, 2015). This helps to explain why the support of adults is necessary when supporting CYP to assess their decisions and possible alternatives.

Having explored the research and theory behind the themes, it is suggested that relying solely on a culture of punishment within schools can, for many CYP, neglect their needs for security, safety, understanding and belonging and may, in turn, impact detrimentally on their emotional, social and academic development. The approaches advocated for by CYP align with humanistic approaches which acknowledge the importance of attuned relationships and recommend adopting a 'person-centred approach' to education (Walker, 2009).

2.4.2   Embedding the findings in current educational policy and practice

The call for more compassionate approaches is in line with growing interest in embracing attachment-aware (Rose et al., 2019) and trauma-informed schools (Bomber, 2020). Plans outlined in the Government's Green Paper (Young Mental Health, 2017) focus on CYP's mental health provision. The paper highlights the impact of trauma and the need for more mental health support in schools in the form of internal designated mental health leads, as well as external mental health support teams. The return to education after the COVID-19 pandemic saw the

Government, in association with the Anna Freud Centre, offering free training to all schools and colleges in England on wellbeing and recovery (Ford, 2020).

At the time of writing this review paper, revisions were being made to the Behaviour in Schools Guidance (DfE, 2022) and the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) System in schools (SEND Review, 2022). Although the revised Behaviour in Schools Guidance (DfE, 2022) highlights a need to understand the reasons behind behaviour and possible support required, this guidance is predominantly related to pupils with special educational needs and is discussed with reference to the Equality Act (2010), instead of more widely for the whole-school population. The clear and consistent application of sanctions is mentioned throughout the guidance. The SEND and AP guidance contrasts this by advocating for an inclusive system, whereby every CYP can access and receive the support they need (SEND Review, 2022). The current review strives for inclusive mainstream settings which offer universal and targeted support. Therefore, although the suggestions in these revised governmental documents go some way to accommodating the needs and experiences of CYP, it is unclear if the limitations associated with punitive practices have been sufficiently considered, or alternatives sufficiently explored.

2.4.3   Practice implications

It is hoped that this research will have wide reaching implications for different audiences, including those who work closest with CYP (parents/carers, school staff), educational practitioners supporting schools, and educational theorists and policy makers more broadly. Table 3 outlines the potential implications of this research across these multiple audiences.

Table 3

Implications for multiple audiences

Relevant persons	Implications
Academic teaching staff	- As some CYP commented on the usefulness of the quiet, distraction free environment of internal exclusion, reflecting on the physical environment of the classroom and limiting possible distractions would be beneficial. This may suggest a need for a planned provision of a quieter, distraction-limited time within lessons when CYP can complete their work but still have access to the support of a qualified teacher. - According to the views of CYP in this review, many teachers could be more mindfully aware of the way in which their biases, expectations and previous judgements of CYP shape their behavioural management decisions. This could be achieved through peer reflection with colleagues and a willingness to explore alternative, compassionate perspectives.

Relevant persons	Implications
Pastoral support staff	- This review has highlighted that CYP can be supported through listening, understanding their needs and background, working with them to resolve behavioural and emotional conflicts, and problem-solving possible future choices. In light of this, useful training for pastoral staff to help them support CYP may include mediation, conflict resolution, conciliation skills and restorative justice. - Pastoral staff may also want to consider how to facilitate CYPs needs for autonomy, competence and relatedness through their support, as described previously (Ryan & Deci, 2017).
School leaders and academy CEOs	- After considering the potentially detrimental impact of using punitive approaches and the suggestions for change made by the CYP, school leaders may wish to explore alternative approaches to fostering prosocial behaviour. - A potential starting place would be to collect the views and perspectives of the CYP and staff in their school using questionnaires, surveys or focus groups. This would allow school leaders to understand the lived experiences in their school and use this as a starting point and motivation for collaborative change. - Ensuring a consistent approach across school staff has been recognised by the CYP as important. School leaders and academy CEOs would, therefore, benefit from reviewing the consistency and congruency of the approaches used in their school across staff in participation and consultation with CYP themselves. - As this review questions whether punitive approaches do adequately foster long-term positive behaviour change, it would be beneficial if school leaders and academy CEOs regularly monitored and critically reviewed the use of these approaches in their settings and their impact on positive change over time. This would involve gathering data not just on the frequency of time in internal exclusion/detentions but also the correlation between this and a range of academic, social, emotional and behavioural outcomes.
Parents and carers	- Research has highlighted the importance of congruence and consistency of behaviour approaches between home and school settings and has outlined the positive impact this can have on academic and behavioural outcomes, as well as attitudes towards school (Henderson & Mapp, 2002). Using similar approaches to support behaviour both at home and school will allow for the development of similar expectations and reduce any conflicting messages. If schools aim to rethink and shift their policies, it would be beneficial if parents and carers were provided with relevant information should they wish to adopt complementary approaches.
Educational practitioners e.g.,	- Facilitated by their knowledge of psychology and benefitting from holding an objective, external perspective, EPs are qualified and skilled at using consultation and training to support schools at the

Relevant persons	Implications
educational psychologists	individual, group and whole-school level. This makes EPs well placed to sensitively challenge perceptions, explore behaviour policies and practices and support school staff and leaders to optimise and update their approaches, as appropriate.
	- EPs have a role in enabling all education staff in their local authority to compassionately explore the function of behaviour and encourage the development of person-centred plans (LaVigna et al., 2022). They may also be involved in ensuring that school staff are sufficiently attachment-aware and trauma-informed.
Education theorists and wider UK policy makers	- The heavy reliance and ongoing emphasis on punitive practices in the UK school system is something which, according to the findings in this review, would merit debate and potential updating. This is to better reflect the balance and diversity of possible alternatives, as suggested by psychological research and CYP themselves.
	- Given the lack of evidence and insufficient scrutiny of the ways in which in-school sanctions are applied, there is also much scope for reviewing and shaping school practices in this area.
	- The diversity of views and responses of CYP to the same in-school punitive approaches suggest a need to widen the scope of possible behavioural support approaches which are outlined in the guidance provided to schools. Supporting teachers to understand which approaches work for which CYP and why would be beneficial.
	- This review also highlights the value and need to listen to the views of those who are most influenced and affected by behaviour policies.

It is important that the themes in this review are not used to shame and blame school staff and educational policy in the form of a "moral outrage" (Done & Knowler, 2020, p. 3). A more helpful and productive response would be to exercise compassion for the position of school staff who are working hard to raise academic standards, ensure inclusivity, manage the demands of the COVID-19 pandemic, and work with decreasing budgets and funding (Pressley, 2021). If a compassionate approach to behaviour and emotions is required and advocated for, it is important to extend this to the whole school. Therefore, consultation and collaboration with school staff themselves would be a way to start making sense of these reported themes and translate them into future practices which can improve school experiences for all.

2.4.4   Strengths and limitations

This paper is the first to provide a qualitative synthesis of the views and experiences of CYP on the use of punitive in-school behaviour management policies and practices. This is particularly important considering that the CYP in this review often did not feel listened to regarding this topic. Giving a voice to CYP, the recipients of behaviour policies and practices, is not only a legal

requirement set out in the Convention on the Rights of the Child and many other UK government legislations (e.g., SEND Code of Practice, 2015; Children and Families Act, 2014), but also inspires CYP's feelings of justice and cooperation (Gouveia-Pereira et al., 2017; Sanches et al., 2012). Conducting a qualitative synthesis of in-school punitive approaches involved gaining a deeper insight into under-reported in-school behaviour practices and the untold stories of CYP.

Although the inclusion and exclusion criteria placed no limits on the geography of studies, the papers included in this review were conducted in Western countries (UK and USA), meaning the conclusions drawn are limited to these cultures. In addition, some key methodological features of the papers should be noted. A number of the papers used potentially biased selection methods involving a senior member of school staff selecting CYP to take part in the studies. Although some studies included some information, details on participant characteristics (ethnicity, additional needs) were either unclear or not collected. This makes it difficult to determine which population of CYP are most affected by the approaches and whether the sample selected in the studies was representative of CYP who experience punitive in-school approaches.

2.4.5   Future research

Alongside understanding the perspective of CYP, it would also be beneficial to understand the views of those who apply the approaches. A review which focuses on the views of school staff would allow for the exploration into the possible functions the approaches serve and reasons behind their dominance. This could be compared to the views and perspectives of parents/carers of punitive approaches to supporting behaviour and emotions. This would help uncover the types of practices used at home and if these are in contrast with the school setting. Further research could also explore CYP's different responses to punitive practices and if parental experiences, values and approaches are linked to this in some way.

As recognised in the limitations section, the studies in this review were all conducted in Westernised countries with little description of the characteristics of the participants involved. This makes it difficult to ascertain how inclusive and representative the samples are to unrepresented and harder to reach populations, cultures and communities. Therefore, studies which adopt a stratified sample and explore the unheard and missing voices of participants who do not often take part in research, for example, CYP with English as an additional language or limited language skills, would be valuable additions to the literature. Additionally, the literature would also benefit from studies which explore CYP's perspectives of behaviour and emotional support approaches across different cultures and communities. This may uncover whether there are drastic differences in approaches which Westernised cultures could learn from and adopt.

2.4.6   Conclusion

This qualitative synthesis explored CYP's perspectives of punitive in-school behaviour management policies and practices. Although a range of in-school punitive practices were mentioned in the studies, internal exclusion was the most frequently discussed strategy and was used in different ways across different schools. Punitive practices were experienced as ineffective by many CYP and, in some cases, detrimental to their school experience and developmental outcomes. With some CYP responding positively and some negatively, CYP were diverse in the ways they perceived punitive in-school practices. However, the risks and possible harm caused by these practices, particularly for already marginalised groups of CYP, merits further critical debate and research. When given the opportunity, participants in this review expressed clear ideas on what helps promote prosocial behaviour: adults who listen, understand and collaborate with CYP. Ultimately, our innate ability as humans to understand, cooperate and connect with others is what makes us unique and successful as a species (Harari, 2014). Maximising these evolutionary gifts will likely make for more inclusive, balanced and compassionate school cultures, creating an optimum environment for individuals to grow and flourish.

Now I know you don't understand me and you're not trying to understand me, you're not helping me. So, erm, why should I, over here, tell you, like, all the reasons, like...why should I try to understand you when you're not understanding me? (Reynolds, 2021)

Chapter 3   Staff perspectives on moving from sanction-based approaches to compassionate and nurturing approaches when supporting behaviour and emotions in primary schools

3.1   Introduction

Establishing effective and clear behaviour policies and systems has been recognised as "essential to the smooth running of a school" (Rogers, 2013, p. 5). Ofsted chief inspector, Amanda Spielman, notes in her update on managing behaviour that "Good behaviour is a necessary condition for learning" (Spielman, 2019). She notes that good behaviour benefits everyone as children and young people (CYP) can learn, teachers can teach, and parents/carers can be confident that their CYP are safe, supported and learning in school. A recent release of a government White Paper focuses on curriculum, behaviour and attendance and sets out plans for ensuring all CYP have the opportunity to reach their potential (Secretary of State for Education, 2022). The paper recognises that the most common reason given for suspensions and permanent exclusions (34%) is disruptive behaviour. Therefore, evaluating the effectiveness and impact of behaviour support approaches adopted in schools is paramount.

3.1.1   Behaviourist and sanction-based policies and practices in schools

Current government policies and legislation on behaviour in schools, such as the Education Act (2011) and the Department for Education (2016) advice document, feature keywords such as: "control", "discipline", "power", "sanctions", "force" and "rules". Behaviour support strategies, guided by the psychological theory of behaviourism, remain dominant in UK schools and are seen as the traditional approach to supporting behaviour (Gus et al., 2017). Typically, a behaviourist's focus is on external observable behaviour, particularly, how what happens before (antecedent) and after (consequence) that behaviour shapes an individual's actions (Woolfolk, 2014). The impact of consciousness, thoughts and feelings are disregarded in traditional behaviourism (Watson, 1913). In the school context, this operates in the form of what happens before the behaviour (the antecedents e.g., a request from a teacher) and what happens after the behaviour through rewards (verbal praise, stickers, head-teachers awards) and sanctions (deduction of free time, detentions during or after school hours and internal and external exclusion). For the purpose of this paper, sanctions can be defined as restrictive measures which are imposed on

individuals or groups to maintain order and uphold school rules. Throughout this paper, when referring to these approaches, the term "sanction-based" will be used. To capture the relational, shared, subjective, problem-solving elements of the alternative approaches, the term "compassionate and nurturing approaches" will be used.

It is recognised that, for most CYP, for the majority of the time, the use of rewards and sanctions can result in behaviour change and create quiet and orderly classrooms (Nash et al., 2016). CYP presenting with mildly challenging behavioural and emotional difficulties are expected to understand school expectations and conform to school rules (Geddes, 2006). However, although these approaches may achieve obedience and conformity, their psychological and social impact on CYP requires consideration.

For CYP displaying more complex difficulties, using rewards and sanctions can amplify undesired behaviours (Geddes, 2006). Focusing only on the observable behaviour can mean important factors are left unnoticed. There has been growing recognition and awareness of how early traumatic experiences can influence later social and emotional outcomes and decision making. Research has uncovered an association between adverse childhood experiences (ACEs) and a range of emotional, behavioural, and biological difficulties (Felitti et al., 1998). Increased risk-taking, aggression and difficulties with relationships have been highlighted as potential behavioural consequences of experiencing early adversity (Nelson et al., 2020). McCrory and Viding's (2015) theory of latent vulnerability highlights the increased risk of mental health difficulties (depression, anxiety) in individuals who have experienced childhood trauma or maltreatment. This may explain the findings of several studies assessing teacher ratings of both externalising (aggression, hyperactivity, impulsivity) and internalising (low mood, low self-esteem, anxiety, withdrawing) behaviours. The studies found that ratings for both behaviours were higher for CYP who have histories of trauma (Briscoe-Smith & Hinshaw, 2006; Henry et al., 2007; Milot et al., 2010). Receiving school sanctions can act as another experience of rejection and maltreatment, making it particularly harmful (Howard, 2016). Furthermore, studies showing the long-term impact of permanent exclusion (Daniels et al., 2003; McCrystal et al., 2007) and reports of legal action taken after CYP attempt to take their own life in internal exclusion (Perraudin, 2019), has encouraged a shift in behaviour policy and practice.

3.1.2   Compassionate and nurturing approaches

Compassionate and nurturing approaches involve increasing educational practitioners' knowledge and understanding of the impact of early childhood experiences and the need to adopt a more understanding, trauma-informed approach to supporting behaviour and emotions (Bomber, 2020; Dutil, 2020; Geddes, 2006). Schools are seen as caring and nurturing facilities

whereby adults attune to, support and understand CYP's needs and emotions, creating a feeling of safety and resulting in an individualised approach to support (Cavanaugh, 2016; Reynolds, 2021).

Based on the foundations of attachment theory, one alternative approach to supporting behaviour and emotions is to set up a nurture group (NG). NGs provide CYP with an environment whereby they can learn socio-emotional skills and develop trusting relationships (MacKay et al., 2010). Research highlights the positive impact on CYP's emotional wellbeing, socio-emotional skills and behavioural functioning (Cunningham et al., 2019; Hughes & Schlösser, 2014; Seth-Smith et al., 2010). However, transferring these skills from the structured NG into the mainstream environment has been recognised as challenging (Cunningham et al., 2019). Therefore, instead of withdrawing CYP from the mainstream classroom for person-centred support, embedding the NG principles in a whole-school, relational approach has received attention in recent literature (Coleman, 2020; O'Farrell et al., in press).

3.1.3   Whole-school approaches to behaviour support

The discourse surrounding whole-school approaches is expansive; the literature utilises various terminology, such as: whole-school nurturing approach, attachment-aware schools, relational approaches and trauma-informed/sensitive schools. Weare and Gray (2003) outline the key elements of whole-school holistic approaches as: building warm relationships and communication; promoting participation; encouraging pupil and teacher autonomy; and clarity about boundaries, rules and positive expectations. Whole-school nurturing approaches recognise that behaviour is a communication and focus on building positive relationships across the school, developing understanding of attachment theory and balancing the need for care and challenge (Education Scotland, 2018). Therefore, although inevitably there will be some differences, the message behind the nurturing approaches is the same: being mindful of the experiences of the child; being compassionate; being curious about the reasons behind the behaviour; and helping CYP understand their emotions and how to manage them (Gus et al., 2017).

It seems there are two strands to these alternative approaches. One strand involves exercising compassion to the lived experiences and emotions of CYP (the communicative function behind the behaviour). The second involves establishing healthy boundaries, helping CYP to understand and problem-solve their issues and building resilience and emotion regulation skills. Taking a relational view of behaviour removes the focus away from solely within-child factors and considers how behaviour stems from interactions with others (Gus et al.,2017); this moves away from behaviourist principles and shifts towards thinking aligned with the theory of humanism. Seeing behaviour as steered by individual needs (Porter, 2014) means less focus is given to external surface level behaviour and more emphasis is placed on seeing the person as a whole

(Buhler, 1971). Humans are seen as autonomous individuals actively responding to their environment (Maslow, 1956). Research investigating the impact of whole-school relational approaches has seen positive benefits in meeting social, emotional and behavioural needs, academic progress and home life (Goldberg et al., 2019; Nolan et al., 2021).

Embedding compassionate, nurturing principles at a whole-school level involves offering targeted interventions to CYP with challenging emotional difficulties and trauma, in addition to implementing universal preventative approaches to support the emotional and social development of all CYP (Chafouleas et al., 2016). Adopting whole-school change requires action in three core components: curriculum, teaching, and learning; school ethos and environment; and family and community (Goldberg et al., 2019). This involves the coordination of: leadership and management; CYP voice; staff development and wellbeing; need identification and impact monitoring; targeted support; and communication with families (Demkowicz & Humphrey, 2019). It requires re-thinking both the surface level, visible elements of a school as well as the ingrained deep-seated beliefs and ethos of the school community and environment, which requires time and is a difficult and multifaceted task (Coleman, 2020).

Recent work by Coleman (2020) involved conducting a qualitative study which involved interviewing headteachers and SLTs on the shift to a whole-school nurturing culture. Key barriers included time, funding, resistant staff and a lack of continued committed leadership. Oxley (2021) conducted a similar study with SLTs which concluded key barriers were: resources and time, shifting perceptions and school leaders' confidence with taking risks. As shifting school staff's perspectives has been identified as a barrier, understanding and exploring the perspectives of a range of school staff would be a valuable addition to the research base.

3.1.4   Current study

Given that making this whole-school shift in approaches has been recognised as challenging (Coleman, 2020), more research is required to support schools in making this change. The current study is interested in the wider, more general, school culture shift. Building on previous research, the present study aimed to capture the perspectives of a range of school staff in three mainstream primary schools, looking at the advantages and disadvantages of different behaviour support approaches, in addition to the facilitators and barriers to adopting compassionate and nurturing approaches.

The research questions were:

1. What do school staff see as the advantages and disadvantages of sanction-based and compassionate and nurturing approaches?

2. What are the facilitators and barriers to adopting a compassionate and nurturing approach to behaviour and emotions in primary schools?

3.2 Methodology

Classifying this study under one design type was challenging. The present study aimed to adopt a comparative case study design (Gericke, 2020). It was thought that comparing across three different schools would allow the journey undertaken to be explored and understood across multiple contexts (Bartlett & Vavrus, 2017). Conducting the study involved completing virtual semi-structured interviews with 15 school staff across three mainstream primary schools. As the analysis involved exploring 15 perspectives, the current study could also be considered as 15 different case studies, each exploring different thoughts, views, and understandings of the journey to becoming a compassionate and nurturing school. Noticing the similarities between the participants thoughts and the three schools' journey, the analysis then combined these views into overarching themes, resulting in what could be described as one large case study comprising of three schools. Interviews drew upon discussion of a vignette and completion of two Personal Construct Psychology activities – The Ideal School Drawing Task (Williams & Hanke, 2007) and Tschudi's ABC Model Task (Tschudi, 1977).

Although no specific hypotheses were set, the first author's passion, interest and understanding of compassionate and nurturing approaches was noticed and likely influenced their approach to interviews and analysis. It was acknowledged that the researcher's and participants', experiences, biases and values have naturally shaped their lens to the world and are therefore influencing their interpretations (Jonassen, 1991). It was also recognised that social interactions and processes shape and influence knowledge and understanding (Young & Collin, 2004). Thus, aspects from both social constructionism and social constructivism were recognised in this study. Knowledge was seen as co-created and produced through interactions between the researcher and the participants, influenced by both their experiences, biases and values (Hiller, 2016).

3.2.1 Participants

Selection of schools was facilitated by a local authority team, with whom the first author worked as part of its training placement. Managed by the Educational Psychology Service, the team offers support to schools making the shift from sanction-based to more compassionate and nurturing approaches to supporting behaviour and emotions. The team offers training on: trauma and ACEs; identifying the causes of behaviour; anxiety analysis; scripted language; and policy and plans development. Purposive sampling was used to select three mainstream primary schools at different stages in their journey. The first school (School A) had started the initial training and

were beginning to adapt their approach accordingly, the second school (School B) had nearly completed the training and were rolling this out to staff and making changes and the third school (School C) had received all the training and adapted their policies accordingly.

A range of school staff were represented in the sample (see Table 4). A total of five participants took part from each school, making an overall total of 15 participants.

Table 4

Participant roles in each school

School A	School B	School C
Inclusion Lead and Acting Deputy Headteacher	Senior Leadership Team- Finance Manager	Teaching Assistant
Headteacher	Inclusion Lead	Class Teacher
Class Teacher	Class Teacher	Pastoral Support Worker
Lunchtime Staff Member	Teaching Assistant	Deputy Headteacher
Teaching Assistant	KS1 Lead	SENCo

3.2.2   Procedure

An email outlining the study was sent to headteachers by the link Educational Psychologist (EP). Once headteacher consent was acquired, a main contact was identified for each school. The researcher and main contact identified suitable staff to approach to take part. This decision was based on two factors: achieving a spread of staff across the school and staff availability and workload. Information sheets and consent forms were emailed to participants by the main contact (Appendix I & J).

Consenting participants received instructions on how to complete three written tasks ahead of interviews. Completing written tasks before the interview provided participants with the time to process their thoughts and meant the conversation was guided by their thoughts, not pre-determined by an interview schedule. The first written task involved the participants completing an Ideal School Task (Moran 2001; Williams & Hanke, 2007). This was used to open up the interview and explore perceptions of significant school features which were valued by participants (see Appendix K for task instructions). The second written task asked participants to complete a

table on the advantages and disadvantages of using sanction based and compassionate and nurturing approaches in schools (Tschudi, 1977). The third written task required participants to read a short vignette of a fictional school and reflect on some open questions. The vignette was written by the researcher and was based on ideas from the book 'A School Without Sanctions' (Baker & Simpson, 2020). This vignette aimed to open discussion about the facilitators and barriers to adopting a compassionate and nurturing approach to behaviour and emotions.

The participants' responses to the written tasks informed discussion points for semi-structured interviews (see Appendix L for prompt sheet), approximately 20 minutes was spent discussing each task. Interviews were conducted virtually on Microsoft Teams and lasted approximately 60 minutes. Interviews were conducted online due to the national coronavirus restrictions around face-to-face work at the time.

Participants were emailed a debrief form and a digital £20 Amazon voucher as a thank you for taking part. Approximately six months after data collection, participants were invited via email to take part in a member-checking exercise.

The first participant was treated as a pilot of the materials and design. After reflecting with the participant and the supervisory team, no amendments were viewed as necessary, thus the pilot data was counted, and data collection continued.

3.2.3   Ethical considerations

Ethical approval was provided by the University of Southampton Ethics Committee. Any information which could directly identify participants, local authorities or schools was anonymised. Participants were made aware of their right to withdraw at any time. It was made clear that any information already obtained would be used for the purposes of the study. All files were stored on a password-protected computer and external hard-drive. Once anonymisation and transcription was complete, video recordings were deleted.

As online interviews may have been a novel experience for some, it was necessary to consider access to technical equipment, confidence and competence with using equipment, access to a confidential and comfortable space for online interviews and any necessary screen breaks.

3.2.4   Analysis

Interview recordings were transcribed by a transcription service accredited with the University of Southampton (see Appendix M for an example transcript). Reflexive Thematic Analysis, set out by Braun & Clarke (2019, 2021) was chosen to analyse the data as it provides a

clear and systematic process whilst also recognising and celebrating the values, skills and experiences of the researcher. An iterative structure developed by Braun and Clarke and outlined by Byrne (2021) was followed. The researcher re-read transcriptions to re-immerse in the findings and the meaning arising from them. Transcripts were inputted into NVIVO (QSR International; release 1.5.1). Initial coding aimed to capture and summarise the participants' statements semantically (see Table 2 for examples). As recognised by Braun and Clarke (2021), it was understood that the researcher's knowledge and perspective will naturally influence this process. Therefore, it is likely the researcher's knowledge of relevant psychological theory (behaviourism, humanism) and research and experience of working in schools influenced their analysis and coding choices.

Once transcripts were coded, initial themes were generated for each individual task in each school by looking out for patterns or repetitions in the data. This resulted in a 3x3 summary of themes (three tasks with three schools; see Appendix N).

Next, codes across schools for the three tasks were combined and arranged into three folders for initial theme generation. Themes were reviewed through a process of grouping and ungrouping codes, re-coding sections of data and regrouping codes accordingly. These steps encouraged the development of analytical themes, which involved interpreting the data and subsequent codes at a deeper level and relating it to relevant literature (Byrne, 2021). The analysis resulted in three folders, one for each task, each containing a number of sub-folders with theme and subtheme titles (see Figure 1 and 2 for outline of themes and Appendix O for themes table).

It should be noted that research questions were focused on analysing and identifying the themes in Tschudi's ABC model (task two; advantages and disadvantages) and the school vignette discussion (task three; facilitators and barriers). Task one (Ideal School) was designed to open the interviews. Themes from this task will be weaved throughout the findings section.

Table 5

Examples of semantic coding

	Data Extract	Code Applied
Example A	*"Erm giving us the downtime at the end of the day or at lunch just to… to share those frustrations, those concerns I think makes a big difference to staff's wellbeing"*	The staff team using each other as support

Example B	*"shorter… for a start, just sort of looking at the timetable and breaking it into more manageable chunks so that you perhaps do sort of a five-week term, a week off, a five-week term, a week off and a five-week term… would be a more natural cycle"*	Adapting the timetable to promote child and staff wellbeing and concentration

3.3   Findings

The analysis led to the identification of three themes, two with subthemes, for the advantages and disadvantages task (Tschudi's ABC model task) and six themes, five with subthemes, for the facilitators and barriers task (the school vignette discussion). Themes and subthemes are presented in Figure 3 and 4.
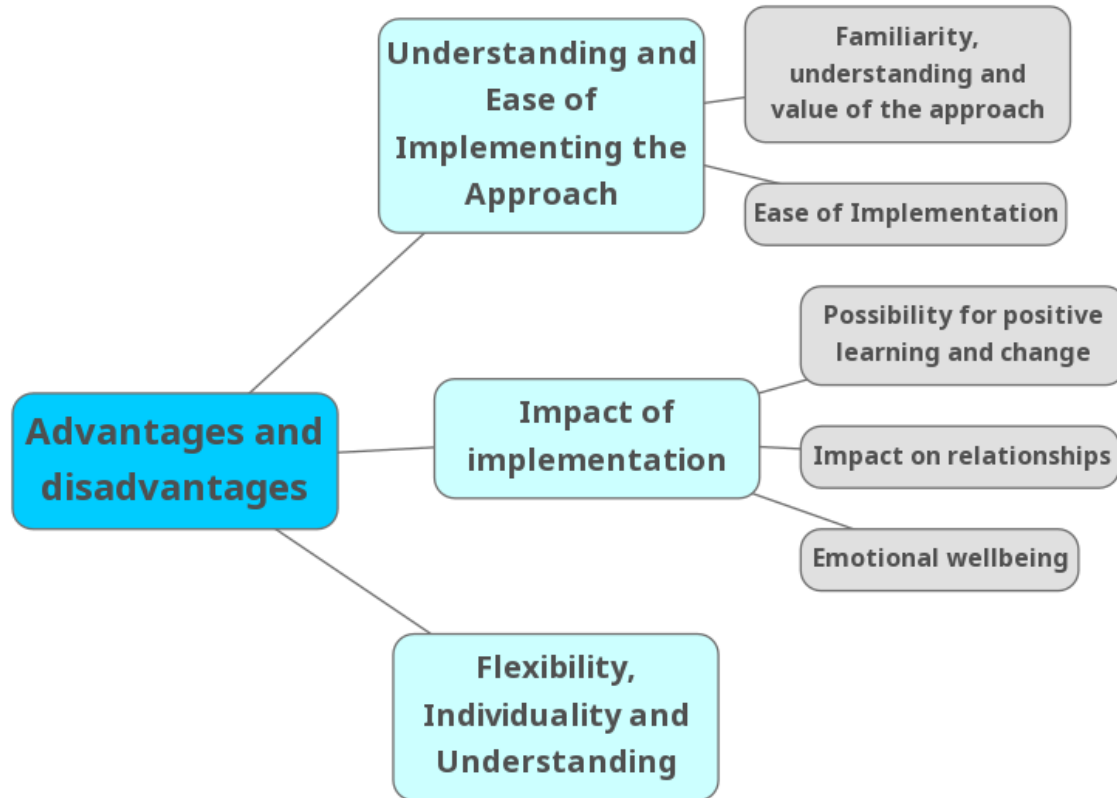
Figure 3. Themes and subthemes of the advantages and disadvantages

3.3.1 Advantages and disadvantages of sanction based and compassionate and nurturing approaches

3.3.1.1 Theme 1: Understanding and Ease of Implementing the Approach

3.3.1.1.1 Subtheme: Familiarity, understanding and value of the approach

Sanction based approaches are familiar and were seen as the traditional or *"old school"* (Participant 8) approach to behaviour support. It was highlighted that staff who have been working at the school for a long period of time *"still have this thing about sanctions and punishments"* (Participant 6), suggesting these elements are, somewhat, ingrained into the school ethos.

The clear and observable nature of consequences and sanctions means *"it is very obvious that you are doing something. You know, you're walking a child off from playtime or you're giving a child a sticker"* (Participant 11). This demonstrates to onlookers that something is being done by the staff members to restore the state of stability in the classroom *"so that the rest of them can go 'Oh right, okay' you know, we're back in the zone. The natural order has been restored"* (Participant 5). This fits with thinking which suggests that groups need some form of boundary and consequences to promote feelings of safety, cooperation, and trust between group members (Atkins et al., 2019).

On the other hand, compassionate and nurturing approaches were described as less familiar and understood by school staff. One participant highlighted that it is a *"new approach"* and *"everyone has been so used to behaviourist, actually going against it is going to take a long time"*, especially as some staff saw it as the *"fluffy stuff"* (Participant 8). Participants highlighted that CYP, school staff and parents perceive the compassionate and nurturing approaches as not addressing or dealing with behaviour. When compared to sanctions, compassionate and nurturing strategies may not be as externally observable. There was a perception that onlookers may see CYP demonstrating difficult behaviours and *"in their eyes getting away with things"* (Participant 3).

3.3.1.1.2 Subtheme: Ease of implementation

Most participants described sanction-based approaches as easy to use, which is likely to be linked to the previous theme. Using sanction-based approaches involves applying a policy which clearly outlines what actions need to be taken under which circumstances. Often, the guidance in the policy applies to all CYP in the same way and does not specify different actions for different

individuals or behaviours. One participant described this as *"one set of rules and one answer"* (Participant 7).

> *The only thing I could think of is it's easy. Like you don't have to know the children. You don't have to have a good relationship with them. You don't have to put in the time or effort to get to the bottom of it. (*Participant 14)

Participants outlined that sanction-based approaches clearly outline the expectations to the CYP and set out and reinforce what behaviour is *"okay and not okay"* (Participant 3).

A key disadvantage of the compassionate and nurturing approaches was the *"amount of time it takes to do that kind of thing"* (Participant 13). As the approaches and strategies adopted for each child are individualised and based on their needs, this can take time as *"every child is different"* (Participant 15). Strategies and plans need to be constantly reviewed and monitored. Therefore, applying it across a whole class is difficult *"because it's… it's so time consuming and then you have to know that child quite well I think"* (Participant 2).

3.3.1.2 Theme 2: Impact of implementation

3.3.1.2.1 Subtheme: Possibility for positive learning and change

For CYP who are finding it hard to complete work, rewards can sometimes be a useful motivation. One participant highlighted *"you know, if you could finish the book… you know, once we get to a certain book band or, you know, just to get them wanting to read, there would be a sticker at the end of it"* (Participant 2).

However, participants also highlighted that the use of rewards and sanctions creates and inspires external motivation. This means *"they are always waiting on something else to kind of prompt them to do the right thing rather than being internally motivated"* (Participant 8) therefore, *"they've not understood why they need to do their work or to improve themselves"* (Participant 5) and are over-reliant on rewards and sanctions. This fits with literature that highlights that the use of tangible rewards can undermine intrinsic motivation (Deci et al., 2001).

It was noticed that using sanction-based approaches can result in a *"quick, short, change in that behaviour"* (Participant 5), allowing busy teaching staff to address the behaviour and limit disruptions to teaching as it's a *"very quick way and simple way of dealing with things"* (Participant 4). Although a short sharp reminder might adjust the behaviour in the moment, it was seen as unlikely to create long term behaviour change: *"you get a quicker impact and you can see*

behaviour consequences, kind of short, sharp. But that long term doesn't mean that that behaviour stops" (Participant 8). The potential reasons behind this were explored:

> *It's not teaching her to self-manage her time particularly. It's just 'Do this, you get this. Do that, you get that' you know, you are not teaching them erm that they shouldn't have done that. How could they… what caused it? Why have they done that? Look at the reason why they've done it and then, you know, how could they have prevented that response or reflect on it and could they apologise? And look at what the appropriate behaviour would be.* (Participant 2)

This contrasts with the participants' thoughts on the compassionate and nurturing approaches. Using these approaches *"helps to support and develop the skills of the children in self-regulation"* (Participant 6). The importance of empathy and developing prosocial behaviour through co-regulation is recognised in the literature (Brunzell et al., 2016; Rose et al., 2015). This involves the adult recognising, labelling and validating the child's feelings. This helps them to learn how to regulate and self-soothe through a side-by-side connection with a calm and regulated adult (Brunzell et al., 2016).

It was, however, recognised that this personalised response requires more time for thinking, talking and role-modelling regulation skills, as well as more attuned, individualised understanding and patience, especially given the time it might take to see changes in the CYP's behaviour.

"People find it quite tricky because obviously there's no 'if this person does this, this is what you do' all the time. You've kind of got to judge the child, the background." (Participant 8)

3.3.1.2.2 Subtheme: Impact on relationships

The importance of building relationships with CYP was clearly expressed: *"Erm I think you can't do anything unless you've got a good relationship with the children. Full stop"* (Participant 4).

Participants outlined the negative impact sanction-based approaches have on the relationship between school staff and CYP.

> *Those children that find learning more difficult, have those challenging behaviours, erm normally it's because their behaviour is trying to tell us something but they are put in the box of 'well, you've done this so this is your sanction now'. Erm so it's not building those relationships, it's not getting to understand those children's needs.* (Participant 3)

In comparison, the word "relationships" was readily and frequently associated with compassionate and nurturing approaches: *"With the kind of more therapeutic approach, I think the word that always jumps to my mind first is relationship"* (Participant 1) .

Participants highlighted how the focus was on *"building those key relationships with erm the key adults at school"* (Participant 3) and how this helps make CYP feel safe.

"I think it shows you care more for the person as a person. You have taken that time to give them praise or help them with their feelings. So you get to know them." (Participant 5)

Relationships were frequently mentioned in the Ideal School Task, with staff highlighting the importance of developing relationships with CYP, parents, and other school staff. This illustrates the value placed on relationships by school staff.

3.3.1.2.3   Subtheme: Emotional wellbeing

For CYP who frequently receive sanctions, participants reflected that they are unlikely to feel *"heard, valued or understood"* (Participant 3) as *"it makes them feel erm misunderstood"* (Participant 6). As previously noted, the use of sanctions is readily observable: *"Sanction based is very public. You get shouted at in front of everybody else"* (Participant 1). Participants reflected on the impact of this: *"you are humiliating the child to a degree, you know, because you are publicly telling them off"* (Participant 2). Although unlikely to be a teacher's conscious aim, creating feelings of shame and humiliation results in a negative impact on psychological well-being, specifically self-esteem (Zavaleta Reyles, 2007). This mirrors with the participants' comments on self-esteem: *"Erm I mean the impact on the children really. The negative impact on their self-esteem"* (Participant 6).

Therefore, it could be argued that instead of learning self-regulation strategies, CYP who receive sanctions are instead learning what it is like to experience and cope with public shame, further fuelling negative feelings towards the self and others and providing another experience of trauma.

The impact of public praise was also spoken about in relation to CYP who never or rarely receive it. One participant told a saddening anecdote highlighting the implications of using public praise:

> *When I did my ELSA training there was one teacher from a secondary school – I think it might have been from a special school, I'm not sure – but she stood up and gave an instance of a child who was nearing the end of school, age 15 or 16, and said 'I know I'm rubbish' and this person said 'Well why do you think you're rubbish?' He said 'I just know it. I know I am'.*

They said 'Well why?' He said 'Because I've never once had a piece of work put on the wall'. (Participant 12)

Conversely, participants reflected that when using the compassionate and nurturing approaches, *"children feel listened to"* (Participant 14), *"they know that they feel safe, they know that they are going to be listened to, they know that their needs are going to be met"* (Participant 3). The importance of feeling listened to has been recognised in the literature on compassionate and nurturing approaches (Gus et al., 2015). Allowing CYP to express their emotions opens a conversation for them to learn about difficult emotions and how to manage them. This not only makes them feel valued and cared for, but also inspires the development of self-regulation skills, which will have a positive effect on emotional wellbeing.

3.3.1.3   Theme 3: Flexibility, Individuality and Understanding

Participants explained that the sanction-based approaches did not consider the child's background or experiences: *"I think it doesn't always look at the child, what's going on for the child. So you don't look behind the behaviour"* (Participant 8). As noted in the introduction, a behaviourist's focus is, typically, on the external observable behaviour (Woolfolk, 2014). This results in adults not understanding the personal circumstances and feelings of the child and perhaps why the behaviour is happening. This makes it hard to prevent repetition. Secondly, the child feels unsupported and misses out on a learning opportunity to develop self-regulation skills.

"You're not dealing with it. That's the thing, is that basically if you just give a consequence you're not dealing with it, you're not getting to the bottom of what happened, you're not helping a child." (Participant 14)

In comparison, the compassionate and nurturing approaches were described as flexible, individualised and child led. The participants spoke about the importance of considering the child's experiences and background and being curious about the potential reasons behind the behaviour.

Knowing why children behave the way they do and sort of their past experiences. So we've erm had training on like ACEs [Adverse Childhood Experiences] and how you respond to different children and what they've had, sort of experience wise. (Participant 9)

The support offered and plans developed are then tailored: *"each plan is geared towards that child and that child alone"* (Participant 7). The school day and policies allow for flexibility and adaptability, based on the child's needs. "Starting with understanding" and "person-centred

approaches to emotional support" were themes in the Ideal School Task. A large number of participants expressed their passions about first understanding the child and using this to create personalised plans to support emotions and behaviour.

3.3.2 Facilitators and barriers to adopting a compassionate and nurturing approach

Six themes, five with subthemes, were identified in the facilitators and barriers task (the school vignette discussion). All themes and subthemes are presented in Figure 4.
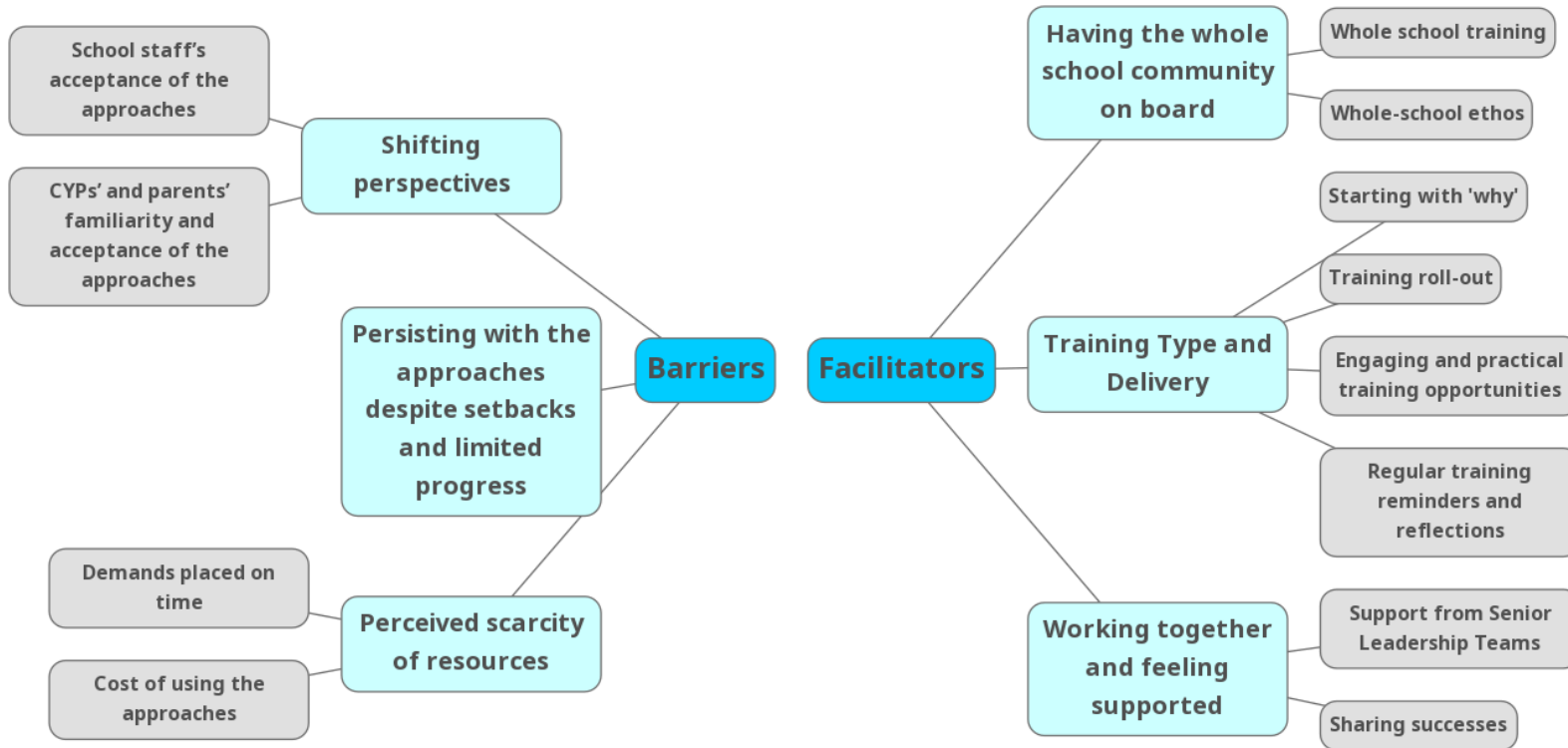
Figure 4. Themes and subthemes for the facilitators and barriers task

3.3.2.1   Barriers

3.3.2.1.1   Theme 1: Shifting perspectives

3.3.2.1.1.1   Subtheme: School staff's acceptance of the approaches

"The biggest barrier has been changing everyone's perceptions" (Participant 11).

Adopting a new approach to supporting emotions and behaviour in schools not only requires changing what people are doing but also shifting mindsets. Participants expressed that some difficulties experienced with this were because some staff were *"still a bit stuck in their ways"* (Participant 14). It was recognised that in a school you have *"staff of different ages, different backgrounds and that is a challenge in some ways because it is getting everyone on board"* (Participant 13). It was noted that some school staff expressed thoughts such as *"Well, children should just behave"* (Participant 8) or *"They should be punished"* (Participant 12). One member of SLT reflected that it took her approximately five years to shift her perspective. It is likely that school staff received these approaches themselves when at school, thus viewing them as the typical and expected way of doing things.

3.3.2.1.1.2   Subtheme: CYP's and parents' familiarity and acceptance of the approaches

As well as supporting school staff, participants also described difficulties with helping parents understand the approaches, particularly when their child has been negatively impacted by the actions of another child. With parents asking, *"why isn't he being sent home or being excluded?"* (Participant 9). School staff need to explain why certain approaches are not being used and why others are in place. Participants reflected that *"it is a bit of a challenge getting parents on board"* (Participant 12), as offering courses to parents on the approaches needed to be done sensitively and carefully because *"some parents still think, you know, it's a criticism of them"* (Participant 12). However, having that consistency between the approaches used at home and school *"would really help the children"* (Participant 8).

One barrier to using the approaches could be *"if a child does not want to take on that approach"* (Participant 15). A teaching assistant (TA) explained that CYP often ask *"why are you all of a sudden being nice to me? Why are you listening to me?"* and also request for them to *"just send me to so and so then if I do something wrong"* (Participant 15). The TA reflected that they *"think the children could be quite a big barrier if they are not willing to adapt to the situation"*.

3.3.2.1.2   Theme 2: Perceived scarcity of resources

3.3.2.1.2.1   Subtheme: Demands placed on time

"Time" was given as a barrier to adopting the approaches by a large number of participants. Schools need to plan time to train staff, have team meetings, problem solve, update staff members on the circumstances of a particular child and support staff in using the approaches when difficult situations arise.

> *So the time to train, you know, to be able to get… you know, every time you want to train*
>
> *somebody in something you've got to get them out of class which then potentially leaves,*
>
> *you know, somebody else in a difficult situation.* (Participant 14)

Participants expressed the difficulties they have experienced with delivering the approaches and finding the time to work with a child. They explained that *"there's not the time to sit down with the child if you're the only adult with 31 children and nobody else that's around"* (Participant 13). When contrasted with quick and easy sanction-based approaches, using approaches which involve assessing the child's needs and tailoring the approach accordingly is likely to take more time, energy, skill and effort, especially when the approaches are unfamiliar. Having more time was also a recurring theme in the ideal school task. Participants reflected on the value of having more time to discuss each child with other staff members and the support offered to them.

3.3.2.1.2.2   Subtheme: Cost of using the approaches

Similar to the theme outlined above, funding was given as one of the key barriers to adopting new approaches. The main cost identified was staffing, specifically, *"being able to release staff. Have more staff"* (Participant 14) and *"restrictions of how many staff you can have because of budget and money and that kind of thing"* (Participant 13). Additionally, as support staff typically arrive and leave with the CYP, the costs of paying staff for additional time to conduct training was also mentioned: *"then you've got the financial implications of having to pay support staff that aren't paid for inset days or, you know, childcare issues"* (Participant 6).

3.3.2.1.3   Theme 3: Persisting with the approaches despite setbacks and limited progress

Adopting and applying a new approach with CYP is likely to involve some setbacks and difficulties along the way. Participants expressed the difficulties experienced *"when approaches don't work and the challenging behaviour continues"* (Participant 7). The likely outcome of this experience is for practitioners to believe the approach is not working. This is an emotive and

challenging experience as *"people feel that's a failure"* (Participant 1) and can result in negative feelings *"so I think the word frustrated is probably the best one"* (Participant 10).

"for practitioners who I think by virtue of who teachers are they just want to do good by those… by kids. So acknowledging that you're not necessarily achieving that is quite a hard thing." (Participant 1)

With the role of a teacher being to support and encourage the development of CYP, when they feel they are not doing that, this can result in them questioning the effectiveness of the approach altogether.

3.3.2.2   Reflections on overcoming barriers

Reflections during the member checking session led to further exploration of these barriers and possible solutions. The participant, who was a member of SLT in a school making good progress in adopting the new approaches, reflected on the need to be flexible and creative. To cut costs, they explained that they made their own resources and created cool off spaces in the classroom, for example in a small tent. This allowed teachers to supervise the child in the classroom but also created a separate space for the child to self-regulate. It was also noticed that once teachers understood the approaches and had experience using them, they were more confident delivering them and making adaptations. Therefore, it is likely that given time, increased familiarity and confidence with the approaches and a chance to see the benefits of using them, any barriers may subside and become easier to manage.

3.3.2.3   Facilitators

3.3.2.3.1   Theme 1: Having the whole school community on board

3.3.2.3.1.1   Subtheme: Whole-school training

A large number of participants highlighted the importance of all school staff receiving training in the new approaches. This included the whole school community: *"parents, governors, admin staff, volunteers that come in, anybody that comes into school. You know, kitchen staff, cleaners, anybody that is around children, training them up"* (Participant 11). Participants spoke about *"making sure everybody is kind of on board and everybody has the same understanding"* (Participant 14) and *"getting everybody on the same page"* (Participant 2). A guidance document by the Education Endowment Foundation (Rhodes & Long, 2019) outlines the importance of consistency and coherence in approaches used in school. Having all staff trained and using the same approaches will mean CYP can experience a sense of continuity in the ethos and support strategies across different classes. It was recognised that helping parents understand and adopt

the approaches at home was important as *"you'd be working as a team. Which would make everything far easier"* (Participant 5).

3.3.2.3.1.2   Subtheme: Whole-school ethos

As well as using compassionate approaches with CYP, staff suggested that they need to be adopted across the whole school. They proposed that the whole school ethos needs to be compassionate and nurturing: *"There's no good saying to a teacher 'Well, you need to be really therapeutic to her, and if you don't I'm going to put you on disciplinary action'"* (Participant 11). It was suggested that to offer a compassionate and nurturing approach to the CYP, the staff had to also be modelling and experiencing it themselves within the staff team.

"they are therapeutic towards you, you are then therapeutic to your team, your team are therapeutic to everybody… you know, it's something that has to be a change in everything that you do." (Participant 11)

"I like my staff to feel secure and happy so therefore if they're secure and happy the atmosphere in the school is secure and happy." (Participant 4)

One participant explained that during lockdown they always kept chocolate in their bottom drawer for staff to come in and help themselves. Noticing and supporting each other when times are difficult creates a culture of sensitivity and security, and this is likely to influence how the adults support the CYP. The well-known phrase "put your own oxygen mask on first" captures this, as if the staff do not feel their emotional wellbeing is being supported, it will be unlikely they will be able to support others. The importance and validity of supporting staff wellbeing has been recognised in research and has highlighted the positive rippling effect it can have on the wellbeing and development of CYP (Roffey, 2012).

3.3.2.3.2   Theme 2: Training Type and Delivery

3.3.2.3.2.1   Subtheme: Starting with 'why'

Participants reflected on the importance of starting the training on the new approaches by outlining why the shift is important and the theories behind it, before providing practical information: *"So it's back to training of the staff to understand why it's being done, what's being done and how it's being done. Not say 'this is what you need to do"* (Participant 7).

A teaching assistant reflected on their experience of the training: *"once I understood the reasons behind the approach, I understood a lot better on how to use the strategies"* (Participant 5) but added that *"it was my own digging into those approaches and why we should be doing it*

that really helped me to understand the benefits of the strategies and the approaches". Starting with why and explaining the reasons behind why something is happening has been recognised as a powerful way to inspire and empower action (Sinek, 2009). Investing time to ensure all staff understand the approach and the purpose is likely to encourage staff to be on board with the journey and could support a previously mentioned barrier of shifting perspectives.

3.3.2.3.2.2   Subtheme: Training Roll Out

Participants had a number of thoughts on the practical roll out of the training. Backing and support from SLT was seen as paramount.

"it wouldn't be possible without the senior leadership being on board." (Participant 12)

"first of all you would start with the senior members of staff erm because you need to get them on board first." (Participant 15)

"it's definitely got to be led by senior team." (Participant 3)

However, suggestions on who delivers the training were varied. The consensus across suggestions was to have several people receive the initial training in the approaches across the year groups: *"just to touch base and just make sure everyone is using the same language and erm if they've got any challenging children or situations, they've just got someone to go to for advice"* (Participant 2).

3.3.2.3.2.3   Subtheme: Engaging and practical training opportunities

Participants reflected that the most useful training was experiential and practical, and utilised one to one support and modelling approaches.

"Getting them really involved, it being really hands on." (Participant 8)

"We did lots of sort of practical role play stuff." (Participant 6)

Although the initial training and input was seen as necessary and important, being able to put the learning into practice and apply it to CYP was seen as the most useful training.

3.3.2.3.2.4   Subtheme: Regular training reminders and reflections

Participants recognised the value of regular reflection and reminders, either in the form of monthly reflections, constant items on team meeting agendas or smaller frequent reminders.

As previously mentioned, shifting a whole school's culture and ethos requires time and is a difficult and multifaceted task (Coleman, 2020). Sending small, quick video reminders or reflections was seen as useful: *"they send us once a month, it's a vlog of one aspect of the new approaches and they're only minutes long. Two minutes, three minutes long. Super"* (Participant 1). Sharing these with the staff team to encourage regular reflection was described as useful as *"there is an extraordinary amount of pressure on everyone anyway so it's that fine balance, which is why these videos are brilliant because they are so short"* (Participant 1).

3.3.2.3.3   Theme 3: Working together and feeling supported

3.3.2.3.3.1   Subtheme: Support from Senior Leadership Teams

This theme highlights the importance of SLT supporting the teaching staff with using the approaches. Both encouragement and joint problem solving were highlighted as important when supporting school staff. For example, telling the staff, *"You're doing a really good job. You're doing the right things. You're following the plan"*, as well as facilitating problem-solving "*what's going on that is stopping you from following the plan?"* (Participant 7). This was also reflected by another member of SLT:

> *The balance between, you know, being empathetic to staff that are, you know, in the day in day out and are tired. Erm but also to challenge that and to model that and to turn it round to be a more nurturing, therapeutic approach as well.* (Participant 6)

Providing the opportunity for staff members to offload their frustrations was seen as important. One school scheduled in time for staff members to *"vent all their frustrations, what's going well, what's not going well and what they need from us as an SLT"* (Participant 6). Time was then given to problem solve together.

Teaching staff reflected that they found it helpful when SLT *"pop round and do check-ins"* (Participant 9) because *"those fresh eyes are really beneficial"* (Participant 6).

3.3.2.3.3.2   Subtheme: Sharing Successes

Sharing success stories and *"talking about positives"* (Participant 3) with school staff, parents and governors was mentioned by a number of participants.

> *If someone has experienced something and had a successful outcome. Maybe have a weekly er staff… we have, we don't really have a staff newsletter but you know, something on a weekly basis to say 'this positive happened, this scenario came about, this is what was said and turned it around to this degree.* (Participant 2)

One member of SLT explained how they are encouraging school staff to share, via email, any celebrations or successes with using the new approaches. As well as celebrating with school staff, participants highlighted the importance of sharing positives with parents (by sending postcards home) and governors (by sending termly updates on how the new approaches are working in school). As schools aim to be impact driven and are required to evidence the results of the decisions they make, being able to demonstrate successes allows school staff and governors to evaluate the impact of adopting the new approaches and motivate the staff team.

3.3.3 Impact of the COVID-19 pandemic

In addition to the barriers outlined above, school staff expressed that the COVID-19 pandemic resulted in additional challenges to the adoption of new approaches. The introduction of online working meant all training on the new approaches was delivered online. Once schools reopened, social mixing restrictions made it difficult to communicate and observe the use of the new approaches across the school. With these additional strains and stresses, schools found their priorities shifted. A focus on delivering the curriculum, as well as supporting the wellbeing of CYP and staff, meant finding time to learn new approaches was difficult. It was, however, noted that the pandemic had led to an increased need for more compassionate and nurturing approaches.

3.3.4 Comparing the journey of the three schools

Reflecting on the themes allowed some patterns to be compared between schools. It was noted that all participants in school C (the school farthest along in their journey) understood the importance of including parents and governors in the shift. Although this was mentioned in school A, it was only discussed by members of the SLT. Additionally, it was perceived that School C participants' thoughts on the ideal school task were, comparatively, the most child-centred and compassionately minded. This could be because they had experienced a large whole-school shift and could, therefore, recognise the benefits of this way of working.

3.4   Discussion

Using reflexive thematic analysis with qualitative interview data, the current study aimed to explore school staff's views on sanction-based and compassionate and nurturing approaches. The findings complemented and extended those of Coleman (2020) and Oxley (2021).

3.4.1 Why make the move from sanction-based to compassionate and nurturing approaches?

Relationships and connections are based on trust, respect and mutual understanding (Gillespie, 1997). Research highlights the importance of positive relationships in schools and the resulting impact on CYP's motivation, experience of the classroom and social and cognitive development (Davis, 2003; Roffey 2012). Feelings of shame and humiliation created by sanction-based approaches make it difficult for CYP to feel safe and warm in relationships (Gilbert, 2009). Experiences of criticism and rejection ignite threat-detecting systems and result in negative evaluations and attributions to the self (Gilbert, 2009). On the other hand, compassionate and nurturing approaches were seen as supportive of relationships as they demonstrate that adults care about the needs and feelings of CYP. Research outlining the impact of compassion and kindness recognises that in the absence of threat or danger, using a caring approach helps CYP feel safe and soothed (Gilbert, 2009).

Compassion and kindness is not only good for the CYP's emotional wellbeing, but it also puts them in a good position to engage in problem-solving discussions with adults. Neuroscience research suggests key brain areas involved in decision making and the management of emotions are not fully developed or matured in childhood and adolescence (Giedd, 2015). This explains why the guidance of adults is both necessary and valuable to support CYP to assess their choices, develop key self-regulation skills and inspire long term positive change. Therefore, an initial time investment, to understand and support CYP within a flexible and individualised approach, pays off in the long term as the CYP develop key self-regulation skills, meaning less time and funding is spent managing behaviour over time. This demonstrates why, in the absence of adult guidance and support, changes in behaviour as a result of using sanction-based approaches are often short lived. After repeated occurrences of a sanction, with little or no guidance on how to avoid repetition, the individual eventually becomes desensitised to the stimulus, meaning it becomes less powerful. Research suggests that the brain makes predictions based on previous experiences. Any new or unregistered input is recognised and processed before the brain makes a decision on how to react (Hutchinson & Barrett, 2019). Therefore, repeating experiences does not contribute novel input and encourage evaluation and change of action. It is encouraging to note that relationships, wellbeing and development were themes in the Ideal School task. Participants spoke about a flexible, child-led approach to support and outlined the importance of working together, being in a supportive physical space and understanding and connecting with CYP. This suggests that, ultimately, school staff hold and share the compassionate and nurturing values and, in an ideal world, desire to be working in this way.

Calls for change in the education system have highlighted the restrictive and standardised nature of education (Robinson & Aronica, 2015). A desire for creative and flexible approaches to learning has resulted in increased academy schools, the development of innovative forest schools and increased recognition of the importance of mindfulness and wellbeing. A recent update to the Ofsted inspection framework highlights the need to develop positive and respectful relationships and work on the personal development of CYP, focusing on resilience, independence and mental health (Ofsted, 2021). Therefore, not only does the shift towards compassionate and nurturing approaches fit with psychological literature and the values of staff members, but it also aligns with recent changes in educational policy and practice.

3.4.2   What are the key facilitators which help schools make the shift?

A number of facilitators to adopting compassionate and nurturing approaches were identified by school staff in the study. These have been summarised and related to practice implications for schools interested in adopting compassionate and nurturing approaches (see Table 6).

Table 6

Facilitators of adopting compassionate and nurturing approaches and resulting implications for schools

	Facilitator	Implications for schools
Whole-school training	The whole school community trained on and using the approach.	- Ensure training on new approaches is rolled out to all staff in the school community. - Running information evenings for families. - Monitor the consistency of approaches used across staff. - Provide information to the CYP on the new approaches and what they involve.
Whole-school ethos	Compassionate and nurturing approaches used across the whole school setting.	- Establish a whole-school compassionate and nurturing policy and ethos. - Update the school website, policies, staff contracts, letters/ communication with home, reports and other school communication.
Starting with 'why'	Starting the training by ensuring all staff understand the approach and the purpose of shift.	- Start the roll out of training with evidence, research and information on the purpose and reasoning behind the approaches. - Encourage open reflection and honesty of the understanding of staff members. Identify and support any staff members

Facilitator		Implications for schools
		who are finding it hard to understand the purpose and the need to shift.
		- Ensure CYP and parents understand the new approaches and are aware of the reasoning behind the shift.
Training roll-out	Having all SLT members on board with the training and rolling out the initial training to several people across different year groups.	- Ensure all members of the SLT receive training, understand the approaches and are motivated to establish the shift in school. - Ensure a spread of people across the year groups receive the training and act as "advocates" or "champions" of the approach.
Engaging and practical training opportunities	Experiential, practical training opportunities, with one-to-one support and modelling approaches.	- Allocate time to conduct practical whole-school training (assess different areas in the school or look over support plans and approaches). - Offer one to one support and opportunities to reflect.
Regular training reminders and reflections	Engagement in bitesize regular reflection and training reminders.	- Provide regular bitesize reminders of the training and the approach (monthly updates/letters, regular slots in team meetings, bulletins, notice boards, podcasts, videos)
Support from Senior Leadership Teams	Encouragement from SLT in the form of praise, opportunities to express frustrations and joint problem-solving.	- Provide regular drop-in sessions for staff to bring concerns, frustrations or wonders to and receive support, praise and supervision/joint problem-solving. Ensure regular review and monitoring. - Offer practical and physical support and observation in the classroom for particularly complex cases.
Sharing Successes	Encourage appreciation of the approaches by sharing success stories and positives.	- Regularly share successes in staff teams through meetings, bulletins, notice boards or online groups. - Share successes with parents (sending emails, letters or postcards home). - Keep governors informed (send termly updates).

3.4.3   What barriers or other factors need to be considered?

The development of a post-war, industrial, Western education system (Robinson & Aronica, 2015) took place when behaviourist theories were dominant in discourse and practice (Braat et al., 2020). Although psychological theory has evolved (Braat et al., 2020), behaviour support strategies guided by the psychological theory of behaviourism are still dominant in UK schools and are seen as the traditional approach to supporting behaviour (Gus et al., 2017). The ease, understanding and familiarity of applying behaviourist principles was recognised as an advantage for school staff in this study. Compassionate and nurturing approaches were seen as less familiar and requiring more funding and time. Developing understanding of new approaches and shifting engrained perspectives was outlined as a key barrier to adopting compassionate and nurturing approaches. Research writes about a natural drive to "defend the status quo" (Jain et al., 2018, pp 37). Familiarity feels safe and comfortable, whereas new processes or learning invokes a fear of the unknown (Jain et al., 2018). Therefore, schools working to make the shift will likely experience some resistance to change. Kotter's (2012) eight-step organisational change model first highlights the importance of establishing a sense of urgency or a need for change, before moving onto enabling and sustaining the change. This fits with the facilitator "starting with why".

Whether this change needs to be a complete shift away from using sanction-based approaches needs to be considered. A universally understood and familiar approach which has the propensity to create short sharp changes in behaviour has its benefits. As the brain picks up on novel input from the environment and decides on a reaction (Hutchinson & Barrett, 2019), a rare incidence of a punitive approach will likely have more impact and result in a change in behaviour. Therefore, where there are threats to safety and to ensure important boundaries are respected by the group, clear and reliable consequences are necessary to ensure the safety, cooperation and trust in groups (Atkins et al., 2019). A blended approach which is unified (consistent application of sanctions and compassion where necessary) but unique (supportive to the needs of the individual) means CYP are kept safe but also receive tailored support for their emotional wellbeing.

3.4.4   Strengths and limitations

This study used person-centred PCP activities and semi-structured interviews to build a detailed picture of school staff's thoughts, views and understandings. This provided participants with the rare opportunity to openly reflect on the approaches used in their school to support CYP. Extending on existing research (Coleman, 2020; Oxley, 2021), the current study captured the perspectives of a range of staff members across three schools on their journey to adopting new

approaches to supporting CYP. This study offers detailed and valuable insights to other schools who may wish to embark on such a journey themselves.

The local authority in which the study was conducted was proactive in adopting compassionate and nurturing approaches, with a dedicated team supporting schools to make the shift. This might mean school staff are more familiar and exposed to the compassionate and nurturing approaches and receive more support in making the shift. Other local authorities may not receive this support or training; therefore, responses and reflections might be different. Although not necessarily a limitation, conducting this study during the COVID-19 pandemic is also likely to have influenced the results. Pressures and demands placed on schools at the time of interviewing were evident and expressed by the participants.

Another limitation of this study is the small sample size, as well as the lack of socio-cultural diversity or representation of minority groups amongst the participants and the case study school communities. It is recommended that any insights or implications gained from this study are discussed and explored with members of the communities where they may be used.

3.4.5   Future research

Conducting a similar study in a local authority where compassionate and nurturing approaches are less familiar and embedded would allow comparison into the facilitators and barriers of different local authorities. Secondly, the decision to conduct the study in primary schools was made as it was thought that compassionate and nurturing whole-school approaches are currently more established in the primary environment. As the challenges faced by secondary schools will likely be different, it would also be beneficial to explore the thoughts and reflections of secondary school staff on the shift between approaches.

3.4.6   Conclusion

This study explored school staff's perspectives on different approaches to support positive behaviour and emotions in schools. The synthesis demonstrates the positives and negatives of both approaches and suggests that a blended approach, which respects reason and rules combined with relationships and repair, provides the necessary support and structure for CYP to thrive and flourish. Key facilitators in the journey included some useful practical considerations, a need for shared understanding and a whole-school shift in ethos and approach. The pathway and key facilitators in making this shift have been summarised in a visual representation in Figure 5.

This pathway to adopting compassionate approaches is not without its challenges. Managing and responding to challenging behaviour is likely to involve strong judgments and emotions, making it difficult to act compassionately (Atkins et al., 2019). However, developments

in psychological theory and knowledge make it difficult to ignore the costs and impact of relying solely on behaviourist approaches. To protect and promote the emotional wellbeing and development of CYP, our first response needs to be compassion, understanding and nurture. As eloquently articulated by Participant 5:

"I think it is just letting them know that as a little person they are actually just as important as anyone else in the world"
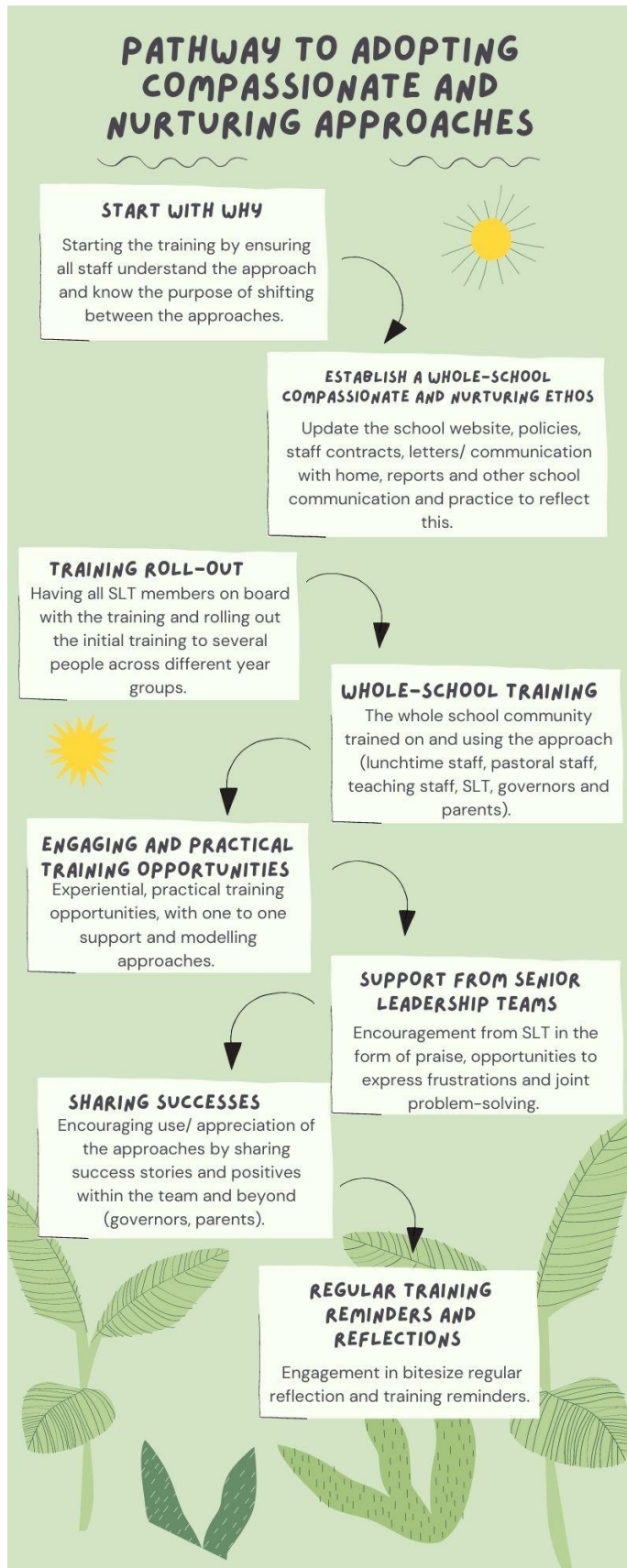
Figure 5. Visual representation of the pathway and key facilitators in making the shift to using compassionate and nurturing approaches

Appendix A   Search terms

Database	Interface	Search Terms
PsycINFO	EBSCO	AB Abstract OR TI Title:
		(Voice* OR View* OR opinion OR Reflect* OR Perspective* OR Experience* OR insight*) N1 (Student* OR "young pe" OR youth OR pupil* OR learner*) OR Descriptor "Student Attitudes"
		AND
		Exclusion OR excluded OR seclusion OR discipline OR disciplinary OR Inclusion OR difficult OR challenging OR disruptive OR sanction OR Descriptor "Classroom Discipline" OR DE "School Expulsion" OR Descriptor "Behavior Problems"
		AND
		Policy OR policies OR guidance* OR practice* OR management OR
		Descriptor "Policy Making"
		AND
		behaviour* OR behavior*
ERIC	ProQuest	Abstract OR Title
		(("Behaviour management" OR sanction* OR exclusion* OR "school isolation" OR seclusion OR "internal isolation" OR "Behaviour policy" OR "Behaviour practice")
		AND
		(Student* OR child* OR pupil* OR young pe*)
		AND
		(Voice* OR View* OR Reflection* OR Perspectives* OR Experience*)
		AND
		(behaviour* OR behavior*)
		AND
		(Policy OR policies OR guidance* OR practice* OR management OR "Policy Making"))
Dissertations and Theses Global	ProQuest	Abstract OR Title

Database	Interface	Search Terms
		(("Behaviour management" OR sanction* OR exclusion* OR "school isolation" OR seclusion OR "internal isolation" OR "Behaviour policy" OR "Behaviour practice")
		AND
		(Student* OR child* OR pupil* OR young pe*)
		AND
		(Voice* OR View* OR Reflection* OR Perspectives* OR Experience*) AND (behaviour* OR behavior*)
		AND
		(Policy OR policies OR guidance* OR practice* OR management OR "Policy Making"))

Appendix B   Screening manual

Search Terms to be entered into PsycInfo (EBSCO):

AB Abstract

(Voice* OR View* OR opinion OR Reflect* OR Perspective* OR Experience* OR insight*) N1 (Student* OR "young pe" OR youth OR pupil* OR learner*) OR DE "Student Attitudes"

AND

AB Exclusion OR excluded OR seclusion OR discipline OR disciplinary OR Inclusion OR difficult OR challenging OR disruptive OR sanction OR DE "Classroom Discipline" OR DE "School Expulsion" OR DE "Behavior Problems"

AND

AB Policy OR policies OR guidance* OR practice* OR management OR DE "Policy Making"

AND

AB behaviour* OR behavior*

OR

TI Title

TI (Voice* OR View* OR opinion OR Reflect* OR Perspective* OR Experience* OR insight*) N1 (Student* OR "young pe" OR youth OR pupil* OR learner*) OR "Student Attitudes" OR DE "Student Attitudes"

AND

TI Exclusion OR excluded OR discipline OR disciplinary OR Inclusion OR difficult OR challenging OR disruptive OR sanction* OR DE "Classroom Discipline" OR DE "School Expulsion" OR DE "Behavior Problems"

AND

TI Policy OR policies OR guidance* OR practice* OR management OR "Policy Making" OR DE "Policy Making"

AND

TI behaviour* OR behavior*

Search Terms to be entered into ERIC and Dissertations/Theses (PROQUEST):

Abstract:

(("Behaviour management" OR sanction* OR exclusion* OR "school isolation" OR seclusion OR "internal isolation" OR "Behaviour policy" OR "Behaviour practice") AND (Student* OR child* OR pupil* OR young pe*) AND (Voice* OR View* OR Reflection* OR Perspectives* OR Experience*) AND (behaviour* OR behavior*) AND (Policy OR policies OR guidance* OR practice* OR management OR "Policy Making"))

OR

Title:

 (("Behaviour management" OR sanction* OR exclusion* OR "school isolation" OR seclusion OR "internal isolation" OR "Behaviour policy" OR "Behaviour practice") AND (Student* OR child* OR pupil* OR young pe*) AND (Voice* OR View* OR Reflection* OR Perspectives* OR Experience*) AND (behaviour* OR behavior*) AND (Policy OR policies OR guidance* OR practice* OR management OR "Policy Making"))

Screening Stages:
1. Add search terms into databases as outlined above
2. Create a group in Endnote titled "All papers- pre-screening"
3. Export all references to Endnote and add to the group titled above
4. Remove duplicates in Endnote- make a note of the number of papers
5. Screen titles and abstracts for relevance, constantly referring back to the inclusion and exclusion criteria. Place any potentially relevant studies in a separate folder in Endnote titled "Papers after title and abstract screen" and make a note of the number of papers. Any papers you are unsure on, add these into the folder and make a note of the paper and any thoughts in the reflection journal.
6. Screen full texts for relevance, constantly referring back to the inclusion and exclusion criteria. The abstract, introduction and conclusion can be read first and, if it still meets the inclusion criteria, the whole text can be read. Place any relevant papers into a third folder titled "Papers after full text screen" and make a note of the number of papers. Any papers you are unsure on, add these into the folder and make a note of the paper and any thoughts in the reflection journal.

Inclusion and Exclusion Criteria

Inclusion	Exclusion
Studies available in English language.	Studies not available in English language.
Mainstream school settings and alternative provisions worldwide.	Special educational settings.
Secondary aged CYP (typically 11-16 years) or CYP in the secondary stage of education and completing secondary level qualifications.	Nursery School Children, Primary school CYP (4-11 years) CYP completing further or higher education qualifications
CYP's attitudes/ values/beliefs on school behaviour policy.	Studies which focus on the use of corporal or physical punishment.
Journal articles published in or after the year 2004.	Journals/articles published before 2004.
Punitive behaviour policies which aim to keep CYP in school (detentions, report cards, internal isolation)	Studies focused on fixed term or permanent exclusion from school.
Qualitative studies or qualitative elements in mixed method studies	Quantitative studies

Appendix B

Appendix C   Data Extraction Table

No.	Author(s), date and country	Participant characteristics	Study design	Method of data collection	School policies and practices focused on	Results/themes identified
1.	Gilmore (2013), UK	5 year 8 and 9 secondary school students, 1 girl and 4 boys	Mixed method case study	Documentary analysis (2008-2010) Face-to-face interviews with students (four 30-minute sessions)	The inclusion room (IR)	- Students reflected on how much work they could do without distraction and that they could catch up on work - Thought the IR room was used fairly and reasonably- some form of punishment is needed in school - Some felt learning was better in the classroom - Students understood the rules surrounding the IR - More useful than being at home - Peers either helped them stay out of the IR, made them feel silly for being in the IR or encouraged them to misbehave - Didn't get help with work in the IR- work in the IR was completed without teacher help - It is a punishment whilst you are in there but after you are out you forget, and it goes back to normal - Felt like teachers treated them differently after being in IR - Rules and structure or IR were demanding and telling

2.	Pope (2018), USA	5 middle school students (aged 12-14) Students included had received punitive consequences for violating the student code of conduct	Qualitative case study	Semi-structured participant interviews- 11-25 minutes	Studied a range of punitive consequences: In school suspension, lunch detention, hall restriction and segregated lunch	- Felt dumb and stupid after punitive consequences and ashamed - Punitive consequences were ineffective at establishing long term change and had no value or purpose - Repeating punishments didn't change behaviour in the long term
3.	Sheppard (2020), UK	4 year 8 students in a mixed small secondary school who had experienced consistent involvement with the sanction pathway	Qualitative case study Action research	Semi-structured interviews	Detentions and isolation	- Uncertainty and inconsistency between staff members in their use of sanctions - Repeated detentions don't change the behaviour- students understood the sanction pathway but it didn't stop the behaviour - Reduced motivation to work for a reward if they have received a detention - Happy when get a reward and not a detention - Vicious cycle caused by involvement in the sanction pathway - Self-fulfilling prophecy which leads to students trying less with their behaviour - Sanctions given out unfairly - Feelings of frustration and resentment - Anger as a result of sanctions
4.	Morrison (2018), USA	16 ninth grade students (14-15 years) from a	Qualitative Case Study	Observation, questionnaires and interviews	Schools discipline policy (rules and consequences)	- Unfairness and inconsistency in how sanctions are used between students - Teachers target some more than others

	public high school				- Relationship between child's perception of fairness and behaviour incidents - Severity of the consequence sometimes does not match the behaviour act - Teachers shouldn't skip the warning stage and go straight to a sanction
5. Priyadharshini (2011), UK	22 students- 10 from high school (14-18yo), 8 from middle school (11-14yo) and 4 from primary school (findings section only included quotes from HS and MS students)	Qualitative Study	Interviews	School behaviour management strategies: detentions, isolation rooms, report cards	- Unfairness in use of sanctions (labelling) - Uncertainty in the rationale and use of some approaches and what happens next - Described isolation rooms as 'boring' and involving work sheets, getting away with talking to friends - Detentions as not being helpful to the reasons why children are playing up - A feeling of authority in the school and as if teachers are 'gangin up' on them- damaging the relationship
6. Kruse (2012), USA	An executive director, three therapeutic counsellors, two principals, five teachers, and 6 students from 3 alternative academies	Qualitative case study	Semi-structured formal interviews Additional data was collected through: informal and conversational interviews, observation, follow up telephone interviews, email communications, artifacts collected and excerpts from	Approaches that do not remove or exclude students from the school setting	- The unfairness of some practices - The usefulness of receiving a warning before a punishment- the unusefulness of zero tolerance policies - The need to talk to children about their actions - Importance of getting to the root of the problem

			documents that participants suggested to read		
7. Roach (2012), USA	Three students, two females and one male. Two students were current juniors and one student was a current senior. Three teachers. At a mid-sized suburban high school in a large school district.	Qualitative case study	In-depth individual interviews with students and the ISS director and two different focus group interviews with teachers and administrators.	In-school suspension program (ISS)	- ISS as a negative experience - The guidance component of ISS - How ISS impacts at-risk students - The academic impact of ISS
8. Evans (2011), USA	13 students in grades 6-8 (10-15 year olds) 11 males, 2 females Large school system of middle schools. Participants had experienced in-school suspension (ISS) at least twice in the school year.	Qualitative Study	In depth interviews	Exclusionary discipline (specifically in school suspension)	- Unfair use of ISS- it only helps when the student knows what they did wrong - Differences in approach and use of sanctions across teachers - ISS as being boring, torture and being locked away - Not doing anything in ISS- staring into space - Given work sheets to complete - Mixed thoughts on whether the ISS teacher helps with work - ISS teacher is strict with room rules - ISS hindering learning - ISS is a low distraction environment, so work is easier to complete

9. Sealy, Abrams & Cockburn (2021), UK	8 mainstream students aged 12-17 taken from a range of secondary schools: one mixed, non-selective Academy; one non-selective, single-sex boys Academy; one Church of England (CofE) selective boys school; and one selective single sex, CofE girls school.	IPA	Open-ended interviews	Isolation rooms	- Justice and fairness- not having their voice heard or being able to explain if they did/did not do it or the circumstances around it - Impact on physical and emotional wellbeing- the space feeling like a 'prison' and the impact this has - Losing out on learning- no challenge in the work, no support, no marking of the work
10. Reynolds (2021), UK	20 Quant participants and 6 Qual participants (years 7-9) West London secondary academy school	Mixed method Quant-within subjects design	Semi-structured online interviews	Internal Isolation Unit	- The IIU as something that is hard to talk about - Feelings of rejection and neglect - Feeling unsupported - Unfair and unjust - Overly strict punishments - Sanctions are always given to the usual suspects How to cope: - Becomes normal to the participants

					- Participants start to challenge authority - Try to go to the IIU when they didn't want to go to a lesson - Anger Impact of IIU on: - Learning - Emotional - Behavioural The factors that influenced behaviour change: - Cognitions and thought changes- understanding why they were in there - Not wanting to be back in the 'boring' IIU environment - Not wanting to miss out on social opportunities - Feelings and thoughts about parents - Positive feedback and evidence of behaviour progress - Fears of what could happen in the long term (exclusion)
11. Barker, Alldred Watts & Dodman (2010), UK	39 Participants in a London secondary school: principal, assistant principals, head of years,	Qualitative Study	Individual and focus group interviews	Internal Exclusion	- The stricter more controlled environment of school - Strict rules of the internal exclusion room - More able to concentrate on work as less distractions

	classroom teachers and learning assistants, parents and students (did not report how many students)				
12. Hampton & Ramoutar, (2021), UK	387 questionnaire participants and 155 focus group participants From 7 secondary schools, all in year 8 or year 9	Mixed methods research project	Questionnaires and focus groups with semi-structured interviews	Low-level behaviour management	Themes: - Consistency- behaviour management strategies were not applied consistently across teachers - Fairness- strategies were unfair - Clarity of system- some students were clear on expectations and systems some were not - Reasons for Low Level Disruption- there are reasons behind behaviour - Impact- the negative impact on learning

Appendix C

Appendix D   Adapted CASP

A number of minor modifications were made, including:

- A question ("Was the research context clear and considered?") was added to explore the studies' context and how this could influence the participants' honesty.
- A hint was added under question 7 ("Has the researcher considered any relationship they have with the participants and what impact this could have on the validity of the results?") to prompt the author to evaluate any relationship between the researcher and participants.
- To further explore the value and relevance of the studies, additional hints were added under question 11 ("How valuable is the research to CYP and their families?" "How valuable and relevant is the research to the current Systematic Review and its research question?").

Paper for appraisal and reference:

Section A: Are the results valid?

1. **Was there a clear statement of the aims of the research?**

HINT: Consider • what was the goal of the research • why it was thought important •its relevance

Yes/No/Partially/Can't tell

Comments:

2. **Is a qualitative methodology appropriate?**

HINT: Consider • If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants • Is qualitative research the right methodology for addressing the research goal

Yes/No/Partially/Can't tell

Comments:

Is it worth continuing?

Yes/No

3. **Was the research design appropriate to address the aims of the research?**

HINT: Consider • if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Yes/No/Partially/Can't tell

Comments:

4. **Was the recruitment strategy appropriate to the aims of the research?**

HINT: Consider • If the researcher has explained how the participants were selected • 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)

Yes/No/Partially/Can't tell

Comments:

5. **Was the data collected in a way that addressed the research issue?**

HINT: Consider • If the setting for the data collection was justified • If it is clear how data were collected (e.g. focus group, semi-structured interview etc.) • 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 are conducted, or did they use a topic guide) • If methods were modified during the study. If so, has the researcher explained how and why • If the form of data is clear (e.g. tape recordings, video material, notes etc.) • If the researcher has discussed saturation of data

Yes/No/Partially/Can't tell

Comments:

6. **Was the context in which the research took place clear and considered?**

HINT: Consider • was a clear rational presented for where and when the research took place

Yes/No/Partially/Can't tell

Comments:

7. **Has the relationship between researcher and participants been adequately considered?**

HINT: Consider • 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 • If the researcher considered any relationship they have with the participants and what impact this could have on the validity of the results

Yes/No/Partially/Can't tell

Comments:

Section B: What are the results?

8. **Have ethical issues been taken into consideration?**

HINT: Consider • If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained • 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 and after the study) • If approval has been sought from the ethics committee

Yes/No/Partially/Can't tell

Comments:

9. **Was the data analysis sufficiently rigorous?**

HINT: Consider • 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

Yes/No/Partially/Can't tell

Comments:

10. **Is there a clear statement of findings?**

 HINT: Consider whether • If the findings are explicit • If there is adequate discussion of the evidence both for and against the researcher's 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

Yes/No/Partially/Can't tell

Comments:

Section C: Will the results help locally?

11. **How valuable is the research?**

 HINT: Consider • 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 • How valuable is the research to children and young people and their families? • How valuable and relevant is the research to the current Systematic Review and its research question? • 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 use

Appendix E   Critical Appraisal Tables

Paper	1. Was there a clear statement of the aims of the research?	2. Is a qualitative methodology appropriate?	3. Was the research design appropriate to address the aims of the research?	4. Was the recruitment strategy appropriate to the aims of the research?	5. Was the data collected in a way that addressed the research issue?
Priyadharshini (2011)	Yes	Yes	Yes	Partially	Partially
Barker et al. (2010)	Partially	Yes	Can't tell	Can't tell	No
Evans (2011)	Yes	Yes	Yes	Yes	Yes
Gilmore (2013)	Yes	Yes	No	Partially	Partially
Kruse (2012)	Yes	Yes	Yes	Partially	Yes
Morrison (2018)	Yes	Yes	Yes	Partially	No
Pope (2019)	Yes	Yes	Yes	Yes	Partially
Reynolds (2021)	Yes	Yes	Yes	Partially	Yes
Roach (2021)	Yes	Yes	Yes	Partially	Yes
Sealy et al. (2021)	Yes	Yes	Yes	Partially	Partially
Sheppard (2020)	Yes	Yes	Yes	Yes	Yes
Hampton & Ramoutar (2021)	Yes	Yes	Partially	Partially	Partially

Paper	6. Was the context in which the research took place clear and considered?	7. Has the relationship between researcher and participants been adequately considered?	8. Have ethical issues been taken into consideration?	9. Was the data analysis sufficiently rigorous?	10. Is there a clear statement of findings?
Priyadharshini (2011)	Partially	Partially	Partially	No	No
Barker et al., (2010)	Partially	No	No	Can't tell	Partially
Evans (2011)	No	Partially	Yes	Yes	Yes
Gilmore (2013)	Partially	No	Partially	Partially	Yes
Kruse (2012)	Can't tell	Can't tell	Yes	Partially	Partially
Morrison (2018)	No	No	Can't tell	Can't tell	Partially
Pope (2019)	No	Yes	Yes	Partially	Partially
Reynolds	Partially	Yes	Yes	Yes	Yes
Roach (2021)	Can't tell	Yes	Yes	Partially	Yes
Sealy et al., (2021)	No	No	Partially	Partially	Partially
Sheppard (2020)	No	Yes	Yes	Yes	Yes
Hampton & Ramoutar (2021)	No	No	Yes	Partially	Partially

Appendix F   Examples of coding

	Extract	Code Applied
Example A	"When we got in there, sometime she is strict and that and usually you have to be good but when we have a substitute, we like take control over her and it ain't really like ISS. It's like free time if we have a substitute"	Productivity of time spent in seclusion
Example B	"The only time when it's fun is just like, it's like either when there's two people in there or it's just like or just like if you by yourself and she like lets you get up and talk to her for a few minutes, talk about like what you did, like what you did wrong and what did you learn from that.	The value of talking through actions with an adult
Example C	"When there's lots of people in there it can sorta sometimes be fun. It's just like if there's certain kids that's in there with you"	When seclusion can be fun

Appendix G   Frequency of descriptive themes table

	Theme 1: Academic opportunities, support and productivity whilst out of the classroom	Theme 2: Emotional impact of receiving sanctions	Theme 3: Factors influencing students' behaviour	Theme 4: Fairness and consistency of punitive approaches	Theme 5: Reflections on the different ways to encourage behaviour change	Theme 6: Physical space and setup of seclusion	Theme 7: The use of restorative approaches	Theme 8: What students say they need
Priyadharshini (2011)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Barker et al. (2010)	Yes	No	No	Yes	Yes	Yes	No	No
Evans (2011)	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Gilmore (2013)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Kruse (2012)	No	No	Yes	Yes	Yes	No	Yes	Yes
Morrison (2018)	No	No	Yes	Yes	Yes	No	No	No
Pope (2019)	No	Yes	Yes	No	Yes	No	Yes	Yes
Reynolds (2021)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Roach (2021)	Yes	No	No	Yes	Yes	Yes	No	Yes
Sealy et al. (2021)	Yes	Yes	No	Yes	No	Yes	No	No
Sheppard (2020)	No	Yes	Yes	Yes	Yes	No	No	Yes
Hampton & Ramoutar (2021)	Yes	Yes	Yes	Yes	Yes	No	No	No

Appendix H   Themes Table

Name of Theme	Sub themes	Description	Relevant Quotes
'Sometimes they just blame it on me': Varied views on the fairness, necessity and consistency of sanction-based approaches	Sanctions are necessary and fair	Receiving a sanction is a necessary punishment for misbehaviour, it is fair and reasonable.	'Erm, I think it, I think it's a good, I don't know, it's a good thing that exists' (Reynolds, 2021) 'they also have to be punished for their actions and what they did, you know' (Roach, 2012)
	Some students receive more sanctions than others	Sanctions are inconsistently applied across students, students who have previously received sanctions are more likely to be sanctioned again, sometimes for something they did not do. Whereas students who rarely show challenging behaviour are less likely to be noticed and receive a sanction.	'If the teacher can't point the finger of the person who did it, they'll blame the people who are usually most disruptive even if it's not them.' (Hampton & Ramoutar, 2021) 'Because teachers go by how the students act on their bad days and not how they act on their good days. Like a couple of people in my class get targeted a lot. So like if something was to happen the teacher goes straight to that person, but some of the quiet people like they don't think they do stuff, they just let them go' (Morrison, 2018)
	Inconsistent application of rules and sanctions across different teachers	The application of sanctions varies across different teachers, with some adopting a stricter approach and some a more lenient and understanding approach.	'Sometimes I get minor and sometimes major. It's like on and off…You can never tell because [long pause - student laughs]. You can never tell because it's different with different teachers' (Evans, 2011) 'Not all teachers follow the rules by the book. It's just little things they let slide. It's not that serious. Like headphones. Like some teachers - some of my classes - we're allowed to use headphones as long as we are doing our work. But the other teachers thev (say] (in a light voice) 'No, put it away like they don't like no electronics. Nothing' (Morrison, 2018)
	Not feeling listened to	Students not given the opportunity to express their thoughts on behaviour management choices and situations that happen in school leading to feelings of hopelessness	'And I tried to explain to her, but all she's doing is shouting at me and she's talking over me. And so, I get angry and I'm like 'why ain't you letting me talk? Let me talk, let me talk, let me talk' (Reynolds, 2021) 'It's like kind of frustrating having no say' (Sealy et al., 2021)

Name of Theme	Sub themes	Description	Relevant Quotes
'They just send you out with a book or some irrelevant worksheet': Sanction-based approaches reduce opportunities for high quality learning and academic support	Academic support	Mixed views on the help received from adults when working outside of the classroom, with some students expressing a positive perspective on the help they receive and others suggesting no help is offered with academic work.	'When we ask her for help she usually helps us and uh I have trouble with math and whenever I ask her for questions she doesn't tell me the answers like most teachers. She helps me get to it by myself. So that helps me' (Evans, 2011) 'Teachers in the IR don't help you or support your learning' (Gilmore, 2013)
	Productivity	The mixed experience of students completing work whilst out of the classroom: from not being able to complete any work to being able to complete more work in the quieter environment.	'In ISS we had to read this little pamphlet book and write a summary about it. It didn't have anything to do with anything we were doing inside of our classes' (Roach, 2012) 'It's quiet and I get to do my work a lot better in there cuz no kids are distracting me' (Evans, 2011)
'There's no way out ... no windows, no doors, everything's blocked': Sanction-based approaches result in uncomfortable and negative emotions	Feelings of shame, despair and loneliness	The negative feelings experienced as a result of receiving a sanction, reduced stimulation and strict rules on communication and interaction.	'It made me feel dumb because my mom and dad didn't raise me to be that type of person. I was just being stupid - trying to fit in' (Pope, 2019) 'Well you know it just feels like, the days like um, like I"m just really bored and like you know like it"s so boring and you know like with doing all the writing and stuff…when you look at that worksheet and stuff, you know, it just like makes me like, ahhhhhhrg' (Evans, 2011) 'Just feel like alone, isolated' (Sealy et al., 2021)
	Anger	The resulting emotion of anger when a sanction is given to a student, possibly unfairly.	'If I get a planner warning… I get really angry' (Sheppard, 2020) 'I feel like getting moved in a lesson makes you not want to work, because you feel resentful.' (Hampton & Ramoutar, 2021)
'When you are in the IR it is a punishment. Once you are out – you forget and it feels normal': Fear and the threat-based approaches do not inspire long-term	The physical environment of internal exclusion results in changes in behaviour	The isolating, separate and uncomfortable nature of internal exclusion rooms acting as a deterrent and resulting in short term changes in behaviour.	'there are boards in-between (desks) so you're not allowed to talk to other people while you're doing your work and stuff' (Barker et al., 2010) 'It's an old classroom that they changed to the isolation room because in the summer it got too hot and in the winter it got too cold' (Sealy et al., 2021) 'Erm, not the biggest effect, but I guess somehow yes, because I didn't want to be by myself for like a couple of days obviously, no

Name of Theme	Sub themes	Description	Relevant Quotes
positive behaviour change			one does, I think, so I would just behave and then I. I mean sometimes I would try and not be sent there but eventually I'll get sent there, 'cause that's how the way it is like, I don't know' (Reynolds, 2021)
	Limited long-term change	Numerous and frequent sanctions mostly serve to change behaviour in the short term but do not allow the student to understand the reasons behind the sanctions and therefore no long-term positive behaviour change is seen.	ISS is boring, I don't like it, and I don't think that it does anything' (Pope, 2019) "Isolation doesn't teach you" (Hampton & Ramoutar, 2021)
'You should just take that kid, set them aside, and talk to them': The need for appreciation, understanding and opportunities for guidance and support from trusted adults.	Working with adults to understand behaviour and emotions	Students expressing a desire to talk through their thoughts, feelings and behaviours with an adult to help them reflect on how to avoid doing it again in the future and thinking about alternative ways to express themselves.	'I mean talking about what you did and why you're not gonna do it again' (Kruse, 2012) 'Getting punished made me not want to get in trouble but writing down my thoughts caused me to think more' (Pope, 2019)
	Start by understanding the child's behaviour, needs and background	School staff need to first understand the student and their experience and background before deciding on the consequence and appropriate action.	'You gotta analyze the kids and really find out their problems. You never know, you could be dealing with somebody who has some problems upstairs and you know lesser consequences could be maybe needed for that person. By that I mean everybody's different, and you have to think of people situations and people's personalities and I don't want to say flaws, I just want to say they are who they are, can't change that' (Kruse, 2012) 'cause then I know, at least you's tries, but at least you try talk to me, at least you tried to help me' (Reynolds, 2021)

Appendix I   Information sheet

Participant Information Sheet

Study Title: Embedding Therapeutic Approaches to Behavioural and Emotional Support: Exploring the Facilitators and Barriers

Researcher names: Rebecca Jones, Brettany Hartwell, Jana Kreppner, Fiona Marsh

ERGO number: 62786

You are being invited to take part in the above research study. To help you decide whether you would like to take part or not, it is important that you understand why the research is being done and what it will involve. Please read the information below carefully and ask questions if anything is not clear or you would like more information before you decide to take part in this research. You may like to discuss it with others but it is up to you to decide whether or not to take part. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

This research is a final year thesis project conducted by Rebecca Jones, a Trainee Educational Psychologist on the Educational Psychology Doctorate at the University of Southampton.

The use of rewards and punishments as behaviour support strategies is seen as the traditional approach to behaviour support in UK schools (Gus, Rose, Gilbert, & Kilby, 2017). In recent years, there has been growing interest in the use of trauma-informed, relational approaches to supporting behaviour in schools. The message behind these approaches involves being curious about the reasons behind the behaviour, being mindful of the experiences of the child and helping children understand their emotions (Gus, Rose, Gilbert & Kilby, 2017).

Adopting therapeutic thinking principles may be a challenge for schools, perhaps requiring a policy and perspective shift. It requires time and is a difficult and multifaceted task.

This study aims to explore what helps and what hinders the adoption of therapeutic approaches to behaviour and emotions in schools. This information may help to inform schools of all types: schools which are unsure whether to make the change towards this way of supporting children, schools struggling to make the change or schools already on their journey to change. Understanding what drives and inhibits school culture change will be useful for individuals working to make the change and external support teams providing help and advice (Educational Psychology Services).

Why have I been asked to participate?

As perspectives on the facilitators and barriers to using a therapeutic approach will vary across and within schools, a range of schools have been asked to participate in this study. In order to understand the perspectives of a range of staff members within a school, the research team has asked members of the senior leadership team, pastoral staff, teaching staff and teaching support staff to take part in the study.

What will happen to participants who take part?

- Participants who have consented to take part will receive a set of instructions on how to complete three written tasks. These tasks will involve the participant thinking about sanction-based approaches (rewards and punishments) and therapeutic, relationship based approaches to behaviour and emotional support in school.
- The first task will involve the participant thinking about their ideal imaginary school. For this task, participants can use any medium to express their thoughts (e.g. drawing, writing, brainstorming). Participants are provided with some topics that they might want to consider for their ideal school.
- The second task will require the participant to write down their thoughts on the advantages and disadvantages of using sanction based and therapeutic approaches.
- The third task involves the participant reading a vignette of a school and answering some questions by recording their thoughts in a written format.
- The researcher will also offer a video call (on a suitable online platform) to further explain the tasks and answer any questions. These tasks will be completed by the participants before the second meeting and, altogether, should take no longer than one hour. A date and time for the interview will be arranged during this call.
- An interview between the researcher and participant will take place either on school premises (in a suitable confidential space) or on a suitable online platform. Interviews will last around 60 minutes and will start with the researcher explaining the focus of the interview and answering any questions.
- In the interview, the researcher will ask the participant to share their thoughts on the written tasks. Participants' thoughts will be used to structure an interview on the potential facilitators and barriers to using both sanction based and therapeutic approaches in schools.
- The researcher will also ask some questions which will encourage participants to reflect on the current global context and how this has/is impacting on the adoption and use of therapeutic strategies to emotions and behaviour.
- After 60 minutes or when the researcher feels the interview has come to an end, participants will be provided with a debrief form and asked if they have any final questions. Researchers will arrange for participants to receive a £20 Amazon voucher as a thank you for taking part in the study.
- Interviews will be audio recorded. If it is necessary to conduct interviews via online platforms, this may also involve video recording.
- Participants will also be asked if they would like to take part in a member-checking session with other participants from their school. This group will present the initial themes identified in data analysis and check back with the participants to see if this describes and portrays their ideas and views expressed in the interviews. A provisional date for this session will be shared with the participant. This session will either take place in the school, in a confidential space, or online via a suitable platform and will take approximately 60 minutes.

Are there any benefits in my taking part?

We notice that the facilitators and barriers to using a sanction-based approach versus a therapeutic approach are likely to be different across and within schools. Your unique perspective will help develop an understanding of these factors within your school context. Embedding a new culture and ethos in a school is a challenging task, information on what facilitates and impedes this change will be useful for school leaders and staff teams working to make the change in their school and organisations and professions that support the schools with this change.

Are there any risks involved?

If this study is conducted face to face, it will be in accordance with schools and universities risk assessment. The decision to conduct the study remotely will be informed by government, school and university guidance.

What data will be collected?

Interviews will be audio/ video recorded and transcribed by a transcription service approved and accredited by the university. A confidential agreement form will be signed and returned to the researcher before the recordings are sent to the service for transcription.

Once transcription has been completed and returned to the researcher, audio/video files will be destroyed.

Digital copies of the written tasks will be stored on the universities secure system as well as an encrypted flash drive. Hard copies of the written and paper tasks will be shredded or kept by the participant.

Will my participation be confidential?

Your participation and the information we collect about you during the course of the research will be kept strictly confidential.

Only members of the research team, including research supervisors, and responsible members of the University of Southampton may be given access to data about you for monitoring purposes and/or to carry out an audit of the study to ensure that the research is complying with applicable regulations. Individuals from regulatory authorities (people who check that we are carrying out the study correctly) may require access to your data. All of these people have a duty to keep your information, as a research participant, strictly confidential.

Any information which could directly identify specific participants or local authorities will be anonymised. This includes local authority names, schools names, job roles and personal names.

Any raw data or files with personal information (such as consent forms) will only be stored within the University network. Consent forms will be saved on the secure university system and kept in a separate file from audio/video recordings and written task data.

Interview recordings will be transcribed and stored on the secure University system. Original recordings will be destroyed.

Do I have to take part?

No, it is entirely up to you to decide whether or not to take part. If you decide you want to take part, you will need to sign a consent form to show you have agreed to take part.

What happens if I change my mind?

You have the right to change your mind and withdraw at any time without giving a reason and without your participant rights being affected.

If you withdraw from the study, we will keep the information about you that we have already obtained for the purposes of achieving the objectives of the study only.

If you wish to withdraw from the study, please contact Rebecca, the project researcher, at r.l.jones@soton.ac.uk

What will happen to the results of the research?

Your personal details will remain strictly confidential. Research findings made available in any reports or publications will not include information that can directly identify you without your specific consent. The results of the research will be written up as a thesis project as part of the requirements of the Doctorate in Educational Psychology. The results may also be published in academic journals.

As it can take a considerable amount of time to publish studies, a one-page summary of the study findings will be provided to headteachers along with the link for the unpublished thesis document for them to share with their teams. Providing the project findings will hopefully enable useful reflection on the facilitators and barriers to using a therapeutic approach in schools and encourage planning to be made on how these barriers can be overcome and how facilitators can be put into action.

Where can I get more information?

If you have any further questions, please contact the project researcher, Rebecca Jones, at r.l.jones@soton.ac.uk

What happens if there is a problem?

If you have a concern about any aspect of this study, you should speak to Rebecca or (main contact for each school) who will do their best to answer your questions.

If you remain unhappy or have a complaint about any aspect of this study, please contact the Head of Research Governance, University of Southampton, rgoinfo@soton.ac.uk +44 (0) 2380 595058

Data Protection Privacy Notice

By law, the University of Southampton has to protect and use the information collected in this project in specific ways. There is detailed information about this on the next page.

Thank you.

Rebecca Jones

Data Protection Privacy Notice

The University of Southampton conducts research to the highest standards of research integrity. As a publicly-funded organisation, the University has to ensure that it is in the public interest when we use personally-identifiable information about people who have agreed to take part in research. This means that when you agree to take part in a research study, we will use information about you in the ways needed, and for the purposes specified, to conduct and complete the research project. Under data protection law, 'Personal data' means any information that relates to and is capable of identifying a living individual. The University's data protection policy governing the use of personal data by the University can be found on its website (https://www.southampton.ac.uk/legalservices/what-we-do/data-protection-and-foi.page).

This Participant Information Sheet tells you what data will be collected for this project and whether this includes any personal data. Please ask the research team if you have any questions or are Harry's lack of self-awareness of his social skills deficits unclear what data is being collected about you.

Our privacy notice for research participants provides more information on how the University of Southampton collects and uses your personal data when you take part in one of our research projects and can be found at

http://www.southampton.ac.uk/assets/sharepoint/intranet/ls/Public/Research%20and%20Integrity%20Privacy%20Notice/Privacy%20Notice%20for%20Research%20Participants.pdf

Any personal data we collect in this study will be used only for the purposes of carrying out our research and will be handled according to the University's policies in line with data protection law. If any personal data is used from which you can be identified directly, it will not be disclosed to anyone else without your consent unless the University of Southampton is required by law to disclose it.

Data protection law requires us to have a valid legal reason ('lawful basis') to process and use your Personal data. The lawful basis for processing personal information in this research study is for the performance of a task carried out in the public interest. Personal data collected for research will not be used for any other purpose.

For the purposes of data protection law, the University of Southampton is the 'Data Controller' for this study, which means that we are responsible for looking after your information and using it properly. The University of Southampton will keep identifiable information about you for 10 years after the study has finished after which time any link between you and your information will be removed.

Appendix J   Consent form

CONSENT FORM

Study title: Embedding Therapeutic Approaches to Behavioural and Emotional Support: Exploring the Facilitators and Barriers

Researcher names: Rebecca Jones, Brettany Hartwell, Jana Kreppner, Fiona Marsh

ERGO number: 62786

Please initial the boxes if you agree with the statement(s):

I have read and understood the information sheet version 1 dated 25/01/2021 and have had the opportunity to ask questions about the study.	
I agree to take part in this research project and agree for my data to be used for the purpose of this study.	
I understand that I will be asked if I would like to take part in a member-checking session once data analysis is complete. I understand that I may be quoted in this session but that my comments will not be directly identifiable (my name will not be used).	
I understand my participation is voluntary and I may withdraw at any time for any reason without my participation rights being affected.	
I understand that taking part in the study involves audio-recording which will be transcribed and then destroyed for the purposes set out in the participation information sheet.	
I understand that if asked to take part in this study via online platforms, interviews will also be video recorded and destroyed after transcription.	

I understand that I may be quoted directly in reports of the research but that I will not be directly identified (e.g. that my name will not be used).	
I understand that if I withdraw from the study that it may not be possible to remove the data once it has been uploaded to the system and my personal information is no longer linked to the data.	
I understand that anonymised data will be stored on a University Information Management System and will be set as open to the public.	

Name of participant (print name)………………………………………………………………………………

Signature of participant…………………………………………………………………………………………

Date……………………………………………………………………………………….   …………………..

Name of researcher (print name)……………………………………………………………………………

Signature of researcher …………………………………………………………………………………………

Date………..

Once complete, please return this form to r.l.jones@soton.ac.uk via SafeSend (https://safesend.soton.ac.uk/ select "drop off" and follow the instructions).

Appendix K   Written task instructions

Study Title: Embedding Therapeutic Approaches to Behavioural and Emotional Support: Exploring the Facilitators and Barriers

Researcher names: Rebecca Jones, Brettany Hartwell, Jana Kreppner, Fiona Marsh

Please complete these activities before your interview with the researcher. Once complete, please send pictures of your reflections to r.l.jones@soton.ac.uk via SafeSend (https://safesend.soton.ac.uk/ select "drop off" and follow the instructions).

Activity A:

Think about your ideal/perfect school. This is not a real school, but one from your imagination.

In this school, what do teachers do when children aren't working on a task?

In this school, where can students go if they are not feeling happy?

How would this school respond to children who are anxious about coming into school?

How would this school respond to a child who is presenting with challenging behaviour?

You can present your ideal school in whichever way suits you best. This can be through drawing, writing, brainstorming or a combination of a few different methods.

Activity B:

Using the table below, think about the advantages and disadvantages of using sanction-based approaches and compassionate and nurturing approaches to support behaviour and emotions in schools.

Sanction-based approaches are the dominant approach used in schools and involve using rewards (e.g. star-charts, stickers) and punishments (e.g. going to see the headteacher, sitting outside the classroom) to manage behaviour.

Compassionate and nurturing approaches focus on the relationship between the adult and the child, aim to make school a safe and supportive place for students and seek to understand the meaning behind behaviour and teach children new skills in order to help them manage their emotions.

	Sanction-based approaches	Compassionate and nurturing approaches

Advantages:

What do you gain by
using this approach?

Disadvantages:

What do you lose by using
this approach?

Activity C:

Please read the vignette below of a fictional school and reflect on the questions underneath.

 Vignette:

Tawny Hill School's first focus is on fostering and developing relationships. This includes every relationship that functions within the school, including between staff, students, parents and visitors. Tawny Hill School prioritises staff wellbeing and development and recognises the impact this can have on student-teacher relationships. It values the importance of listening to its staff members and includes staff in the decision making process of the school.

Upon arrival at the school, visitors are welcomed by a member of staff and offered a refreshment. Visitors will experience a united and compassionate staff team, all committed to embodying the same approach and way of working with children.

Punitive actions and confrontational approaches, such as shouting and using detentions and internal isolation are replaced by focusing on the positive and using rewards to encourage good behaviour. Rewards are timely and specifically related to the good behaviour presented. Both the delivery (privately or publicly) and the type of praise (a thumbs up versus a positive comment) is tailored according to the child's preferences.

Recognising that the school and classroom can cause a high level of fear and threat for students, classrooms are set out to be friendly, welcoming, safe places for students. The teachers show the students that they are liked, listened to and supported.

In the classroom, teachers will focus on the positive behaviours and praise students who are acting favourably "thank you for your lovely manners".

When a child is struggling to understand or manage their emotions, school staff support them by recognising the emotion they are experiencing and working with the child to help them to regulate. With the help of a trusted adult in the school, children are supported to understand their emotions and learn how they can manage them in different ways.

Questions for reflection:

Do you think this approach would be possible in your school?

What would support the use of this approach?

What would make it difficult to adopt this approach?

What would make using this approach hard?

Who in the school can encourage the adoption of this approach?

Appendix L   Prompts for interview

The purpose of the interview is to allow the participant to present back to the researcher their ideas on the three written tasks. These prompts are all open questions and will be used to keep the conversation on topic but will ultimately give the participants the freedom to express their thoughts freely.

Part A: Ideal school

- Can you tell me about your ideal school or show me your ideas/thoughts?
- In this school, what do teachers do when children aren't working on a task?
- In this school, where can students go if they are not feeling happy?
- How would this school respond to children who are anxious about coming into school?
- How would this school respond to a child who is presenting with challenging behaviour?

Part B: Advantages/Disadvantages table

- Can you talk me through your ideas on the advantages and disadvantages of using sanction based and therapeutic approaches to behaviour and emotions?
- Let's start with the advantages of using sanction-based approaches. What do you gain from using this approach?
- What about the disadvantages of using sanctions? What could make using this approach hard?
- Let's now move onto the advantages of using therapeutic approaches. What do you gain from using this approach?
- What about the disadvantages of using a therapeutic approach? What could make using this approach hard?
- What might prevent you from using sanctions?
- What might prevent you from using a therapeutic approach?

Part C: School Vignette

- What did you think of the school vignette?
- Do you think this approach would be possible in your school? Why?
- What would support the use of this approach?
- What would make it difficult to adopt this approach?
- What would make using this approach hard?
- Who in the school can encourage the adoption of this approach?

Current Context Questions:

- How do you think the current context will impact/ is impacting the capacity for schools to make this change?
- How has the therapeutic framework helped, if at all, during this challenging time? Has it been useful to have compassionate principles as part of your school ethos during this time?
- During this challenging context both for staff and students, are you seeing more of a need to adopt a compassionate stance to emotions and behaviour?

Appendix M   Extract from a transcript

Interviewer: So first of all, how did you find the written tasks?

Participant 3: Yeah, they were fine. I wasn't sure how much detail and I could have gone on and on and on and on but I thought that might be what we were then going to be talking about today. So erm I just put the basics down.

Interviewer: Yes.

Participant 3: And I'm really sorry, task C I thought was like a discussion one so I apologise that I didn't write anything down for that.

Interviewer: Oh that's okay.

Participant 3: But I've obviously read through it and I know… I know what my thoughts would be.

Interviewer: That's great. That's the whole point really. I think the tasks are for you to be able to have a think before coming to the interview so you're not kind of just on the spot and wondering what I'm going to be asking and 'oh, what are we going to be talking about and what will I think of it and how will I be able to think on the spot?' So that was why I thought the written tasks might be easier, to kind of come ready erm and having known what I'm going to ask you. Erm so kind of to start off with I've been asking people erm to kind of describe to me what their understanding is of the two different approaches. Er it's not a test at all, it's just so I can understand how *you* understand the two different behaviour approaches in schools.

Participant 3: Yes. So the… if we start with the kind of the therapeutic approach then, it's much more about a focus on, I believe, focusing on the whole child, erm what works for that child isn't going to work for another child so it's very much not one size fits all. Erm it's much more focused on building those relationships between key adults so that a child is coming into school, even if they are not coming into school, you know, so if you had a five point scale with one being a child that has absolutely no barriers, everything at home is good enough, erm coming into school is… oh hello? Have I lost you? Hello?

Interviewer: Right, so if we start from the start. So start from the therapeutic approach. Sorry about that.

Participant 3: No, that's not a problem. Erm so I think that the therapeutic approach is much more based on the whole child. Erm thinking about the whole child and each child as an individual and, you know, the one size fits all type of behaviour policy is not… not in line with the therapeutic approach. Erm and also it focuses much more on building those key relationships with erm the key adults at school so that all children, regardless of how they are coming into school – because we all know that some children, if you had a five

point scale, are already coming into school on a three or a four – so the therapeutic approach is much more based on building those relationships so that the children can feel safe, they can feel settled, their physiological needs are being met, their wellbeing is being met so that they are in a good place to learn alongside their peers that at home, for example, things are good enough, erm they are coming in already in a good place and school is just the norm for them. So it's… so it's about making sure all children are on that same level but obviously that's going to be different for every child so it's much more about thinking of those individual plans. Erm it's about taking ownership for their own behaviour and their learning, erm and having the children have more of an understanding about what… how they learn best, what is good learning, you know, different types of behaviour, erm and it's about adults understanding what children's behaviour is communicating, not just having the 'you've done this; this is the consequence' or 'you've done this; this is the reward'.

Interviewer: Yes.

Participant 3: So that's kind of my basic view of therapeutic approach.

Interviewer: Yeah.

Participant 3: Is that enough to…?

Interviewer: Yeah, that sounds really comprehensive. Yeah.

Participant 3: Erm and the more sanction based approach is that more one size fits all. Erm you know, we have a behaviour policy. If you are not doing these things then this might happen. If you *are* doing these things we're going to reward you with this. It's much more, erm… you know, you'll have your children that are *always* going to do their homework and that are *always* going to do their times table practice, that are *always* going to be then getting gold stars so to speak. Erm and… and then at the same time those children that find learning more difficult, have those challenging behaviours, erm normally it's because their behaviour is trying to tell us something but they are put in the box of 'well, you've done this so this is your sanction now'. Erm so it's not building those relationships, it's not getting to understand those children's needs, erm and it's not working out that what's going to fit for one is not going to fit for another.

Interviewer: Yes.

Participant 3: Erm and basically not valuing every child and those children that I think need the therapeutic approach most are going to be most affected by that sanction based approach and school is not going to be the safe, happy place where they can learn best.

Interviewer: Yeah.

Participant 3: And home probably isn't going to be the safe, happy place where they are so, you know, as a whole their wellbeing is not being thought about and their needs aren't being met.

Interviewer: Yeah. Okay, brilliant. Very comprehensive. Erm and if we kind of move on to your ideal school then, and I do this with children sometimes and it's essentially an ideal school would be a school without any barriers. If you could have whatever you wanted in this school, it's completely up to you erm in this imaginary world, what would that look like for you?

Participant 3: So in my ideal school I would obviously have every child engaged erm and I would have every member of staff understanding each child's individual needs and ensuring that erm… I mean they have to think smart because I wouldn't want to increase workload but erm that, you know, every child has a more personalised kind of approach to their learning and what works best for them. Erm I would have it so that erm children's behaviour is understood and the first thing that erm staff think when they are faced with any type of behaviour, positive or negative, is what's that behaviour communicating. I think that would be my ideal place for teachers to be in. That's their first thought, not 'that child is not doing what I want them to do so this is now what I'm going to do'. Erm because I think if we can understand what our children are trying to communicate we've got a much better chance of tapping into what works for them.

Interviewer: Yes.

Participant 3: Erm I think understanding that, you know, something *is* wrong. It's something other than the task. And I think if all those things can be met then you're going to walk into a classroom and see thirty engaged children, erm and that would be my ideal school. All children engage, all children learning, all children making progress. And most importantly, all feeling safe and happy.

Interviewer: Yeah. That would be brilliant. Erm that would be really, really good. Anything else in your ideal school that erm you'd like to mention? Anything about kind of the building as well or the structure of the school? How would that look?

Participant 3: Oh, okay. Yeah, that would be lovely. I would like erm if I could have my ideal school there would be erm classrooms that had little breakout areas so that children could go for a variety of reasons, whether it's the group work or whether it's for the more pastoral side of things. Erm there would be creative areas within each kind of key stage erm so that that could be explored as well. I'd love like a purpose built kitchen to do some erm sort of food tech in, because I think that's something that, especially children that do find learning more tricky, can be really beneficial. Erm I would like a more of a sensory based room as well to support children's learning. Erm lots of outdoor space. Er we've got an eco-garden at school so I would definitely include that on the list.

Interviewer: Yeah.

Participant 3: That fits all children. Erm with a pond – that would be in my ideal school. Erm and a big library with lots of… lots of comfy cushions and beanbags for reading erm so that we can increase that love of reading with our small people. Erm er what else would I like in my ideal school? Erm I would like it to be colourful.

Interviewer: Yes.

Participant 3: And clean. And I would like it to flow in a way that schools nowadays don't seem to, as in you've got little classrooms scattered here and there and there's not always, it doesn't always make sense to some children as to where the next year group is.

Interviewer: Yeah.

Participant 3: So they are some of the things I would like. And none of the things that we have to put up with like leaky ceilings and windows that don't shut.

Interviewer: Yeah.

Participant 3: So yeah, that would be obvious.

Interviewer: All of those things that we don't really like to deal with. Let's just take them away. A building that's perfect.

Participant 3: Take them all away, yeah.

Interviewer: Yeah, that sounds really good. And the flow between the different year groups, that's really interesting because when I walk into a primary school *I* can get lost as well. They say 'Oh, Year 6 is just down there'. I was like 'Why isn't it next to Year 5?' But I understand why it has to be in a certain way and it depends on the space in the classrooms and things.

Participant 3: Exactly.

Interviewer: But it can be quite confusing.

Participant 3: If you had something that made much more sense to children, because if you ever take a young child around the school for some reason – which obviously we're not doing at the moment – they would be the ones that will comment and say, you know 'Why is Year 3 over there?' when it's next to Year 6 rather than next to Year 4.

Interviewer: Yes.

Participant 3: Erm so yeah, but I think a school that flows in an organised manner that made sense to children would be… would be much better for them.

Interviewer: Yeah, definitely. Okay, brilliant. So it sounds like it's very adapted to the child's needs. It sounds like the staff are working to figure out what's behind a child's behaviour and emotions.

Participant 3: Uh huh.

Interviewer: And it's very flexible according to what the child needs in that moment. And there's lots of different spaces and areas for the children to engage in. Does that sound about right?

Participant 3: Yes. Yes.

Interviewer: Yeah? Anything else that we've missed?

Participant 3: Erm… er I think probably teachers that have an idea of solutions rather than just coming at you with problems would be… would be ideal. I'm not suggesting that that's what happens in my school but erm, you know, previous experience. I think working together as a team with staff erm definitely increases staff wellbeing which is really important. We are talking about children's wellbeing; we need to make sure *we're* okay to start with.

Interviewer: Definitely.

Participant 3: And having that team based approach helps with that, erm and everybody having the support to know that they can come with their own ideas rather than just a problem and then being told how to fix it. That's a much better… makes a much happier staff I think.

Interviewer: Definitely, yeah. So like…

Participant 3: Plenty of opportunity for staff to get together and talk.

Interviewer: Yeah, definitely.

Participant 3: Not just about work but about, you know, having a life as well.

Interviewer: Yeah, definitely. Having that social time which is probably more difficult at the moment because I guess there's not too much mixing between all the teachers in the school.

Participant 3: Yeah, and it's something that I think people recognise that we miss loads and probably we didn't do enough of. So we want to do more of that, especially after this year.

Appendix N   Summary of initial themes

	School A	School B	School C
Ideal School	- A flexible curriculum - Relationships and collaborative working - Developing wellbeing and emotional literacy - A school building and timetable which supports and inspires learning	- A curious and flexible approach to support - Working together to support children - The building blocks of a good provision - Opportunities for children to grow as individuals	- Understanding, listening and connecting with children - The people that make it possible - Proactive child-led approach to emotional and behavioural support - The Physical Space is set up for learning and development - A varied, fun and flexible approach to learning - The core ingredients needed
Advantages and Disadvantages	- Boundaries and Order - Effort required to understand and use the approach - Emotional Wellbeing - Impact of relationships and connections - Opportunity for long term change - Flexibility and Individuality of the Approach	- Clarity of rules - Ease of application - Time investment - Understanding of the approach - Interpersonal and intrapersonal impact - Long term learning and change - Flexibility of the approach	- Ease of application - Emotional wellbeing and self-esteem - Opportunity for learning and change - Understanding of the approach - Understanding of the child and the behaviour - Interpersonal factors - Clarity of 'right and wrong'
Facilitators and Barriers	- A therapeutic staff team - Regular training reminders and reflection - School staff working together - Sharing successes - Training delivery and roll out - Parent understanding - Additional pressures resulting from the pandemic	- Feeling supported - Finding time - Parent understanding - Quality and type of training - Values, personality and beliefs of staff team - Barriers resulting from Covid	- Developing understanding - Roll out of the approach - Staff members personal experiences - Support available - Funding and time

Appendix O   Themes table

Advantages and Disadvantages Task

Name of Theme	Sub theme	Sanction based		Compassionate and nurturing	
		Description	Relevant Quotes	Description	Relevant Quotes
Understanding and Ease of Implementing the Approach	Familiarity, understanding and value of the approach	Increased understanding, familiarity and acceptance of the approach from staff, parents and children	*"it is seen as the more 'fair' way of dealing with behaviour" (Participant 3)* *"Erm it's kind of old school. Everyone is kind of on board with it so that means that you've got consistency because you don't, you know, that's how a lot of people have chosen to erm support children" (Participant 8)*	Developing staff and parental understanding and acceptance of the approach is difficult	*"You know, so I think that is definitely a downside to therapeutic in the current culture where we are still very sanction based, is that people are perceiving it as you're not doing anything quick enough. Why are they… they've done it again. Why have they done it again? And you have to kind of go through the 'No, they have done it again but these are all the things that are going on behind the scenes to try and work out what we can do to help them manage that feeling*

differently and change that feeling if we can" (Participant 1)

"I think it's making sure that the staff members are comfortable with delivering and understand fully what they are supposed to be delivering. And have the confidence to do that. So it's back to training of the staff to understand why it's being done, what's being done and how it's being done" (Participant 7)

Ease of Implementation	Clear (to both adults and children), quick and easy to use, monitor and observe.	*"I would interpret it as being more consistent, easier to implement because there's one set of rules and one answer"* (Participant 7) *"Yeah, and it's… in schools where you're short staffed, where you know, there's a lot going on and every second of the day is filled, it's kind of I guess a quicker approach to apply because you get a situation sorted"* (Participant 13)	A larger initial time investment which pays off in the long term.	*"Erm you know, in the long term we all know it's the better option and if it lessens the number of incidents then actually in the long term it takes less time. But initially you do have to put in that time and effort"* (Participant 14) *"Obviously you know, the real disadvantage to the therapeutic approach is the amount of time it*

takes to do that kind of thing"
(Participant 13)

" there are some children that focus on structure and focus on a 'this is what I do; if I don't do that that's what happens" (Participant 7)

Impact of Implementation	Possibility for positive learning and change	Encourages extrinsic motivation and short term changes in behaviour which are not effective in maintaining long term change	*"And actually I think the behaviourist approach you get a quicker impact and you can see behaviour consequence, kind of short, sharp. But that long term doesn't mean that that behaviour stops" (Participant 8)*	Promotes intrinsic motivation and supports the development of self-help skills in children which has a long term impact	*"You know, erm and I think that the therapeutic thinking side of it gives them the opportunity to say that 'Yeah, this is okay. This is not okay'. You know, it's just giving them more erm chance to think and, you know, to try and understand what… what they want. You know, what they are happy with. How far their limits go. What's going to push them over the edge? You know, they are being listened to and I think that's, you know, that to me is what it's all about" (Participant 10)*
			"That they will react much quicker to an instant 'you will get this' or 'you will get that' but at the same time that's also a disadvantage because that then doesn't change the behaviour long term" (Participant 5)		
			"it sort of feels like you have to give something to receive good behaviour which isn't right. Like I think children need to sort of be taught how to um		*"Erm so if they have gone and pulled down the chairs, once they are calm, go and sit with them and*

		be good just to be good for themselves and feel good. Rather than 'oh I… if I do that piece of work I get' I don't know 'a sticker or a gem" (Participant 9)		*like 'how are you feeling now? How were you feeling? What was making you feel like that? Erm next time if you feel like that, what could you do?' And so on. So that's really good" (Participant 9)*
Impact on relationships	The negative impact it has on the development and maintenance of relationships (children, staff and parents)	*"I guess it damages your relationship. It damages the trust and the respect between adults and a child but also the trust and respect between children themselves" (Participant 13)* *"You know, when you are looking at exclusion or reporting erm incidents of behaviour that might be challenging or dangerous, erm it just… it upsets the parents. And yes, you have to report it but I think you have to be quite respectful in how you do that"* (Participant 6)	Promotes and supports the development of relationships, trust and respect.	*"It helps to build relationships between the staff and children which in turn, you know, in turn makes there be more… there's more respect, there's more trust"* (Participant 13) *"So if I begin with the kind of more therapeutic approach, I think the word that always jumps to my mind first is relationship" (Participant 1)*
Emotional Wellbeing	Children do not feel valued or listened to and are likely to	*"Erm the children aren't going to feel… I don't think children feel heard,*	Children feel listened to, understood and valued	*"he knows that I will, I listen, I understand. So we talk and we use*

experience negative emotions either due to receiving praise publicly, never receiving praise or always receiving punishments

valued or understood when we're using this" (Participant 3)

"I've had a girl recently. She said 'I hate it'. I mean she's very good, she very good at sports, very academically good so she does get lots of rewards. She said 'I don't like it'. You know, everybody says to her 'Oh, it's always you, always you' and 'you're the best; you're so good' and that's getting her down now" (Participant 12)

our words. You know, before it was just outbursts" (Participant 2)

"the therapeutic approach is taking time to talk to the child, understand what they are going through, let them know you understand how they are feeling and you understand why they are feeling how they are, talk to them about their feelings and have that conversation with them about why we should be doing it in a different way" (Participant 5)

| Flexibility, Individuality and Understanding | - | Rigid, no consideration of the potential reasons behind the behaviour, not tailored to individual background and needs. | *"Erm and the more sanction based approach is that more one size fits all. Erm you know, we have a behaviour policy. If you are not doing these things then this might happen. If you are doing these things we're going to reward you with this" (Participant 3)*

"I would say that it's only dealing with what's happening or the outcome. I | Considers the child's background and takes a curious and flexible approach to support, exploring the potential reasons and needs behind behaviours, and using this to help plan next steps. | *"So… and then it's having the understanding of what ticks for that child. So for example one particularly child it's a colouring book. That's their passion to do a particular piece of work. So it's trying to… yeah, each plan is different" (Participant 7)* |

think as I mentioned before, that it's not dealing with the root causes of why things are happening"

(Participant 7)

"that's where you're understanding erm where the child is coming from. So for example if a child erm is unhappy, angry, what are the reasons behind that? Because every child shows their emotions very differently. Erm some children can be loud, some children can become very quiet. And so it's understanding the child, what makes them tick basically"

(Participant 15)

Facilitators and Barriers Task

Facilitators

Name of Theme	Sub themes	Description	Relevant Quotes
Having the whole-school community on-board	Whole-school training	Every staff member within the school receives the training and consistently uses the same approaches with the children, increasing parental	*'making sure everybody is kind of on board and everybody has the same understanding'* (Participant 14) *'It's just getting everybody on the same page really, I think'* (Participant 2)

		understanding and use of the approaches.	*'I think if parents were the same it would make… it would help the child' (Participant 5)*
	Need to experience it before being able to offer it to others	The whole school culture needs to be therapeutic and compassionate - school staff need to experience the ethos of the approaches within the staff team in order to be able to offer it to the children.	*'So a lot of it has to be that that environment is created, first of all by your team leaders, you know, and your governors who give you trust and belief and that sort of… they are therapeutic towards you, you are then therapeutic to your team, your team are therapeutic to everybody… you know, it's something that has to be a change in everything that you do' (Participant 11)*
			'I try and treat my staff decently so that they treat the children decently' (Participant 4)
Training type and delivery	Starting with the 'why'	Beginning training by focusing on developing understanding of why the approaches are being adopted and used with the children before moving on to details about the specific approaches and strategies	*'So it's back to training of the staff to understand why it's being done, what's being done and how it's being done' (Participant 7)*
			'Where actually we should have left it until we'd gone a little bit better into the deeper stuff' (Participant 4)
	Training Roll Out	The senior leadership team initially supporting and starting the change combined with the importance of training other staff members in school in	*'I guess first of all you would start with the senior members of staff erm because you need to get them on board first. And then once that's happened, you know, go down the team' (Participant 15)*

		order to enable training roll out across the team.	*'I think there needs to be somebody that's not just in senior leadership. So at my school we've all been trained in it, senior leadership, but a lot of the training is delivered to staff by erm kind of somebody in the middle leadership team' (Participant 3)*
	Engaging and practical training opportunities	The usefulness of hands on, experiential training, with opportunities to engage in modelling and one to one support with application.	*'so what we did at school was getting them really involved, it being really hands on' (Participant 8)* *'And the feedback was really good because it was very practical and they were brought together and then split off into different teams. They were able to talk to their colleagues, they were able to… just having that time I think to nit-pick about specifics in your class' (Participant 6)*
	Regular training reminders and reflection	The importance and benefits of ongoing training and reflection by using regular reminders or short bursts of information.	*'It's really just, you know, reiterating everything. The training, the ongoing training' (Participant 12)* *'They send us once a month, it's a vlog of one aspect of therapeutic thinking and they're only minutes long. Two minutes, three minutes long' (Participant 1)*
Working together and feeling supported	Senior leadership teams listening to, supporting and encouraging staff members	The senior leadership team offering school staff an opportunity to honesty reflect on their experience and application of the approaches and	*'they come in and they vent all their frustrations, what's going well, what's not going well and what they need from us as an SLT' (Participant 6)*

	receive support, guidance and encouragement.	*'The SLT work hard to listen to staff and listen… there's an open-door policy. Whatever they want to talk about, it's listened to' (Participant 7)*
Sharing successes	The sharing of positive stories/ examples/ news in relation to using the new approaches both with other staff members in the school, school governors and parents	*'something on a weekly basis to say 'this positive happened, this scenario came about, this is what was said and turned it around to this degree' (Participant 2)*
		'presenting that initially and then sharing with them some successes around the school, so we did agree – we've not done it because of Covid – but we did agree it after that one, so at that original meeting I shared with them some successes up to that point and then I said to them I'm happy to do this maybe once a quarter, just tell you what's going on around the school therapeutically' (Participant 1)
		'we sent physical postcards, but we also send like an electronic one via email which again, it basically says 'Dear, whatever the child is' it's got the values and then we say 'you've been… I don't know, like an honest owl this week, because as you took yourself around school you made sure that you stayed quiet so that others could continue to learn. That was really honest of you'. And we would say that specifically to that child about them. So… and the parents obviously see that stuff' (Participant 1)

Barriers

Name of Theme	Sub themes	Description	Relevant Quotes
Shifting perspectives	School staff's acceptance and awareness of the approaches	Difficulties and challenges with supporting staff in understanding and adopting the new approaches	*'People's perceptions are really difficult. Erm because you're having, like I said earlier on you know, teachers and TAs and adults come into school already with this behaviourist kind of viewpoint in their head and to get really effective therapeutic approaches you have to change how everybody feels and thinks' (Participant 11)* *'Because even, you know, since we've done it we've had some staff members like 'No, absolutely not. That's not how it should be done. They should be punished. They should have sanctions. This should happen, that should happen' (Participant 12)*
	Childrens' and parents' familiarity and acceptance of the approaches	Initial reluctance or hesitation from the children and parents in accepting the unfamiliar and new approaches used by the school staff	*'Especially some of our older children. You know, they spent so many years with the old kind of behaviourist approach that they're still kind of getting used to why we're managing them in a different way. So you know, getting that kind of training rolled out to the children' (Participant 14)*

			'Erm I had a parent meeting a couple of weeks ago and this child was being hit by another child and the parent was sort of like 'Well why… why isn't he being sent home or being excluded?' and I was like 'Well, that's not actually going to teach him anything' (Participant 9)
Persisting with the approaches despite setbacks and limited progress		Difficulties in staff perseverance and adaptability in using the approaches when faced with setbacks and limited progress	*'it's not 'this is it, this is the plan, this is how it's going to work'. It's constantly reviewing what's working and what's not working. And I think potentially that's the harder thing for support staff that are working with the children, that actually it's not a solution, again, a one size fits all solution. It's constantly reviewing and constantly looking at what's working' (Participant 7)*
			'erm you know, we've had the training, we know why we're doing it, you know, we could reel off a brainstorming thing of why it's done but I still don't think that they get what… you know, what to do with it erm when, like I'm saying, when you've tried all you can and it just doesn't work. I think that that's been the hardest part for the staff' (Participant 10)
Perceived scarcity of resources	Demands placed on time	Having the time to train staff, deliver and adjust the approaches and embed the ethos across the whole school	*'Erm time. I think time. Time to bring everybody together because that, you know, is vital. Erm we have very few inset days' (Participant 6)*

		'so the time to train, you know, to be able to get… you know, every time you want to train somebody in something you've got to get them out of class which then potentially leaves, you know, somebody else in a difficult situation' (Participant 14)
Cost of using the approaches	The financial implications of training all staff members and ensuring enough staff are available to support the delivery of the approaches	*'then you've got the financial implications of having to pay support staff that aren't paid for inset days or, you know, childcare issues. So yeah, it's a lot of forward planning' (Participant 6)*
		'if you don't actually have the adults in a classroom to deal with that kind of situation or adults that are available outside the classroom to help in those situations then there isn't the time to do it. There's not the time to sit down with the child if you're the only adult with 31 children and nobody else that's around. Erm I think there's that, you know. And equally that's down to time and that's also down to, you know, restrictions of how many staff you can have because of budget and money and that kind of thing' (Participant 13)

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