

UNIVERSITY of CHICHESTER

'Does it make a difference?'

**An Evaluation of the 'Team-Teach' Training programme
within Primary Schools in West Sussex**

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partial fulfilment of the
degree of MA (Education)**

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Abstract

This research examines 'Team-Teach', an approach to managing challenging behaviour. Training is delivered by West Sussex County Council Learning Service to primary schools staff using a six hour package, offered at either a professional centre or on site at the school. 'Team-Teach' incorporates de-escalation and physical interventions, known as 'positive handling strategies'. Findings from a total of 389 participants, representing a range of roles and experience, through analysis of course evaluations, questionnaires and interviews indicate increased confidence in a range of areas. Staff rated the course highly and felt it was valuable and pertinent to their work, finding the 'physical positive handling' of most value, followed by de-escalation skills and raising awareness of legal guidance. Response to follow-up postal surveys was only 17% and indicated a slight loss of confidence in physical positive handling, partly due to the fact that respondents had not had to use this very frequently, because the situation in schools 'calmed'. Results are supported by triangulation with other sources. Limitations of the present study and possibilities for further research are discussed.

Word Count: 19687

Introduction

Over twenty years ago, the Elton Report (DES 1989:2:25) highlighted that 'bad behaviour in schools is a complex problem which does not lend itself to simple solutions'. It can be considered that the factors promoting good behaviour in schools are multi-dimensional and interact dynamically at different levels; strongly embedded in the curriculum, ethos and environment, as well as being influenced by the wider community level. There is certainly no single solution to poor behaviour (DCFS 2009: 3).

In addition, there is no 'one size fits all' approach to supporting pupils presenting with 'challenging' behaviour. Strategies that might be effective for one staff member with one pupil are not necessarily effective for another staff member with a different pupil (Goodman and Burton 2010).

Pupil behaviour can be considered to be a multi-faceted and dynamic construct and, as such, approaches need to be tailored to the individual pupil and the school context. Strategies need to be perceived as manageable by staff for them to implement them effectively, given the constraints they may be working within. Staff need to feel confident in their own ability to use those strategies effectively, as well as draw strength from a collective sense of shared responsibility.

Research in the area of pupil behaviour in schools supports the notion that 'promoting learning' and 'managing behaviour' are linked and the term 'learning behaviour' has been coined to describe this dynamic and complex

process (Powell and Tod 2004). The use of the term 'behaviour management' has been criticised in recent years as involving

...a relationship of power and control, where the teachers shape and manage the behaviour of children and young people, whose autonomy is undermined and overlooked. (Hart 2010: 354)

Therefore, in this research, 'behaviour management' was avoided where possible, but it is worth noting that other researchers use this as a 'generic term and this can apply equally well to different perspectives without endorsing a particular orientation' (Hart 2010: 354).

The extent to which a teacher feels able to successfully include a pupil with Behavioural, Social and Emotional Difficulties (BESDs) can be seen to be dependent on a whole host of teacher and school variables (Avramidis & Norwich 2002). However, it has been consistently found that professional development courses can result in 'less resistance to inclusive practices' (Dickens-Smith; Leyser & Tappendorf; Van-Reusen et al cited in Avramidis & Kalyva, 2007:2) as well as 'a reduction in stress when coping with the demands of inclusion' (Forlin 2001 cited in Avramidis & Kalyva, 2007:3). Research has suggested that 'behaviour management' is the biggest challenge teachers face and directly affects their morale, confidence and happiness. (Anderton and Westwood 2010).

Access to regular in-service training opportunities has been associated with more positive attitudes towards inclusion and also high perceptions of self-efficacy, competence and teaching satisfaction. (Avramidis & Norwich 2002). This research is an evaluation of the 'Team-Teach' training approach in mainstream West Sussex primary schools. Team-Teach presents a range of

behaviour strategies seeking to address significant factors that can contribute to a critical incident involving pupils. The approach is distinct from most of the 'behaviour management' strategies available in educational settings in that it includes both training in de-escalation skills and physical interventions, known as 'positive handling strategies'.

The overall purpose was to explore the impact of Team-Teach training in West Sussex primary schools and to consider the following questions:

1. Has Team-Teach training increased staff confidence and had a significant impact in specific areas related to course content?
 - a. Use of de-escalation skills
 - b. Physical positive handling
 - c. Awareness of legal aspect surrounding positive handling
2. Are there differences in perceived confidence in these areas depending on staff's prior experience and role?
3. Are there differences in confidence and impact levels following whole school training compared with central training?
4. Does Team-Teach training impact on schools' ability to include pupils with Behavioural, Emotional and Social Difficulties (BESDs) and if so, how?
5. What effect does the training have on pupils within school (perceived by staff), staff and whole school processes and policy?
6. How might the training be improved?

In relation to professional development activities, Guskey (2002) raised the importance of asking the question, 'Does it make a difference?'. Given the economical strains on schools and Local Authorities in the current political climate, as budgets become tighter with increased accountability, this question becomes increasingly pertinent. Does Team-Teach training make a difference?

The Context

Researchers have previously highlighted the difficulty of securing knowledge of effective strategies for working with pupils with BESDs based on evaluated effectiveness (Olsen and Cooper quoted in Powell and Tod 2004:15). It has been suggested that much advice has not been informed by a systematic review of the research evidence (Evans et al 2003).

Hayden and Pike (2005) conducted an evaluation of Team-Teach which overall, provided a positive endorsement of the approach, especially in relation to staff confidence and knowledge of the legal framework for physical interventions. However, in mainstream schools, they highlighted:

Positive handling strategies' caused most anxiety for staff in mainstream schools, raising questions about the training needs of staff in mainstream schools and the extent to which they can be expected to respond appropriately in the relatively rare critical incidents that necessitate physical intervention.

(2005:20)

McDonnell (2009:3) highlighted large numbers of U.K. staff receive training in physical interventions on a regular basis and that there is an underlying assumption that this training is beneficial, but that this is not based on sound empirical data. Beech and Leather (cited in Allen 2009), in a general review of training models concluded that:

although aggression management training is widely available it is often inappropriate for the needs of different staff groups

(2009:7)

Team-Teach is a British Institute of Learning Disabilities (BILD) accredited course underpinned by the Code of Practice (BILD 2010). This document states that training organisations and commissioning services that fully adopt the principles of the code should 'be able to demonstrate the delivery of

training and education reflects the individual needs of children, young people and adults who they support'. The work undertaken by BILD in the field of physical interventions has concentrated on making both services and training in physical skills safer, with a refocus on the importance of positive behaviour support, the importance of reducing the use of physical interventions as well as the importance of appropriate cultures within care and education services (BILD 2010: 11). Allen (2009: xiv) states

Having led a restrain better initiative, BILD now needs to champion a restrain reduction initiative

Allen (2009: xii) also raises the point that in the area of physical intervention training there is a 'scandalous lack of research evidence behind what is clearly a major industry' and highlights BILD should play a role in promoting and supporting new research that 'begins to address the evidence-free and opinion-dominated practice model that pervades the whole industry' (Allen 2009: xiv).

Whilst unfortunately there may still be U.K. providers of physical intervention training who do not adhere to the BILD code of practice notion of restraint reduction, Team-Teach can be considered to be one of the most highly regarded in the field. In 2006, Team-Teach training received a National Training Award:

The results have been highly impressive with the Team Teach strategy being commended by Ofsted inspections for its effectiveness in work with children with autism and more complex needs who react positively to the assistance and direction from adults using Team-Teach methods. The benefits are also acknowledged by parents who have seen considerable improvements in the behaviour of their children. The training has led to a reduction in the frequency of restraint and a greater use of non-verbal and verbal responses. It also means that life for staff is

made easier because they have the skills to deal with these very difficult situations. (NTA 2006:3)

In addition, there is now a growing evidence base to support the Team-Teach approach (Hayden and Pike 2005, Cotton 2010, Griggs et al 2011).

Given the large numbers of staff who have attended the course in West Sussex County Council since 2006, it seemed essential to evaluate the Team-Teach approach in mainstream West Sussex primary schools to ascertain whether the training was meeting the schools' needs, whether the training was perceived as beneficial and how the way in which it is delivered could be improved. The use of direct physical contact in order to overpower a child raises complex legal, ethical and practical issues. It is therefore hoped that staff in mainstream primary schools, as highlighted by Hayden and Pike (2005), do not have to use positive physical handling very often and if they do, incidents reduce over time. It is crucial to explore this issue in order to improve the quality of education and promote inclusion for pupils with challenging behaviour in mainstream primary schools.

The Green Paper, Support and Aspiration (DfE 2011a) outlined a shift in local authorities from being a provider of learning services towards a more strategic commissioning role. Whatever the future holds, this research highlights the importance of schools having access to this type of training in the future and in particular the benefits of the 'Team-Teach' approach.

The West Sussex Education and Schools' Policy (WSSCC 2010) highlighted the focus of the Learning Service should be on achieving the best possible outcomes for children and young people. West Sussex County Council has a

duty to support learning settings to ensure they champion the emotional and physical welfare of all the children and young people who attend them:

As partners we will support, challenge and intervene with providers to ensure children and young people are safeguarded to help them and their families secure their statutory entitlements (WSCC 2010:11)

It is therefore important to have completed research into the effectiveness of Team-Teach during this transition period in the Local Authority, since employers have an on-going duty to ensure that their staff are equipped to safeguard children. Local Authorities have a number of specific statutory duties to organise and plan services and to safeguard and promote the welfare of children (HM Government 2006). In addition, under health and safety legislation, employers are responsible for the health, safety and welfare of employees and the health and safety of persons not in employment, including service users and visitors (DoH & DfES 2002:14). This requires employers to assess risks to both employees and service users arising from work activities, including the use of physical interventions. The guidance (DoH & DfES 2002) stated 'employers should also establish and monitor safe systems of work and ensure that employees are adequately trained.' (2002:14: 4.2)

Under section 11 of the Children Act (HM Government 2004), Local Authorities need to ensure their functions are discharged with regard to safeguarding and promoting children's welfare. The West Sussex Education and Schools' Policy (2010:13) outlined the following success criteria in relation to safeguarding relevant to the implementation of the Team-Teach approach in mainstream schools:

- Children and young people will be safe in learning settings, with staff who consistently provide for their physical and emotional welfare
- Parents/carers will trust educational settings to protect their children from harm
- Parents/carers will have confidence in the capacity of educational settings to work with them in the best interests of their children

In relation to these success criteria at this time of transition in Local Authorities across the country, given the legislation and the requirements of schools and Local Authorities to safeguard children and young people, this research highlights the importance of schools having access to future Team-Teach courses, to ensure that the welfare of the child is of paramount consideration and not lost in a process of negotiation and decision over which training provider to use.

CHAPTER 1

The Theoretical Background and Literature Review

"Violence is the language of the unheard"

Rev Martin Luther King

Inclusion in Mainstream Primary Schools

The previous Labour government saw a push towards inclusive schooling to prioritise social justice and equality (Goodman and Burton 2010). The current Government intends to promote fairness, reduce child poverty and improve social mobility by intervening early (Allen 2011, HM Government 2011). For schools to meet the government's academic and social aspirations, pupil behaviour continues to be a concern.

The Importance of Teaching (DfE 2010) dedicates an entire chapter to children's behaviour in schools. The Education Committee report entitled 'Behaviour and Discipline in Schools' (House of Commons 2011:3) highlighted 'persistent poor behaviour in schools can have far-reaching and damaging consequences for children and can limit their horizons: this is not a problem that can be ignored'. More recently, the Government produced concise guidance entitled 'Behaviour and Discipline in Schools' (DfE 2011b) with a focus on giving 'schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn,' (DfE 2011b:1) .

Establishing a Definition of Behavioural, Emotional and Social Difficulties

Previous researchers have noted the difficulties in defining terms used by professionals such as 'challenging behaviour,' (Visser 2003). The perception of behaviour constituting as 'challenging', 'poor' or 'disruptive' is conditioned both by context and by the observers' expectations (Ofsted 2005). There are issues around the linguistic interpretation of these terms and of what actually constitutes a Behavioural, Emotional and Social Difficulty (BESD). Hayden (2009:86) noted that terminology describing behaviour in schools varies 'considerably across disciplinary, professional and political perspectives'. Hayden (2009: 88) also noted that actions can be interpreted in more than one way; e.g. when does a playground 'fight' become 'assault'?

Behaviour can be transient and fluid, dependent on many variables outside a class teacher's control or awareness, extending to the local community and society. The term 'violence' clearly falls at one extreme of 'challenging' behaviour. However, (Managing Challenging Behaviour, Ofsted) stated,

there does appear to be widespread agreement that two types of behaviour are challenging, whatever the circumstances. The first is overtly aggressive behaviour: physical acts such as biting and pinching, throwing furniture and assaulting people. The second is aggression that is mainly verbal, for example, streams of abuse, temper tantrums and invasion of personal space intended to be threatening. The second type includes behaviour which defies teachers' authority in refusing to follow instructions (2005:7)

The report revealed,

'the most common form of poor behaviour is persistent, low-level disruption of lessons that wears down staff and interrupts learning. Extreme acts of violence remain very rare and are carried out by a very small proportion of pupils,' (2005:4),

which confirms findings by the Elton report (DES 1989). This identified 80% of disruption in schools 'directly attributable to poor classroom organisation,

planning and teaching'. A strong relationship between behaviour and the curriculum has been identified by Ofsted (2005) as a key factor in effective classroom management.

The guidance entitled *The Education of Children and Young People with Behavioural, Emotional and Social Difficulties (BESD) as a Special Educational Need* (DCFS 2008) stated,

'Whether a child or young person is considered to have BESD depends on a range of factors, including the nature, frequency, persistence, severity and abnormality of the difficulties and their cumulative effect on the child and young person's behaviour and/or emotional wellbeing compared with what might generally be expected for a particular age.' (DCFS 2008: 13 para 55)

The Green Paper, *Support and Aspiration* (DfE 2011a) highlighted that 26 per cent of young people at School Action Plus and 14 per cent of pupils with statements have a BESD identified as their primary need (DfE SEN SFR 2010). The figure of pupils with BESDs as a Special Educational Need increased by 23 per cent between 2005-2010. This information may reflect improved identification rather than an increase in prevalence, (DfE 2010) but a lack of clear definition makes it difficult to gauge its full extent. (Ofsted 2005:5).

The nature and level of challenging behaviour in schools

Headlines such as 'Most primary school exclusions for assault' (Garner 2010) raised the issue that more than 1000 four-year-olds have been excluded from school in a year and that the most common reason for permanent exclusion of a primary school pupil was for physically assaulting an adult - usually a teacher or classroom assistant. The recent White Paper (DFE 2010), stated the number of serious physical assaults on teachers has risen and noted that in 2007, almost 18,000 pupils were permanently excluded or suspended for attacking a member of staff. Other headlines such as 'Violence driving teachers away' (Coughlan 2007), 'Teachers lack violence training' (BBC News 2010) as well as 'Seven out of 10 teachers want to quit' (McCorkell & Greig 2010), paint a negative picture of children and young people, as well as the teaching profession in general.

The recent White Paper, The Importance of Teaching (DFE 2010) notes that among undergraduates considering becoming teachers, the most common reason for pursuing another profession is the fear of not being safe in schools (Freedman et al 2008). High profile incidents of street crime such as the summer 2011 riots, perhaps do little to create a more positive public perception of schools and young people. However, the reality in schools may be somewhat different;

widespread belief that it is on the increase is not fully supported by statistics.... However, public awareness and intolerance of school violence has greatly increased over the last 10 years, and most European governments have put school violence on their political agendas. (Council of Europe website 2006)

Violence can be defined as 'behaviour intended to harm, physically or emotionally, persons in school as well as their property and school property

(Benbenishty & Astor cited in Brown & Winterton 2010: 12) There is clearly a difference between this type of behaviour and low level disruption experienced in classrooms across the country.

Analysis of the Statistical First Release data for permanent and fixed period exclusions from primary schools in England 2007-2010 (Table 1 and Table 2) show 'persistent disruptive behaviour' to be the most common reason for exclusion, closely followed by 'physical assault against an adult' for permanent exclusions and 'physical assault against a pupil' for fixed period exclusions.

Table 1 DfE* Percentage of Permanent Exclusions from Primary Schools in England by reason for exclusion 2007- 2010

Reason for Exclusion	% of permanent exclusions		
	2007/2008	2008/2009	2009/2010
Physical assault against a pupil	16.0	17.1	14.2
Physical assault against an adult	29.5	28.3	29.1
Verbal abuse/ threatening behaviour against a pupil	5.6	5.2	4.5
Verbal abuse/ threatening behaviour against an adult	9.4	10.3	10.8
Persistent disruptive behaviour	30.3	28.3	30.1
Other reasons	9.2	10.8	11.3

* data taken from Statistical First Release available from <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076525/exclusion-data>

Table 2 DfE* Percentage of Fixed Term Exclusions from Primary Schools in England by reason for exclusion 2007- 2010

Reason for Exclusion	% of fixed term exclusions		
	2007/2008	2008/2009	2009/2010
Physical assault against a pupil	24.7	24.8	24.3
Physical assault against an adult	16.4	17.7	19.4
Verbal abuse/ threatening behaviour against a pupil	5.4	5.4	5.1
Verbal abuse/ threatening behaviour against an adult	12.2	12.6	12.0
Persistent disruptive behaviour	29.6	27.7	27.5
Other reasons	11.7	11.8	11.7

* data taken from Statistical First Release available from <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076525/exclusion-data>

In West Sussex, data was not available for primary schools on their own or for fixed period exclusions, but was available for permanent exclusions from Primary, Secondary and Special Schools, City Technology Colleges (CTCs), Academies and non maintained schools altogether.

Table 3 DfE* Percentage of Permanent Exclusions from Primary, Secondary and Special Schools, CTCs, Academies and non maintained schools in West Sussex by reason for exclusion 2007- 2010

Reason for Exclusion	% of permanent exclusions		
	2007/2008	2008/2009	2009/2010
Physical assault against a pupil	13.3	11.1	23
Physical assault against an adult	6.7	8.9	6
Verbal abuse/ threatening behaviour against a pupil	X	X	6
Verbal abuse/ threatening behaviour against an adult	13.3	10	6
Persistent disruptive behaviour	46.7	41.1	47
Other reasons	20	28.9	12
	<i>n = 150</i>	<i>n = 90</i>	<i>n = 100</i>

* data taken from Statistical First Release available from <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076525/exclusion-data>
 x Less than 5 or a rate based on less than 5

The Statistical First Release data also shows that permanent and fixed term exclusion figures have fallen nationally, in the South East and in West Sussex over the last 5 years (Table 4). However, in relation to the percentage of the school population, permanent exclusions have remained fairly constant with a slight dip in West Sussex in 2005/2006, and in West Sussex and the South East as a whole in 2009/2010. Fixed term exclusions (as a percentage of the school population) have fallen consistently since 2006/2007 (data not available for 2005/2006) in West Sussex, whilst remaining more constant nationally and in the South East (Table 4).

Table 4 DfE* Number of permanent and fixed term exclusions in England and South East maintained primary schools 2005- 2010

	Permanent exclusions		Fixed term exclusions	
	Number	% of school population**	Number	% of school population**
2005/2006			Data not available	
<i>England</i>	970	0.02		
<i>South East</i>	160	0.02		
<i>West Sussex</i>	7	0.01		
2006/2007				
<i>England</i>	980	0.02	45,730	1.11
<i>South East</i>	150	0.02	7,850	1.26
<i>West Sussex</i>	12	0.02	657	1.16
2007/2008				
<i>England</i>	960	0.02	43,290	1.06
<i>South East</i>	140	0.02	7,290	1.17
<i>West Sussex</i>	10	0.02	620	1.10
2008/2009				
<i>England</i>	720	0.02	39,510	0.97
<i>South East</i>	110	0.02	6790	1.09
<i>West Sussex</i>	X	X	485	0.86
2009/2010				
<i>England</i>	620	0.02	37,210	0.91
<i>South East</i>	80	0.01	6,400	1.02
<i>West Sussex</i>	6	0.01	470	0.83

x Less than 5 or a rate based on less than 5

* data taken from Statistical First Release available from

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076525/exclusion-data>

** The number of permanent exclusions expressed as a percentage of the number (headcount) pupils (excluding dually registered pupils) in January of the year

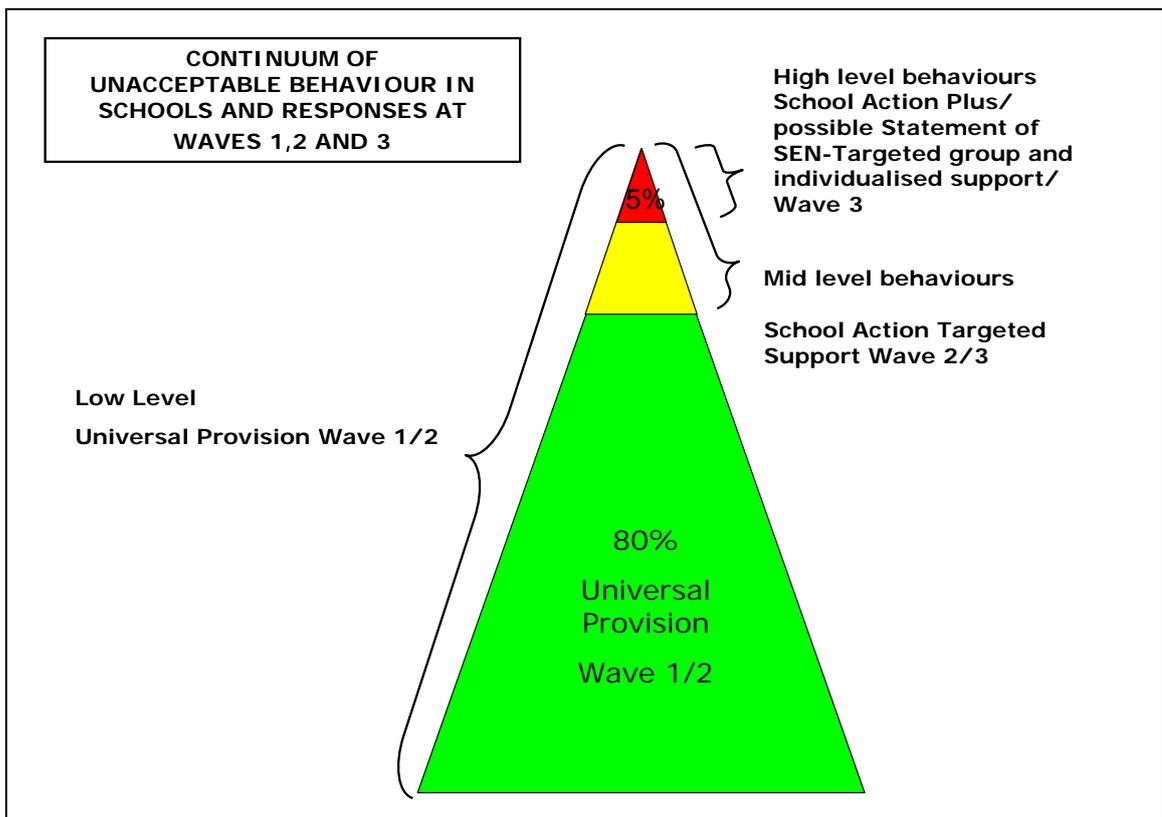
This data may not give a full picture of behaviour in schools as Local Authorities and Schools may be working in less overt ways to reduce permanent exclusion by employing alternatives such as 'managed moves'. The dip in fixed period exclusions may be indicative that behaviour in West Sussex primary schools is improving or staff are better equipped to manage it. There is a slight data gap of around 1% in primary schools and 2% in secondary schools with the Statistical First Release.

It is recognised that current data collected on behaviour in schools by the DfE in terms of numbers of exclusions, fluctuates depending on changes in policy

and practice (Gilliam & Shahar 2006, Imich 1994; Theriot, Craun & Dupper 2010 cited in Gibbs & Powell 2011:4, Brown & Winterton 2010).

Figure 1 presents a simplified visual model of unacceptable pupil behaviour, using estimations from previous research findings (Elton 1989, Ofsted 2005).

Figure 1: Continuum of unacceptable behaviour in schools and responses at Waves 1, 2 and 3



Pupil behaviour is most usefully considered on a continuum from acceptable behaviour to low level unacceptable behaviour at one end, progressing to mid level unacceptable behaviours such as verbal abuse, onto higher level unacceptable behaviours, such as physical assault and threatening behaviour.

The impact of challenging behaviour in schools

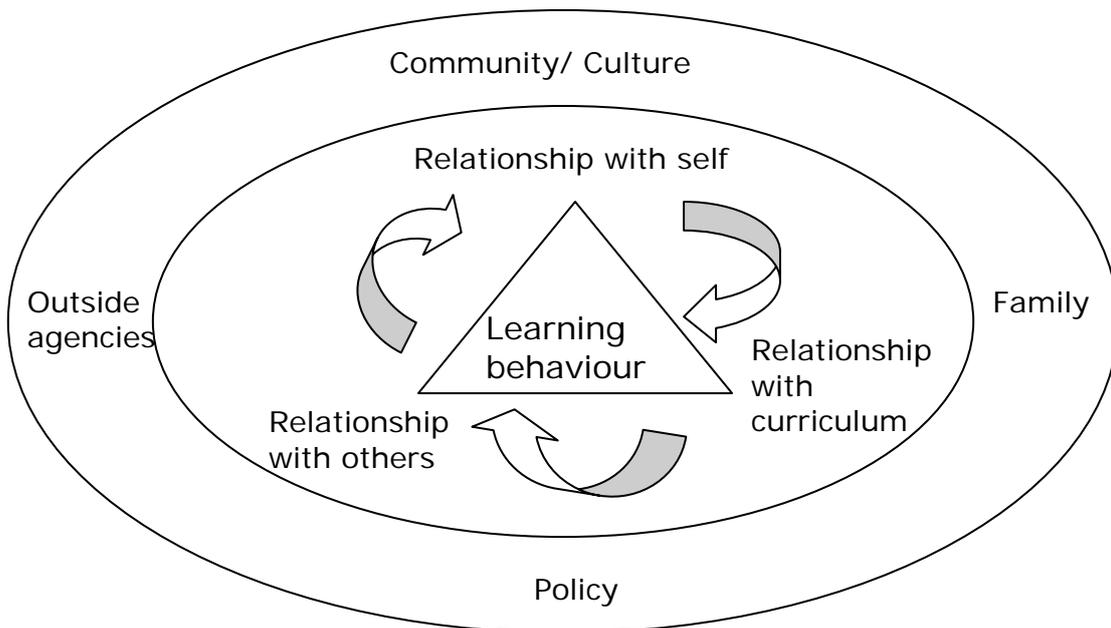


Figure 2 Conceptual framework- for learning behaviour in schools contexts (Powel and Tod 2004)

The social context of the classroom has long been researched and the importance of wider influences on learners' behaviour should not be underestimated; the relationship between teacher and learner is very significant (Pester cited in Powell and Tod 2004: 23).

From a pupil's perspective, research suggests that a safe learning environment supports pupil participation and interaction with teachers (Turunen et al cited in Jennifer & Shaughnessy 2005) and positive peer relations are linked with adjustment to school life and with academic success (Coie & Dodge; Pellefrini & Blatchford cited in Jennifer & Shaughnessy 2005).

The inclusion of pupils with BESDs in mainstream primary schools presents staff with considerable challenges. It is understandable that some teachers

may find inclusion of pupils with BESD a taxing experience. McNamara and Moreton emphasised,

Inclusion does not work where the school does not have the systems or the teachers the skills and strategies or the pupil's peer group the skills to deal with that pupil's bad behaviour (2001:1)

Research has found that pupil misbehaviour affects teacher stress, well-being and confidence. (Little & Hudson, Griffith et al, Hastings & Bham cited in Clunies-Ross et al 2008). More extreme acts of violence can threaten staff morale (Gill & Hearnshaw cited in Jennifer & Shaughnessy 2005), contribute to teachers leaving (Beaman & Wheldall cited in Clunies-Ross et al 2008) and predict staff exhaustion burnout (Hastings & Bham cited in Clunies-Ross et al 2005), a condition conceptualised from long term occupational stress particularly among human service workers (Jennett, Harris & Mesibov 2003). Research has suggested perceived difficulties with inclusion, increase according to the severity of pupil's behaviour (Avramidis and Norwich 2002).

Responses unacceptable pupil behaviour

There is certainly no shortage of guidance, training packages and examples of good practice, e.g. Evans et al (2003), DCFS (2009). Scruggs and Mastropieri (1996) found that whilst about two thirds of teachers surveyed espoused views in favour of inclusion, only a quarter of teachers believed they had the resources (including skills, time or training) to implement it successfully.

Avramidis and Norwich (2002) found that with more resources and support, as well as restructuring of the mainstream school environment, teachers' attitudes towards inclusion became more positive. The support and

encouragement of a head teacher can help create and maintain positive attitudes towards inclusion (Goddard et al 2004, Gibbs 2007).

Alvarez (2007), stated that teachers' responses to pupils are affected by the degree they feel confident in handling the behaviour. Alvarez (2007: 51) noted that 'certain perceptions of pupil behaviour are more likely to elicit punitive, disciplinary reactions in response to pupil aggression, particularly in conditions of high stress and emotional exhaustion.'

Reactive unplanned strategies used by teachers following a child's inappropriate behaviour (Clunies-Ross et al 2008) can be detrimental to both staff member and pupil, creating a cycle of negativity which can be difficult to turn around and can mean that behaviour escalates (Alvarez 2007). Teacher's use of reactive behaviour management strategies have been found to increase teacher stress and reduce 'on-task' pupil behaviour (Clunies-Ross et al 2008).

It can be considered pupils with BESDs need to form positive relationships and to develop the ability to trust staff. Reactive punitive approaches to such pupils perhaps only serve to reinforce the negative perception they may hold about themselves, create distance (Alvarez 2007), resulting in more negative behaviours, which may cause the situation to escalate and leave staff feeling, 'in our school we are not capable of handling these students' (Sorlie & Torshiem 2011).

Conversely, staff who use proactive strategies lessen the likelihood of a child demonstrating inappropriate behaviour. They alter a situation before problems

escalate (Clunies-Ross et al 2008). Research indicates that 'classroom behaviour management' is most effective when proactive approaches are employed (Herrera & Little; Wheldall et al; Wilks cited in Clunies-Ross et al 2008).

Research indicates that historically teachers and the media perceived 'behaviour management' to be solely concerned with establishing control over disruptive behaviour (Powell and Tod 2004). Whilst the trend in practice has shifted from 'reactive, punitive approaches to reactive positive corrective approaches,' it has been postulated that the control model still dominates our thinking and practice (McLean 2006:3). Recent guidance from the Department of Education (2011b) seems to support this. The Schools White Paper, *The Importance of Teaching* (DFE 2010) seeks to increase the authority of classroom teachers and support them to 'discipline pupils appropriately' (DfE 2010:3.7):

Evans (2011) criticised this approach, demonstrating the need for authoritative 'tough love' approaches to discipline, working with trusted adults who offer consistent boundaries and positive attention, rather than the authoritarian 'get tough' approaches with harsh discipline which makes pupils disinclined to study or go to school (Evans 2010).

Work by Anderton and Westwood (2010) regarding barriers that inhibit teachers use of their statutory 'powers to discipline' indicated that teachers would ideally like to manage pupil behaviour with less focus on 'control' and more focus on establishing good individual relationships to maintain mutual

respect, whilst analysing what is 'driving the behaviour' (Anderton and Westwood 2010:4).

There is, perhaps, a difference between exercising what you are empowered to and achieving good behaviour in the classroom by positive intervention. Despite media report of reference by the government to 'powers to discipline' and the notion of ex-troops called up to discipline pupils and sort out problem schools (Loveys 2011), it is reassuring that the recent Green Paper, Support and Aspiration (DfE 2011a) has highlighted the importance of early intervention (DfE 2011a: 69 para 3.53), as well as establishing the root causes of the behaviour, rather than focussing on the symptoms (DfE 2011a: 70 para 3.53).

Despite the somewhat succinct nature of the document, Behaviour and Discipline in Schools (DfE 2011b), this guidance may provide schools with welcome clarity, particularly when parents are reluctant to engage with the school in addressing their child's behaviour. Hayden (2009) highlighted the uncertainty about the meaning and application of *in loco parentis*, the concept of teachers having the same authority over their pupils as parents have over their children. The Steer report (DCFS 2005: 80) recognised the 'trend for parents to challenge schools at law, noted in the Elton report, has continued and intensified'.

Use of Reasonable Force

The previous 'Use of Force' guidance (DCFS 2010) highlighted the need for schools to consider staff training in the area of de-escalation and physical intervention. Due to the timing of the author's research, schools awareness of this guidance was explored.

The Use of Reasonable Force guidance (DfE 2011c) is based on Section 93 of the Education and Inspections Act 2006 and provides a concise explanation, stating the meaning, use and application of 'reasonable force.' However, there appears to be less focus on the importance of de-escalation and the notion of using force as a 'last resort', than previous guidance (DCSF 2010).

Piper & Smith (2003) and Piper & Stronach (2008) highlighted how many UK childcare environments were becoming 'no touch' zones because of fear and moral panic. The Use of Reasonable Force (DfE 2011c) requires that schools do not have a 'no contact' policy. It also highlights good practice in having a policy and to speak to parents about serious incidents involving the use of force (DfE 2011c: 4). A requirement on schools to record and report to parents significant incidents of the use of force was introduced in section 246 of the Apprenticeships, Skills, Children and Learning Act 2009, but the legislation has not been brought into force. The resulting review (DfE 2011d), concluded the requirement would add to the 'bureaucratic burden' and it would be difficult for some schools to make the distinction about what was a 'significant incident'.

The Graduated Response

Table 4 highlights examples of the types of behaviour in each category; 'low', 'mid' and 'high' level identified by Anderton & Westwood (2010), in both primary and secondary schools

Low Level	Mid Level	High level
Talking Shouting out Being distracted/ losing concentration Not sitting in seats Incorrect uniform Mild swearing (to pupils) Lateness No equipment No homework Chewing gum/ eating	Verbal abuse Being disruptive Walking in/out Swearing at teachers Using banned items Refusal to hand over banned items Mobile use Absence Spitting Jumping on tables Refusing to follow instructions Pushing and shoving	Vandalism Carrying/ using weapons Drinking/drugs Truancy Bullying Being sexually inappropriate Arson (fireworks) Physical assaults Verbal assault/ threatening retaliation Fighting

Table 4- Types of unacceptable pupil behaviour categorised into Low, Mid and High Level in both primary and Secondary Schools (Anderton & Westwood 2010)

This can be used as a starting point for consideration for schools implementation of a graduated response to behaviour issues. Anderton and Westwood (2010) identified a 'strategy gap' for 'Mid Level behaviours.' Furthermore, they identified that 'failure to effectively deal with mid level behaviours could generate feelings of personal failure and ineffectiveness for some teachers' (Anderton & Westwood 2010:6).

The 'Strategy Gap'

Figure 3 shows the 'strategy gap' postulated by Anderton and Westwood (2010) and demonstrates a graduated response as part of the Waves Model of Intervention (The National Strategies 2010) with examples of possible strategies at each level adapted from research conducted by Anderton &

Westwood (2010), the researchers own practice, as well as some strategies from the Team-Teach approach.

Team-Teach uses a range of proactive and reactive strategies as well as de-escalation skills and could help to address the 'strategy gap' (figure 4). Given Government's focus on giving schools 'powers' to provide 'a safe and structured environment in which teachers can teach and children can learn', there is a need for effective Team Teach training to support this process.

Figure 4 Mid Level responses taken from Team-Teach approach

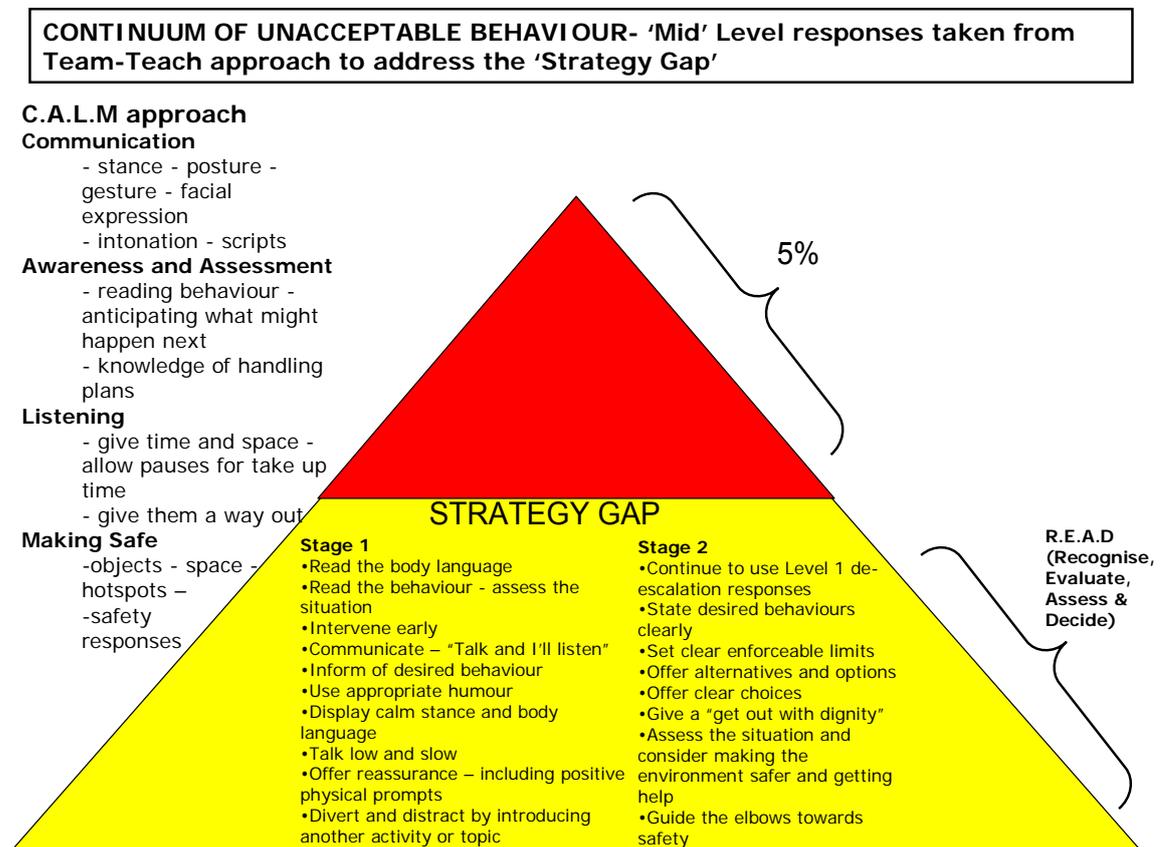
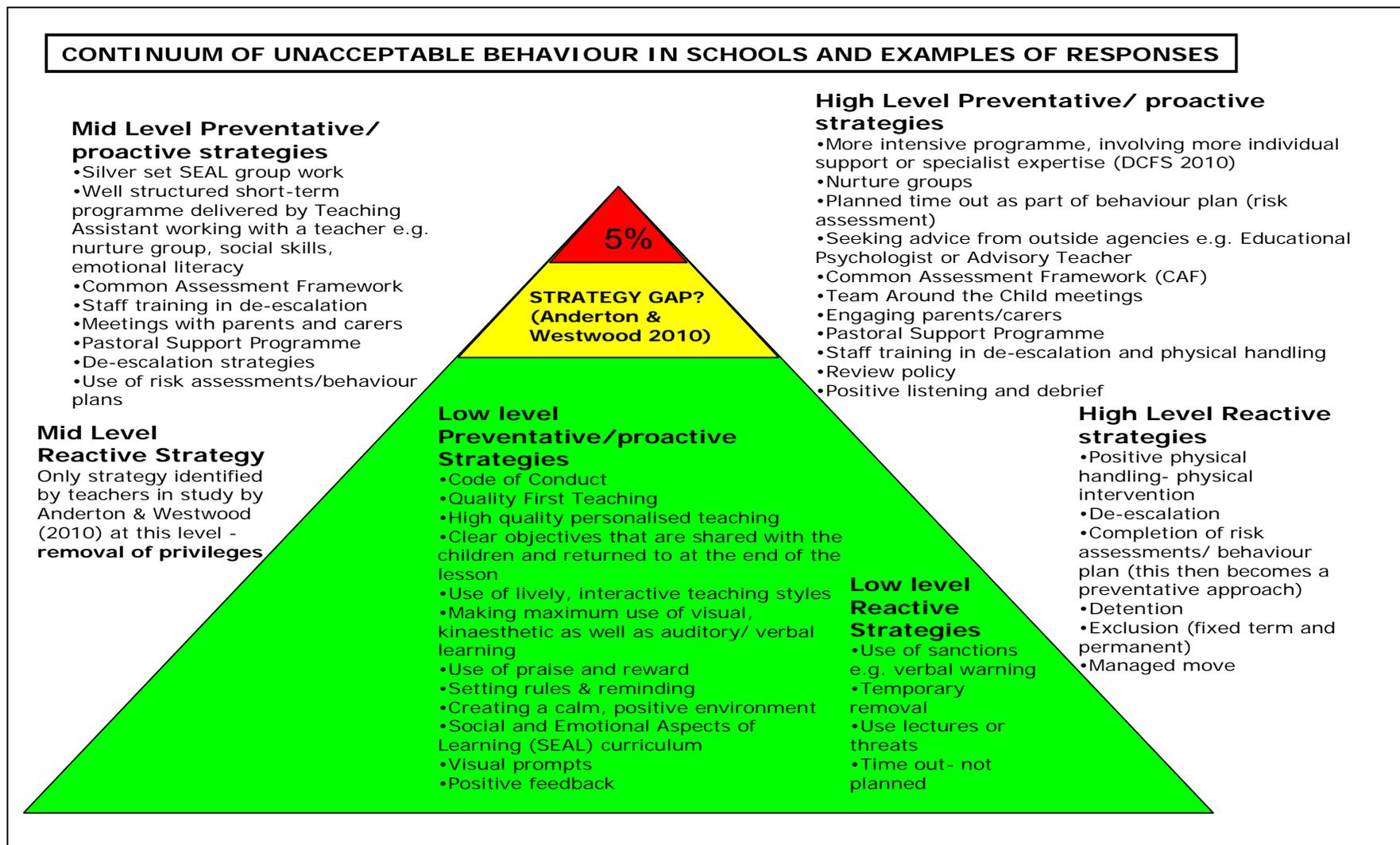


Figure 3: Continuum of unacceptable behaviour in schools and examples of responses



Perceived Self-Efficacy and the importance of training for staff

Teachers' perceptions of efficacy (Bandura 1997); the belief that s/he is able to affect student outcomes (Tshannen-Moran and Woolfolk Hoy cited in Gibbs 2007), can have a significant impact on inclusive practice. There is positive correlation between teachers' beliefs in their classroom efficacy and their management of behaviour (Almog and Schetman, Friedman and Kass cited in Gibbs & Powell 2011). When teachers perceive themselves as competent in the classroom, this has an impact on the pupil's behavioural regulation and prosocial functioning, which may be enhanced (Skinner & Belmont cited in Gibbs & Powell 2011: 4).

There is perhaps a need to shift practitioners away from a way of thinking that may pathologise behaviour; a 'within child' perspective where 'experts are needed to fix the child', to one where they consider themselves to be part of the systems surrounding that pupil and therefore able to make a difference.

The notion that one can make a difference has been termed 'interventionist beliefs' (Stanovitch and Jordan cited in Gibbs 2007). By contrast, the assumption that pupils' difficulties are pathological attributes that may be 'defined, identified and measured' (Gibbs 2007:49) has been termed 'pathnognomic beliefs'. Jordan and Stanovitch (cited in Gibbs 2007) reported that in comparison with teachers with 'interventionist' beliefs, teachers with 'pathnognomic' beliefs were much less likely to interact with students identified with learning difficulties, or to have effective teaching strategies for them. They are more likely to expect pupils with difficulties to be withdrawn for teaching elsewhere by someone else (Gibbs 2007). Stanovitch and Jordan

found that 'underpinning successful, inclusive practice in the classroom lay teachers' beliefs that they were responsible for all pupils' (cited in Gibbs 2007:49).

Is it possible to shift the thinking of those with 'pathognomic' beliefs to a more 'interventionist' one by effective training and Continuing Professional Development (CPD) for staff? Stanovitch and Jordan (cited in Gibbs 2007:51) found that through collaborative and supported professional development teachers were helped to experience success, which elevated perceptions of their efficacy towards including pupils with disabilities.

Gibbs (2007:51) highlighted appropriate training may provide opportunity for social learning and development of knowledge and skills. Social-learning experiences (Bandura 1997) may in turn influence the beliefs, thinking and actions of individual members of an institution (Gibbs 2007: 49).

Gibbs and Powell (2011) stress the importance of support for professional development to support practice and beliefs. The notion of 'collective efficacy' in relation to pupil behaviour has been coined, to refer to the shared beliefs in the school culture and ethos.

In Norway, Sorlie and Torshiem (2011:15) raised a number of possible intervention approaches to 'problem behaviour' including efforts to raise teacher's collective efficacy beliefs and efforts to reduce a negative cycle of escalating problem behaviour. This reduced the belief that "in our school we are not capable of handling difficult students" (Sorlie and Torshiem 2011: 13).

Training which empowers staff to better manage challenging behaviour, increases consistency in approach and encourages staff support. However, Sorlie and Torshiem (2011: 15) concluded that high teacher collective efficacy is not a 'panacea' and that 'individual-level processes', 'family factors' as well as other factors in school, may also contribute to 'problem behaviour'.

It is important to note the distinction between holding a perceived self efficacy belief and actual performance efficacy. Judgements about individual capabilities are not necessarily accurate assessments of those capabilities (Goddard et al 2004).

However, in relation to working with pupils with BESDs, self-assurance and confidence in one's ability and practice can be considered to be an essential starting point. The higher a staff's sense of efficacy, the more likely they are to persist in the face of failure (Goddard et al 2004).

Team-Teach

Team-Teach was developed by George Matthews in 1997 following a Churchill Fellowship awarded to research training programmes into managing aggression and violence in children and adults. Team-Teach has evolved into a training programme offered in the UK, New Zealand, Australia and Hong Kong. A variety of training options are available ranging from a one-day 'foundation course' for low risk settings, such as mainstream schools to advanced courses for high risk Service Settings such as Special Schools, Pupil Referral Unit's, Secure Units and Children's Homes. In addition, courses on 'Positive Listening and Learning' are also offered. The 'intermediate

instructors' course provides trainees with necessary skills to teach the 'foundation' and 'basic' (2 day) course to fellow employees of their own employer.

West Sussex County Council has trained a number of staff in the Learning Service as 'intermediate instructors' to deliver courses to mainstream primary schools. Since 2006, the one day 'foundation' course has included personal safety, risk reduction strategies, positive handling (including de-escalation and physical positive handling) as well as documentation and legal guidance.

Team Teach uses an integrated approach to address challenging behaviour. Appendix I examined the psychological paradigms underpinning Team-Teach's continuum of interventions. Since the nature of BESDS is transient, interactive and multi-dimensional, an approach to assessment, formulation and intervention perhaps needs to flexibly integrate a range of psychological perspectives (Rayner 1998).

Team-Teach courses 'aim to promote effective and safe verbal, non-verbal, positive and protective techniques within a holistic response to behaviour management' (Hayden and Pike 2005). Course documentation stresses that physical interventions are not the main focus of the approach. Prevention, defusing and de-escalation techniques make up more than 95% of responses to challenging behaviour.

The reality of challenging behaviour means that staff may be presented with a situation where it is 'reasonable, proportionate and absolutely necessary' to

use it as part of their duty of care. NASEN (2000 cited in Hayden and Pike 2005) stated, 'there should be greater recognition that restraint situations can occur in mainstream settings'.

Most recent guidance, (DfE 2011c) states 'all members of school staff have a legal power to use reasonable force' (Section 93, Education and Inspection Act 2006) and highlights that,

the term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(DfE 2011c: 2)

Despite the infrequent use of positive physical handling in mainstream primary schools, it is important staff are presented with some options to ensure the safest response if the situation arises. Schools owe a duty of care to their pupils and this duty of care requires that 'reasonable measures are taken to prevent harm' (DoH 2002:14). The Department of Health stated it may be appropriate to employ restrictive physical intervention to prevent a 'significant risk of harm', for example:

- To prevent an adult or child running towards a busy road
- To prevent an adult or child self-injuring
- To prevent an adult or child injuring another person
- To prevent an adult or child committing an offence

(DOH 2002: 14-15: 4.3)

Brown & Winterton (2010:37) cited the research of Hewitt (2002) who found that the schools which deal most successfully with 'violent' incidents were those with:

- A range of policies and strategies to call on
- Good relationships between staff and pupils
- Good communications
- Positive relations with the community

Staff need to feel supported by each other to be able to cope with the sometimes strong feelings that BESD pupils project onto those around them.

Geddes writes

In schools where there is least collaborative thinking about challenge and distress, the most likely it is that strong feelings are being constantly projected into the school community. There can be a sense of uncontained fear running about the school "as if anything can happen" (2006:132).

This shows the importance and role of collaborative peer support in schools (Hanko 2006). The Team-Teach approach strongly advocates the notion of communication, effective policy, positive relationships. It provides staff with strategies for working with pupils with challenging behaviour with a strong focus on de-escalation.

Through increasing awareness of prevention, defusing and de-escalation skills, the frequency of occasions where physical interventions are required should decrease following Team Teach training. Morgan (2004) sought children's views on restraint and reported 'staff looking after children where challenging behaviour is likely should be trained and skilled in 'de-escalating' situations before restraint becomes necessary' (Policy 15). Allen (2003 cited in Allen 2009: 143) highlighted that physical interventions can be likened to 'fire fighting' and that they are strategies that 'need to be brought into play once a 'fire' has broken out.' Team-Teach gives attendees some tools in terms of 'fire prevention' alongside 'fire fighting' which forms just 5% of the approach. The focus is 'about the way people relate to each other' (Team-Teach 2003:11 cited in Hayden & Pike 2005:3).

As highlighted in the Introduction, there is now a growing evidence base to support the Team-Teach approach in schools (Hayden and Pike 2005, Cotton 2010, Griggs et al 2011). Prior to this, much research into the effectiveness of training in physical interventions by other providers appears to focus on health and social care settings (McDonnell 2009). There is a clear gap in similar research in education settings, particularly mainstream settings. It is therefore difficult to compare the effectiveness of Team-Teach training to similar courses.

Hayden and Pike (2005) conducted the most comprehensive review to date of the effectiveness of Team-Teach training using a mixed-method approach involving post-course evaluations, follow-up questionnaires, observations of the course and interviews across a range of different educational settings and provided a positive endorsement of the Team-Teach approach. More recently, Cotton (2010) demonstrated increased staff confidence and a reduction in the use of force following training.

In New Zealand, Griggs et al (2011) found participants endorsed the approach, matching or exceeding the 'overwhelming positive ratings' reported in previous studies (Hayden & Pike 2005, Cotton 2010) but found variation between research participant feedback depending on the four providers of the training within New Zealand. Griggs et al (2011) highlighted developing confidence in staff members and the formalising of their existing strategies for behaviour management following training. The research also found that more experienced members of staff may have had a greater appreciation of the course.

In an increasingly litigious culture (Allen 2009) balanced with the potential ethical implications of teachers 'exercising powers', there is a need for training for staff working with pupils with challenging behaviour, to increase their confidence and understanding. Presenting de-escalation techniques alongside appropriate and safe ways for physical interventions may help to ensure schools are well informed. To avoid an approach to behaviour management which seeks to control pupils, rather than understand the reasons for their behaviour is essential. The purpose of the author's research is to contribute to the evidence base for the Team-Teach approach in mainstream primary schools.

CHAPTER 2

Methodology

Evaluation is as basic to professional development as it is to education. Unfortunately, as is so often the case in education, systematic evaluations of professional development programs are rarely undertaken. Millions of dollars have been provided in the name of faculty professional development, but the quality of these programs goes virtually unchallenged. (Clare cited in Goodall et al 2005: 29)

This chapter explores the different approaches to educational research and focuses on the chosen methods for this study. The above quote was written over thirty years ago in the US, but the importance of evaluating U.K. school staff professional development activities is an ongoing issue.

In terms of staff training, Ofsted (2010) attempted to identify good practice. The report noted there are continuing weaknesses in the evaluation and assessment of the impact and value for money of continuing professional development. McDonnell (2009:17) highlighted problems with evaluating physical intervention staff training, stating that 'good evaluation research is difficult but not impossible to achieve'. Guskey (2002) raised the important question 'Does it make a difference?'

The philosophical issues of methodology

Past research has been criticised for being too 'heavily reliant on personal experience which is not supported by objective evidence' (Borg cited in Cohen & Manion 1995). Recent literature in research methods reveals that aspects of scientific rigour can be used alongside experience, but one still needs to consider whether the scientific method is suited to social behaviour and observing social situations.

It can be considered that schools are unique, complex systems, operating dynamically on different levels and therefore conducting research can be challenging. Guskey highlighted this point:

Nearly all professional development takes place in real-world settings. The relationship between professional development and improvements in student learning in these real world settings is far too complex and includes too many intervening variable to permit simple causal inferences

(2002:50)

McDonnell (2009:17) also raised the issue of conducting research in 'real world' settings being fraught with difficulties of experimental control. Cohen et al (2005) argued that there are many variables involved in school systems that linear causation and generalisation is not possible. It can be considered that experimental and quasi-experimental research designs are unsuitable.

McDonnell (2009:17) raised the notion that evaluating staff training programmes requires 'analysis of multiple components' and that 'training in physical interventions often contains theoretical and physical components'. Team-Teach training uses strategies stemming from a range of psychological paradigms (appendix i), making it difficult to ascertain which elements of the course 'make the difference' and if indeed whether they can be teased apart in evaluation. Would a package on 'de-escalation' on its own have a similar impact? McDonnell (2009:17) highlighted the need for future researchers to focus on the effects of de-escalation training in isolation.

Rather than thinking of two distinct, contrasting paradigms in qualitative and quantitative research methods, it has been suggested that the two are more usefully thought of as a complementary continuum, with mixed method research somewhere in the middle. Patton (1989) suggested that the

paradigms debate is over in evaluation research, and that what had instead emerged was a 'paradigm of choices', where the evaluator 'must be sophisticated about matching research methods to the nuances of particular evaluation questions' (Patton, 1986: 215)

Orford (1995:20) highlighted the value in qualitative research when attempting to 'capture phenomena in all their uniqueness and complexity' within complex school settings.

Evaluation Research

In simplest terms, evaluation is 'the systematic investigation of merit or worth' (Joint Committee on Standards for Education Evaluation cited in Guskey 2002: 46).

It has been suggested that the findings of evaluation research can provide 'ammunition' to the supporters or opponents of a program. It can be tempting to use quantitative data to assert causal links and, particularly where there are vested interests, there may be pressure to 'design the research or to interpret its findings in ways that are likely to make the program look good' (Rubin & Babbie 1997: 549).

The evaluation process may place too much reliance on quantitative data, such as the notion that exclusions will decrease where Team-Teach is delivered. However, to base the success of such an intervention on figures that are essentially dependent on a whole host of other variables, such as government policy, seems rather naïve. It seems social behaviour is simply not

quantifiable like that. Therefore in this research, exclusion data was not examined in any depth other than the figures stated in the literature review. A mix of both quantitative and qualitative research methods was therefore used to enable triangulation to enhance credibility and minimise bias (Robson 1994:404).

Goodall et al (2005) reported that the most useful evaluations combine methods, 'marrying the rigour of quantitative measures to the deeper formative information provided by qualitative methods'. Furthermore, Goodall et al (2005) highlighted this is especially pertinent when the CPD program is complex and multifaceted because appropriate methods need to be chosen for each component (Schwartz et al cited in Goodall et al 2005).

In terms of measuring impact, Guskey (2002) proposed effective evaluation requires the collection and analysis of the five critical levels of information presented in Appendix i). This provided a useful framework to consider the evaluative process for Team-Teach training.

The Team-Teach course evaluation form (Appendix iii) provided information at Level 1, 'Participants' Reactions'. At Level 2, 'Participants' Learning', a pre and post questionnaire (Appendix iv and v) was designed. Attendees must score 7 out of 10 on a post-course 'quiz' addressing key elements to receive a certificate. At Level 3, 'Organisation Support & Change', a follow up questionnaire was developed (appendix vi). In addition, semi-structured interviews were conducted to ascertain the degree to which the school had adopted the approach. At Level 4, 'Participants' Use of Knowledge and Skills',

the follow-up questionnaire as well as the semi- structured interview schedule (appendix vii) were designed to explore whether participants effectively applied the new knowledge and skills.

A limitation of the research design is that Level 5, 'Student learning outcomes' was not rigorously explored and focussed on the impact of Team-Teach training for staff, but other levels were explored i.e. school and perception of staff on the pupil. Questions were asked in the semi-structured interviews in relation to pupil well-being and inclusion, but no measures were specifically taken nor were pupil questionnaires or interviews conducted.

Evans et al (2003) raised the importance of considering how children are being viewed and treated in research, highlighting the long-standing tradition of doing research 'on' children rather than 'with children'. In addition Evans et al (2003) noted a reluctance to consider and value children's views and experiences as a valuable resource (Alderton; James & Prout; Mayall cited in Evans et al 2003: 56).

It was not possible to consider pupil views or case studies due to time constraints. Staff were asked about the impact of Team-Teach training on pupils. Another limitation is the reliance on self-report data from staff. This has been highlighted as potentially superficial and limited (Goodall et al 2005).

Vested interests could clearly be an issue, particularly in evaluation research;

'some would doubt the feasibility of the insider carrying out any worthwhile, credible or objective enquiry into a situation in which she or he is centrally involved' (Robson 1994:7).

However, it has been suggested 'in-house' evaluators have certain advantages over 'external evaluators, in that they have more knowledge and understanding about the programme; yet it is acknowledged that it is precisely this level of commitment that makes them 'less objective and independent than external evaluators' (Rubin & Babbie 1997: 550).

As someone directly involved in the delivery of Team-Teach, the researcher gave great thought to the potentially difficult nature of conducting this evaluation. The potential for bias and subjectivity is therefore acknowledged.

The Present Study

The overall impact of Team-Teach on practice in mainstream primary schools was explored. Due to the volume of data available, research questions focussed on whether Team-Teach training increased staff confidence particularly in relation to the use of de-escalation skills, physical positive handling (restraint) and awareness of the legal aspects surrounding positive handling. Differences in perceived confidence in these areas were examined depending on staff's prior experience and role, as well as the location of the training. The impact of the training was explored at a pupil, staff and whole school level.

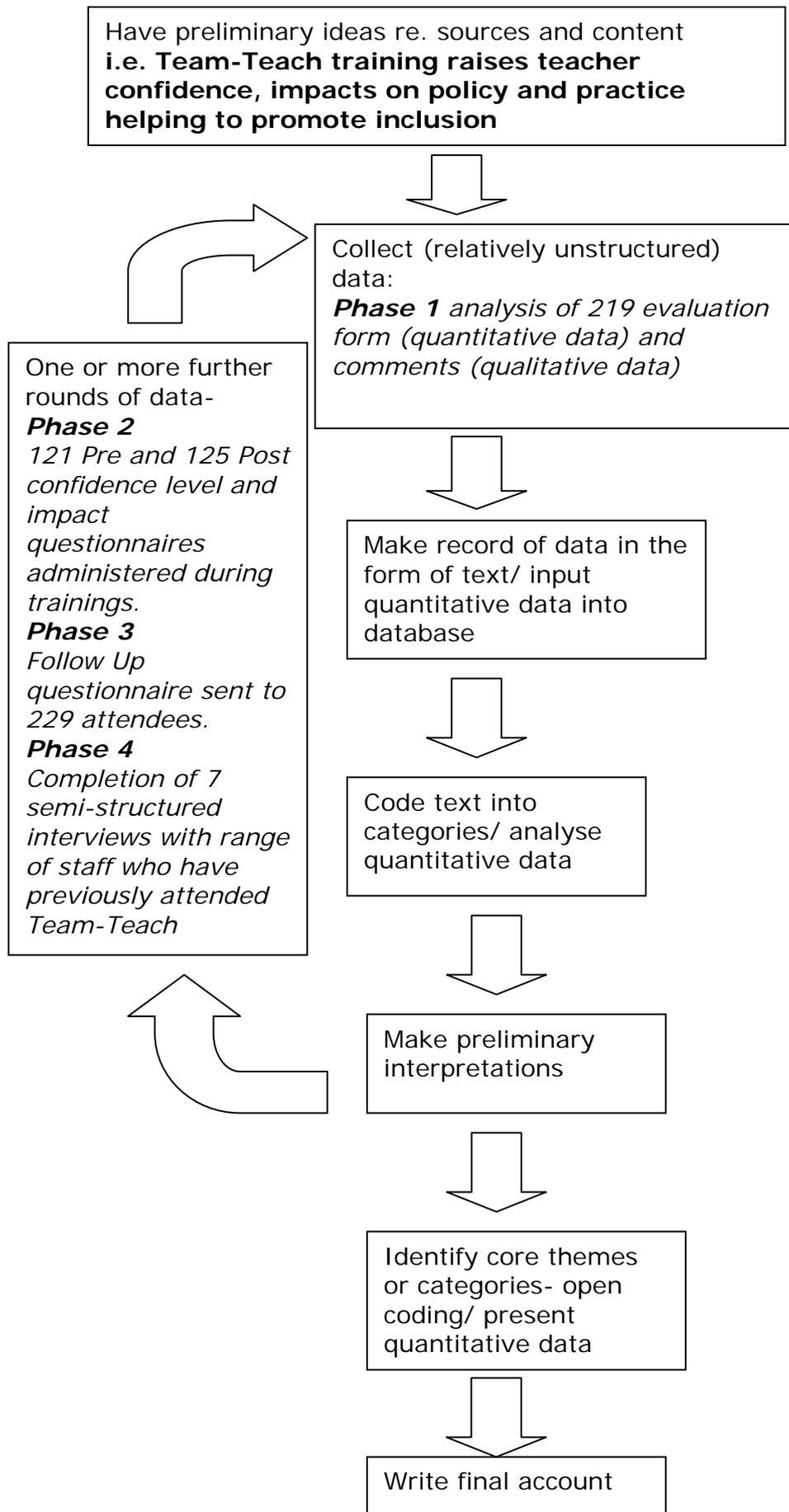
The research was conducted over four years, with the latter two stages completed during the course of this MA and reported on in the next chapter. Phase 2 was a pilot stage for the pre and post-questionnaire and the follow-up questionnaire included these initial questions with further questions relating to impact (Appendix vi). Table 5 presents the timetable for data collection.

Table 5 Timetable for data collection

Phase 1 2007-2008	Phase 2 2008- 2009	Phase 3 April 2010	Phase 4 January 2011
Analysis of 219 course evaluations	121 Pre and 125 Post confidence level and impact questionnaires administered during trainings	Follow Up questionnaire sent to 229 attendees. 38 returned	Completion of 7 semi-structured interviews with range of staff who have previously attended Team-Teach

The following diagram (figure 5) represents the process model of the qualitative research adapted from Orford (1995:21) based on Grounded Theory (Glaser and Strauss 1967). This follows an interpretive route with each stage of investigation reflecting on what has been discovered so far and providing new questions to explore. Rather than starting out with a theory to test, the researcher 'embarks on a voyage of discovery' (Descombe 2005: 111). Theory emerges from the data. This diagram has been annotated to further highlight the process used for evaluating Team-Teach.

Figure 5: The process model of the qualitative research based on Grounded Theory



Phase 1: Analysis of course evaluation forms

The Team-Teach course evaluation form (appendix ii) provided an initial opportunity to explore issues arising. The following three open questions were examined:

1. Following this training what are the additional issues/ training or follow up you can suggest for the future?
2. What would you describe as the strengths of the course?
3. What changes/additions can you suggest to further develop the course

Phase 1 used a random sample of 219 out of 351 course evaluations from all data from the academic year 2007 - 2008. Table 6 shows the emergent themes used as a starting point to develop the research. Issues raised formed the basis for slight adaptations to the course content and the course evolved to better meet school needs, e.g. completion of an example risk assessment throughout the day to provide schools with practice.

Table 6 Main themes of issues taken from 219 course evaluations

- **Need for whole school training**
All Teachers, Senior Management Team, Midday Meal Supervisors/
sharing messages with all staff
- **Additional time for reflection needed to review current practice**
- **Develop a whole school's approach/ policy**
- **Need to keep up to date with current legislation/
developments/ legal aspects**
- **Follow up course/ refresher needed**
Correct implementation of techniques
- **Emotional impact on child/ staff/ parents/ other children**
"Supervision from senior colleagues in the aftermath of an event"
- **Risk assessments**
Review procedures
Support in writing risk assessments/ behaviour plans / positive
handling plans
- **Need for more training on de-escalation/ de-fusion/ avoiding
conflict - stages 1 and 2 of a developing crisis**

Phase 2: Developing and Piloting pre and post confidence Questionnaire

A discussion group on course content with Team-Teach trainers was held to identify key topics. The following areas were identified:

- Values underpinning work
- Confidence in using the physical handling techniques
- Confidence in the legalities
- De-escalation skills
- Overall whether the course had a positive impact.

In relation to working with pupils with BESDs, it was highlighted in the literature review that self-assurance and confidence in one's own abilities and practice is key. Participants were asked to scale their 'confidence' in relation to a specific area or capability which links more closely to the notion of self-efficacy:

...the construct of self-efficacy differs from the colloquial term "confidence." Confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about...Perceived self-efficacy refers to belief in one's agentive capabilities, that one can produce given levels of attainment. A self - efficacy assessment, therefore, includes both an affirmation of a capability level and the strength of that belief.

Bandura 1997:382

Some questions were drafted using a mix of 'selected', 'specified' and 'scaled' responses (Gillham 2004:28-31). Appendix iii contains the final draft version of the pre-course confidence questionnaire and Appendix iv contains the post-course confidence questionnaire. This was a captive sample of 121 and 125 participants at training courses in 2008-2009. Consent was obtained through completion of the questionnaire. There were more post-course questionnaires completed because four course attendees arrived late and missed the opportunity to complete the pre-course questionnaire.

For validity, questions were used from the questionnaire developed in the research undertaken by Hayden and Pike (2005). A likert scale for rating confidence was used with five points which calculated an 'overall mean confidence score'. Gillham (2004:32) highlighted three main weaknesses to scaled responses:

- People don't use the whole scale
- People tend to be more or less positive even when it is highly doubtful that they are really satisfied
- Whatever they tick, you don't know why

A perusal of the literature reveals questionnaires are rarely adequate on their own as a research method. In addition, it can be considered that teacher satisfaction ratings about professional development do not necessarily indicate change in the classroom (Giallo & Hayes 2007). In combination with other methods it was felt they provided useful data to explore staff confidence in relation to specific components of the Team-Teach course.

A psychometric tool such as the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy 2001) or The De-Escalating Aggressive Behaviour Scale (Nau et al 2009) was considered in the research design. The latter related to a Nursing context. Although the benefit of using an instrument would increase reliability and validity, it was felt that the questions were not specific enough to the Team-Teach training and therefore would compromise any benefits.

Phase 3: Follow Up questionnaire

The Follow-Up questionnaire (appendix vi) evolved out of the pre and post-questionnaire. The same questions were presented as those in the post-course questionnaire with additional questions related to practice, policy, value and pertinence to role (taken from the course evaluation form), the Team-

Teach website, re-accreditation and refresher courses. Additional information included time since training, location of training, prior training and experience, as well as role within school.

The Follow Up questionnaire was sent to a purposive sample of 229 course attendees from 2009-2010 with a letter explaining the purpose of the research (appendix vi). Consent was obtained through completion of the questionnaire.

Each area of course content was collated and analysed in relation to confidence levels and impact. The section in the follow-up questionnaire on 'practice' was examined to ascertain general approaches and how staff were implementing the Team-Teach approach. Responses were collated and frequencies of strategies calculated. These were categorised into 'proactive', 'reactive' and 'de-escalation' together with frequencies of responses. The mean number of respondents using these strategies was ascertained to assess the impact on practice of Team-Teach training.

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Phase 4: Semi-Structured Interviews

The semi-structured interviews were conducted to add depth to the quantitative data. Using the issues raised in Phase 1, a semi-structured interview schedule was developed (appendix vii). Seven participants from a range of schools were interviewed using a non-probability sample achieved by asking colleagues in the West Sussex Inclusion Support Team to identify those willing to be interviewed.

Through the previous Planning and Review Meeting (PARM) arrangement which ceased in April 2011, all schools had contact with an advisory teacher from the Inclusion Support Team, so this meant that potentially, all schools that had attended Team-Teach training had an equal chance of being interviewed. However, it is acknowledged that some advisory teachers forgot to mention this research project to schools. This approach to sampling was adequate for this research, but means that the results cannot be generalised and the risk of bias is acknowledged.

Control Group

Evans et al (2003) highlighted the lack of clarity about the effectiveness of a number of widely-used methods for supporting pupils with BESDs and suggested that evaluations of interventions should include a randomly assigned control group, so that one group receiving the intervention under evaluation can be compared to a group not receiving the intervention. This raises important ethical implications. BERA (2004) stated the importance of researchers taking

Steps to minimize the effects of designs that advantage or are perceived to advantage one group of participants over others e.g. in an experimental or quasi-experimental study in which the treatment is viewed as a desirable intervention and which by definition is not available to the control or comparison group respectively

BERA (2004: 8)

The use of 'waiting lists' have been postulated by other researchers as a way of overcoming this, but McDonnell (2009:19) raised the ethical concerns of having waiting list control groups in 'high risk' situations. It would perhaps be unethical to use schools waiting to attend Team-Teach courses as a control group.

Although randomised control trials are considered to be the 'gold standard' in research, this presents challenges (McDonnell 2009:19). This is perhaps more achievable when a strategy adheres to one particular theoretical model or paradigm because there are fewer components to explore the impact. Schools may be using elements of the approach in their everyday practice without having received the training. This means that using a control group, i.e. staff who have not attended Team-Team, would have been difficult to implement.

The use of a control group was dismissed early on in the research design. Instead a pre-course questionnaire was designed to provide a baseline of staff expertise prior to training. A limitation of this research was that the small sample involved with the pre-course questionnaire means that confidence level is below 95% (Krejcie & Morgan cited in Cohen et al 2000), so results cannot be generalised.

Other Issues arising

One of the main difficulties in seeking teachers' perception of confidence, could be that of 'espoused and enacted' beliefs, practice and culture. This is the complex relationship between what teachers say they do and what they actually do in practice or whether a school's or organisation's mission statement, values and vision really represents what actually goes on.

Some studies suggest that the challenges of classroom teaching often constrain the teacher's ability to teach in a way that is congruent with their beliefs (Davis, Konopak and Readence 1993). With regard to more hidden

elements of the curriculum including inclusion and behaviour, this can be considered an emotive issue operating on many levels. For example, teachers may say that they support the notion of inclusion, but in reality, teachers' actions could be significantly influenced by variables such as classroom context and their relationship with the individual pupil. Observations and case studies would have helped to overcome this and would have explored the generalisation of skills from training to school environment. However, as previously highlighted, this was not possible within the context of this research.

Much research surrounding teachers' views of inclusion derive from self-report studies e.g. Scruggs and Mastropieri (1996); Avramidis and Norwich (2002). Alternative ways of investigating the practice of teachers about inclusion lie in quasi-experimental and observational studies (Gibbs 2007). Monsen and Frederickson (2004) reported findings that pupils taught by teachers who espoused highly positive attitudes towards inclusion showed significantly greater classroom satisfaction than pupils taught by other teachers. Some of the issues with espoused and enacted practice were possibly overcome through using the multi-method approach which allowed for triangulation.

Ethical Considerations

The British Educational Research Association (BERA, 2004) outlined the following principles underpinning their guidelines for ethical research. The association considers that this should be conducted within an ethic of respect for:

- The person
- Knowledge

- Democratic Values
 - The Quality of Educational Research
 - Academic Freedom
- (2004: 5)

This research adhered to all of these principles and forms were completed as required (Appendix ix and x). In addition, BERA (2004) stated a need for research design to pay attention to reducing

the 'bureaucratic burden' of much research, especially survey research and must seek to minimize the impact of their research on the normal working and workloads of participants (pg 8)

With this in mind, the questionnaire was not overly long and interviews were brief.

'Confidentiality and anonymous treatment of participants' data is considered the norm for the conduct of research'. A consent form and letter (appendix viii) was given to participants explaining that interviews were to be taped, transcribed and treated confidentially. The questionnaires could also be completed anonymously.

CHAPTER 3

Results and Analysis

This chapter presents the results from Phase 3 and 4 of the data collection using the follow up questionnaires and interviews. These results are linked to the findings in Phase 1 and 2 in order to triangulate the findings and give more depth to the analysis. Quantitative data from the follow up questionnaires is presented first, leading to deeper exploration of issues raised in the interviews.

Phase 3: Follow Up Questionnaire

Of 229 follow up questionnaires sent to course attendees, 38 questionnaires were returned. The response rate was 17 per cent.

Time since training

The majority of respondents (73.7%) had attended the course within the previous 3-6 months.



Figure 6 A bar chart to show the approximate length of time since attending training

Overall mean confidence and impact scores

To enable confidence levels and impact to be ascertained dependent on location of training, role and experience, a mean was calculated for respondents across all aspects of Section 1 of the follow-up questionnaire (Table 7 below) using a 5-point Likert scale from very confident to not at all confident (1 being very confident and 5 being not at all confident).

Table 7 Section 1 of the follow-up questionnaire- course content

1. List the key values underpinning 'Team Teach'
2. Apply these key values to your everyday work with pupils
3. Describe the range of typical behaviours that staff may find challenging
4. Describe the signs of escalating challenging behaviour
5. Respond to the signs of escalating challenging behaviour
6. Use appropriate physical positive handling techniques where it was <i>reasonable, proportionate and absolutely necessary</i>
7. Complete any necessary records , following an incident
8. Understand the key points surrounding the legal framework and positive handling
9. Complete a risk assessment for an individual pupil
10. Develop a behaviour plan or positive handling plan for an individual pupil
11. Use active listening skills to support a colleague following an incident
12. Use active listening skills to support a pupil/s following an incident
13. Know when is an appropriate length of time following a crisis situation, to begin the follow-up/ repair/rebuild process

A mean impact score was also calculated for respondents for Section 3 of the follow-up questionnaire, across nine areas of course content (Table 8), using a 5-point Likert scale from strongly agree to strongly disagree (1 being strongly agree and 5 being strongly disagree). The last two statements, 'the input has increased pupil achievement within my school' and 'the input has increased pupil inclusion within my school' were omitted from the analysis since they were not specifically related to particular domains of the course content.

Table 8 Section 3 of the follow-up questionnaire- impact evaluation

1. The input increased my awareness of the stages of a developing crisis
2. The input has increased my confidence in relation to using a range of de-escalation and de-fusion skills
3. The input has increased my confidence in using physical positive handling in a situation where it is reasonable, proportionate and absolutely necessary
4. The input has increased my knowledge of the legal framework surrounding positive handling
5. The input has increased my confidence in keeping myself safe in a crisis situation within school
6. The input has increased my confidence in keeping a pupil presenting as aggressive physically safe
7. The input has increased my confidence in keeping other pupils safe in a crisis situation
8. The input has increased my confidence in coping with pupils fighting
9. The input has increased my awareness of the reasons behind challenging behaviour
10. The input has increased pupil achievement within my school
11. The input has increased pupil inclusion within my school

Phase 3: Analysis of follow-up questionnaire data

Whole School versus Central location training

6 out of 38 respondents attended a 'whole school' training at their school. 32 out of 38 respondents had attended one of the central trainings at a professional centre in the county, perhaps with one or two colleagues from their school, ideally at least one person from the senior management team.

Those respondents who had attended the whole school training reported to be slightly more confident in the thirteen areas of course content (mean

confidence score = 1.79) compared to those who had attended the central training (mean confidence score = 2). Figure 7 present these results.

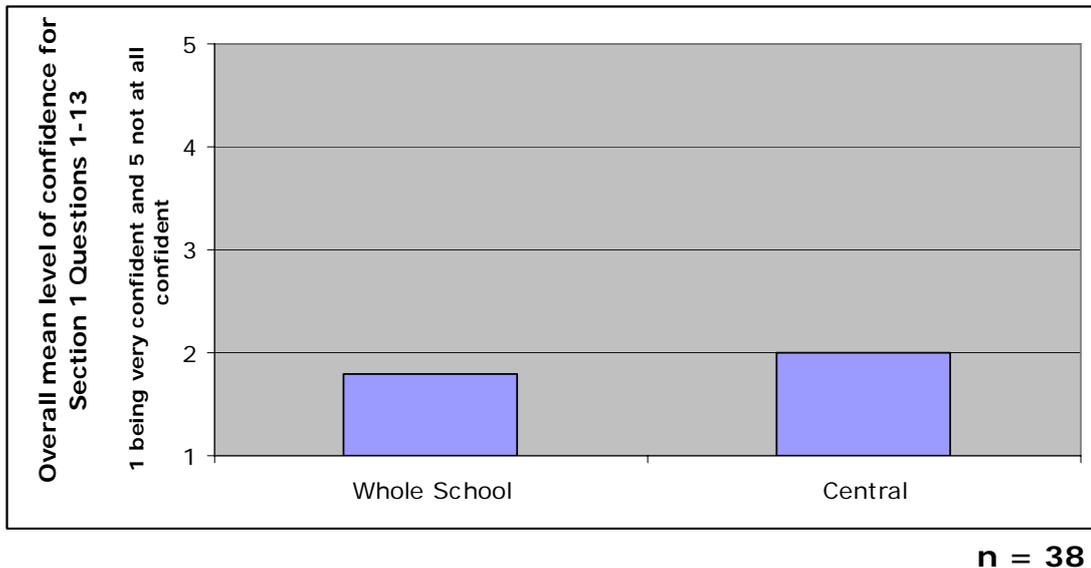


Figure 7 A bar chart to show overall mean level of confidence for Section 1 of the follow-up questionnaire (qu 1-13)

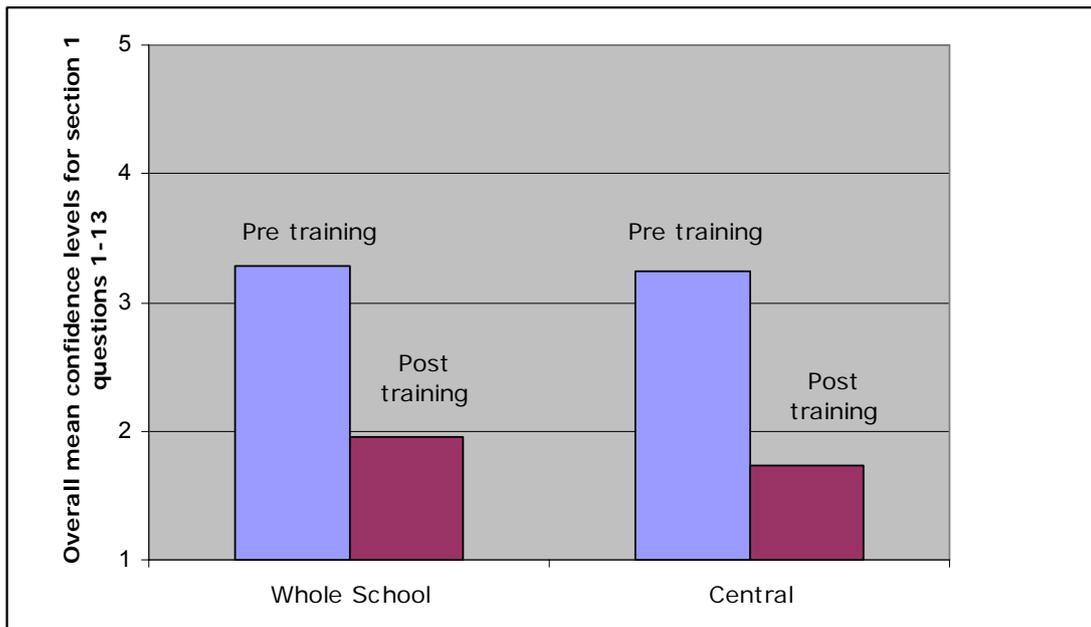
To overcome the limitations of the small follow-up sample in terms of generalisability, the data from Phase 2 was also used to establish mean confidence scores at whole school and central locations, where this was reported, since this was a much larger sample (n= 121 pre-training and n = 125 for post-training). Further analysis of the Phase 2 data set also enabled a direct comparison between pre-training and immediate post-training self-reported confidence levels to examine the impact of the training.

Table 9 presents the numbers of respondents used in this analysis (where data was not used, this was because the respondent had not entered their name, school or location of training on the questionnaire). It is recognised that more rigorous approaches to collecting data would have probably overcome this issue.

Table 9 Numbers of respondents used in further analysis of pre and post course confidence levels at whole school and central locations

	Pre-training	Post-training
Whole School	48	51
Central	58	57
Total	106	108

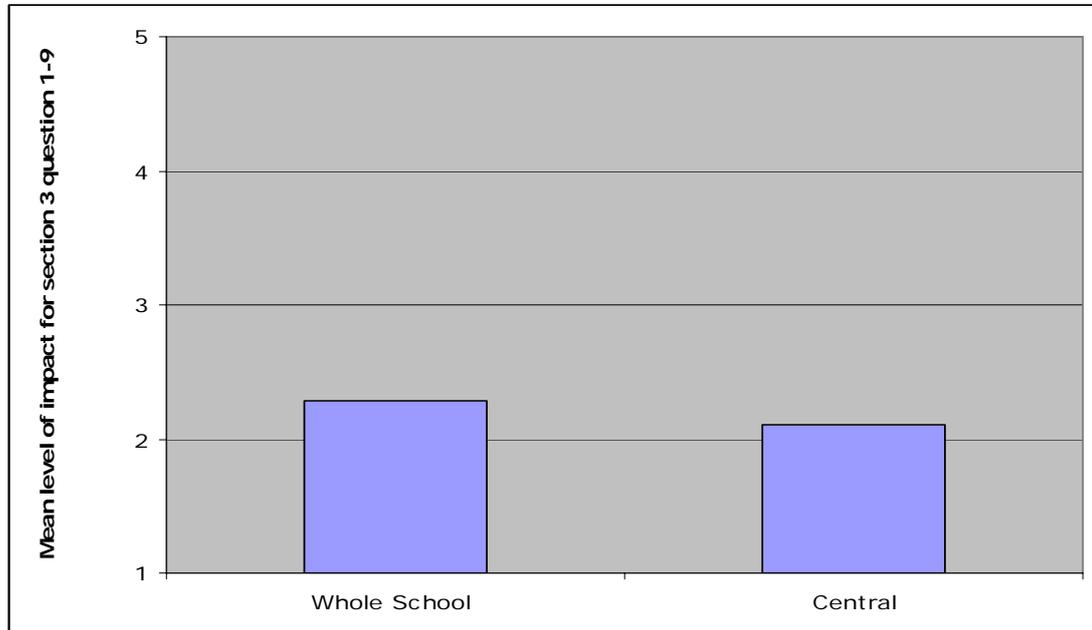
Both groups of trainees had similar self-reported mean confidence levels prior to training (3.29 = whole school and 3.24 = central location). Immediately following training, those who had attended a central training reported feeling slightly more confident (mean = 1.73) compared to those that had attended the whole school training (mean = 1.96), but this may simply be a result of the greater range of staff roles and experience represented at the whole school training.



n = 106 pre- training sample
n = 108 post- training sample

Figure 8 A bar chart to show overall mean confidence levels pre and post training at whole school and central training locations

At follow-up, self-reported impact scores were also very similar, regardless of location of training (2.11 for central training and 2.29 for whole school training).



n = 38

Figure 9: A bar chart to show mean level of impact for section 3 questions 1-9 of the follow up questionnaire by location

Since the sample was so small, conclusions about the location of training cannot be reliably drawn. One can tentatively suggest that it possibly does not make any difference to individual staff confidence or to the perceived impact of the training.

However, this aspect of the data does not explore the practice within school and although the respondent may feel confident in managing pupils presenting with BESDs, when they return to their schools and work alongside colleagues who are less confident and have not received training, their best efforts and confidence may be undermined. Miller (cited in Gibbs & Powell 2011:2) highlighted, 'the role of the collective staff group may contextualize teachers' beliefs in their ability to manage pupil's behaviour successfully'.

McDonnell (2009:19) highlighted the argument for training to take place in the working environment, since training environments are often large and open. This issue may impact on the generalisation of skills to school, following central training. However, since all of the ‘whole school’ training usually takes place in the school hall, which is also a large, open space, it is likely that this issue cannot be overcome. In addition, Team-Teach stipulate that having enough space to practice skills is an important element in course safety.

Prior Training

In Section 1.14, respondents were asked if prior to attending Team-Teach, had they attended a course like this in the past. The majority of respondents’ (78.4%) had not. 12% had attended a variety of behaviour courses, some provided by West Sussex County Council. 9.6% did not respond to the question.

Prior Experience

Respondents represented a range of experience from 0-2 years of service to at least 30 years in their role (table 10). The mean length of service of respondents was 13 years. Three did not respond.

Table 10 Length of service (years)

Years	0-2	3-5	6-10	11-15	16-20	21-30	30+
Number	2	6	8	10	4	2	3

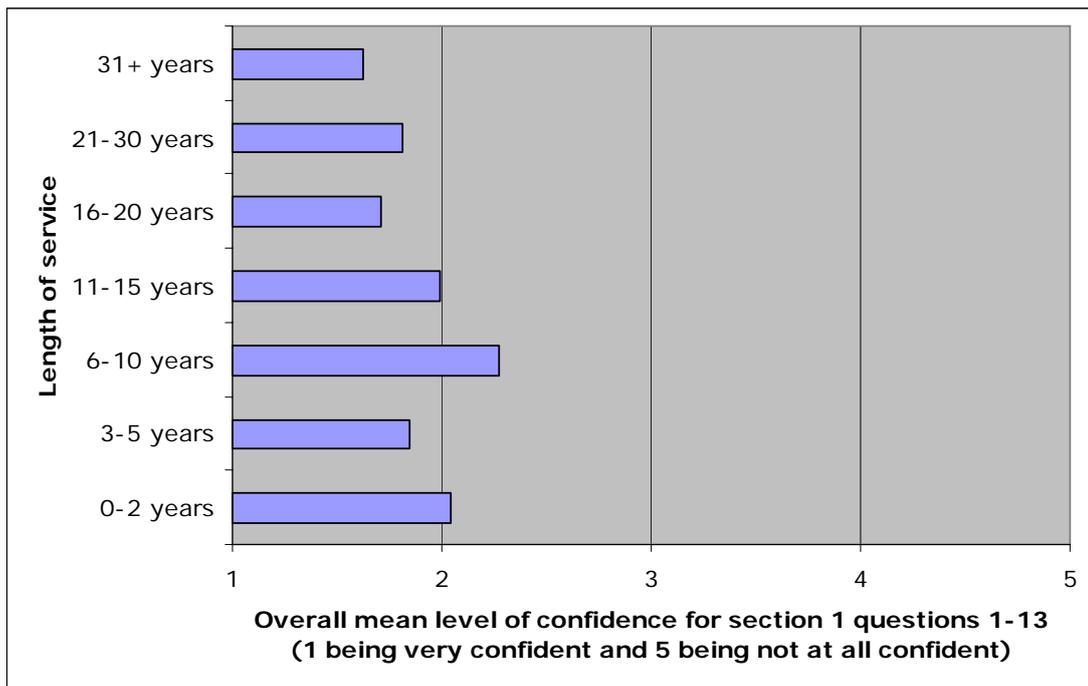
n= 35

Although the total number of respondents in each of the categories is low and it is impossible to generalise these results, using the mean scores, the most confident group of people in terms of course content, were those with at least

31 years of service (mean = 1.62). However, there were just three people in this group.

Interestingly, the group of respondents with 16- 20 years of experience were the second most confident group (mean = 1.71). Since there were just two respondents in the 21-30 years age group (mean = 1.81), it is difficult to comment on any potential relationships with length of service. The least confident group of people in terms of the areas of course content were those with 6 – 10 years experience (mean = 2.27).

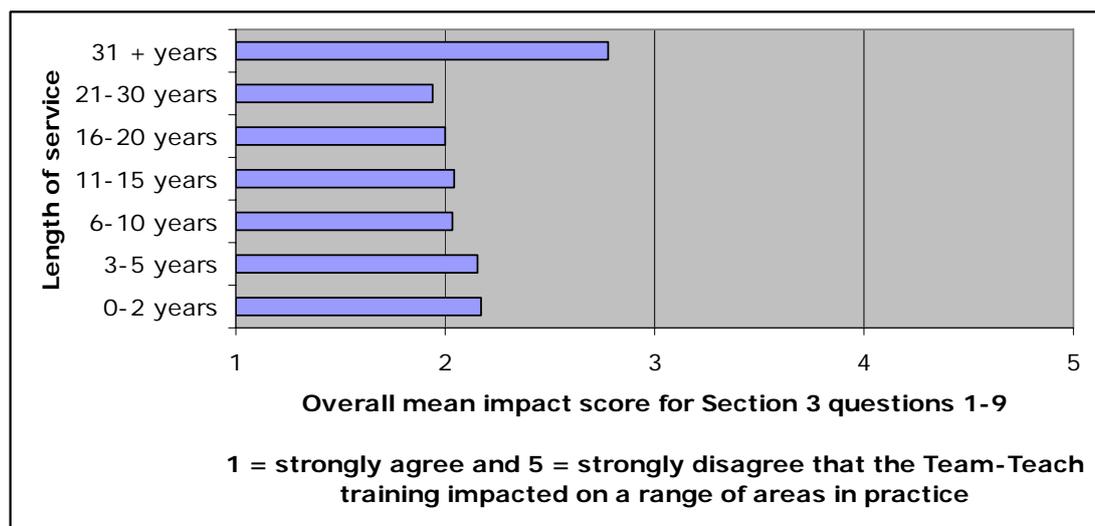
It can be considered that those with this relatively high level of experience may have worked with a wide range of pupils with Special Educational Needs, including those with BESDs, and dealt with varying levels of inappropriate behaviour. It is interesting to note that these experiences do not necessarily result in greater confidence, and far from validating their practice, may have led to a dip in their confidence. It is possible staff may have not experienced a great deal of prior training in this area. It is also possible that these members of staff may not have taught very many pupils with BESDs and it is difficult to draw any conclusion from this data given the small sample. Figure 10 presents these results.



n = 35

Figure 10 A bar chart to show overall mean confidence scores for section 1 question 1-13 by length of service

Using the mean impact scores, those with the most experience (31+ years) reported the course to have had the least impact on their practice. However, one respondent out of the three in this group was particularly negative about the training. Overall, respondents agreed that the training had increased their confidence. Figure 11 presents these results.



n = 35

Figure 11 A bar chart to show overall impact scores for section 3 question 1-9 by length of service

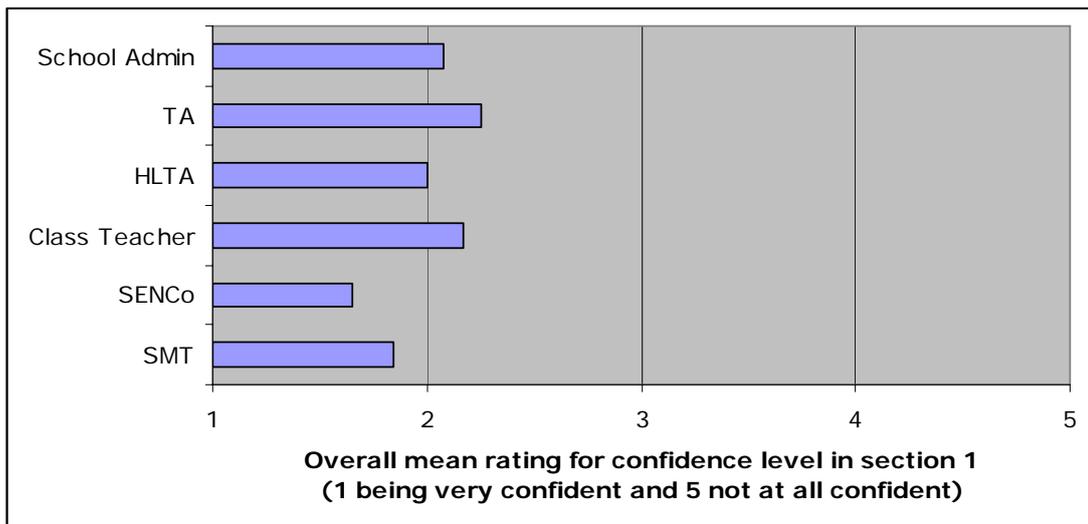
Role within School

Respondent's also represented a varied range of roles within their school. Fifteen respondents were in the Senior Management Team (SMT). SENCOs were identified separately, regardless of whether they were part of the SMT, since they may well have had additional training and expertise with regard to pupil behaviour, so may demonstrate more confidence.

Table 11: Respondents' position within their school

Role	Number of Respondents
Senior Management Team	15
Teaching Assistant	9
SENCo	6
Class Teacher	6
Higher Level Teaching Assistant	1
School Admin	1

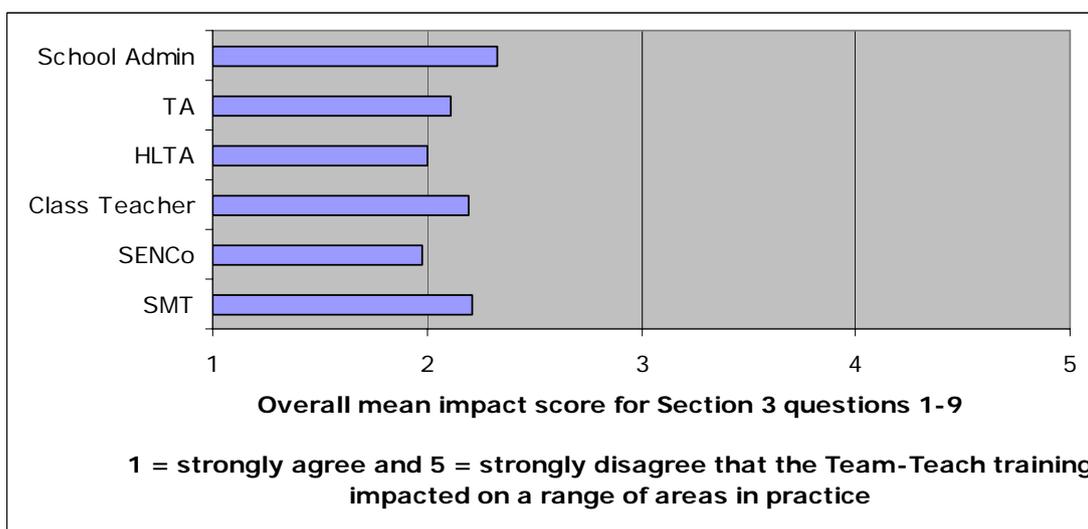
The above information was collated to ascertain whether role within school had any relationship with perceived levels of confidence. Although the total number of respondents in each of the categories is relatively low, again, it is impossible to generalize these results, the highest levels of confidence were seen in SENCOs (mean = 1.65), closely followed by those in the Senior Management Team (mean = 1.84). The least confident group of staff in terms of the course content were Teaching Assistants (mean = 2.25) and Class Teachers (mean = 2.17). However, these scores still represent confidence levels somewhere in the 'confident' range.



n = 38

Figure 12 A bar chart to show overall confidence scores for section 1 question 1-13 by role

All respondents agreed that overall the training had impacted positively on their practice, the group of SENCos were the most positive. Figure 13 presents these results.



n = 38

Figure 13 A bar chart to show overall impact scores for section 3 question 1-9 by role

Section 1- Course Content

The next aspect of this chapter reports the results of respondents self-reported levels of confidence. Due to the volume of data, the following areas were examined:

- a. Use of de-escalation skills
- b. Physical positive handling
- c. Awareness of legal aspects

Section 1.3 asked respondents to indicate their level of confidence in relation to describing the range of typical challenging behaviours. Once attendees are aware of the range of challenging behaviours, from pupils fiddling with their 'Velcro' shoes to more overt acts of aggression, staff can put this into perspective and reflect upon how their own behaviour, actions and responses may increase anxiety and aggression in the classroom. Attendees are also asked to identify the behaviours they may exhibit which could challenge pupils. Having more awareness of our own behaviour and how we respond in certain situations can be considered to help remove the tendency to respond to behaviours with an emotive, 'gut' response, which may exacerbate the situation.

Twenty-three respondents (60.5%) were confident and 13 were very confident (34.2%) they could describe the range of behaviours staff may find challenging. Figure 14 shows this information.

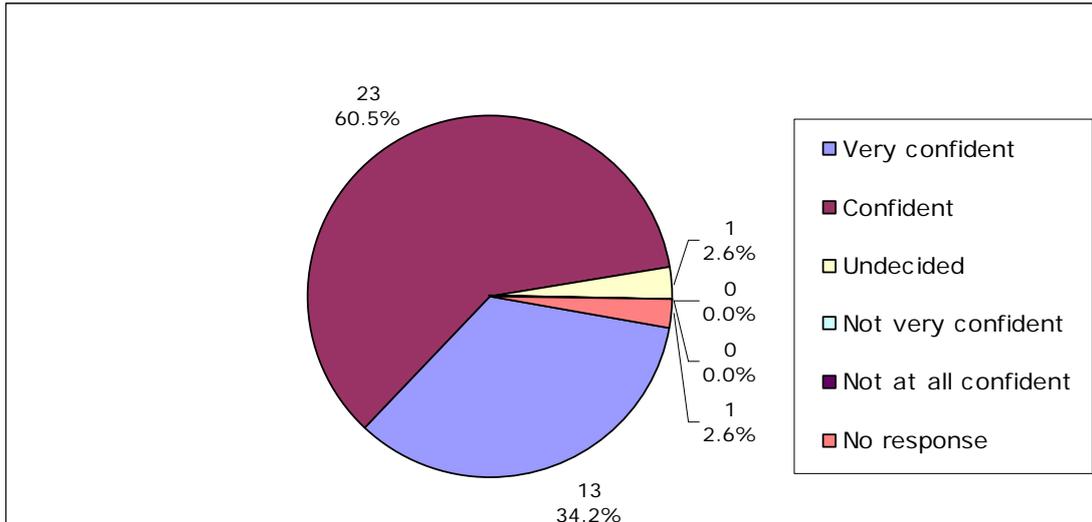


Figure 14: A pie chart to show respondents' level of confidence in describing the range of typical behaviour that staff may find challenging

Section 1.4 asked respondents to indicate their level of confidence in relation to describing the signs of escalating behaviour. Attention is paid to getting attendees to recognise and become more aware of the early signs of an escalating situation, since it is hoped they are able to intervene appropriately, to reduce the likelihood of the situation becoming more serious. Figure 15 shows this data.

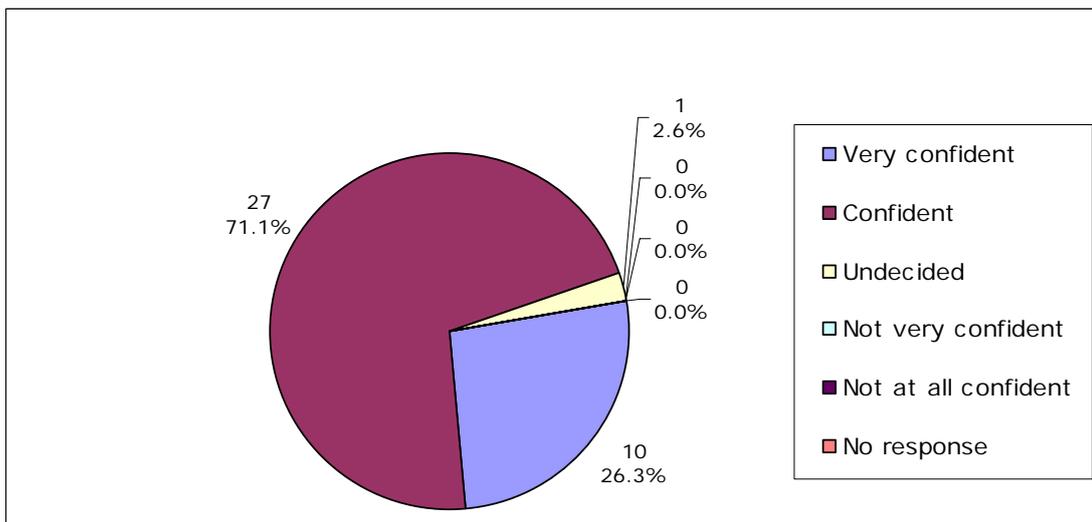


Figure 15: A pie chart to show respondents' level of confidence in describing the signs of escalating challenging behaviour

Section 1.5 asked respondents to indicate their level of confidence in relation to responding to the signs of escalating behaviour. Twenty-nine respondents (76.3%) were confident and 8 (21.1%) were very confident that they were able to respond to these signs. De-escalation skills can be viewed as an important response to the 'Mid Level behaviours' identified by Anderton and Westwood (2010). Figure 16 shows this information.

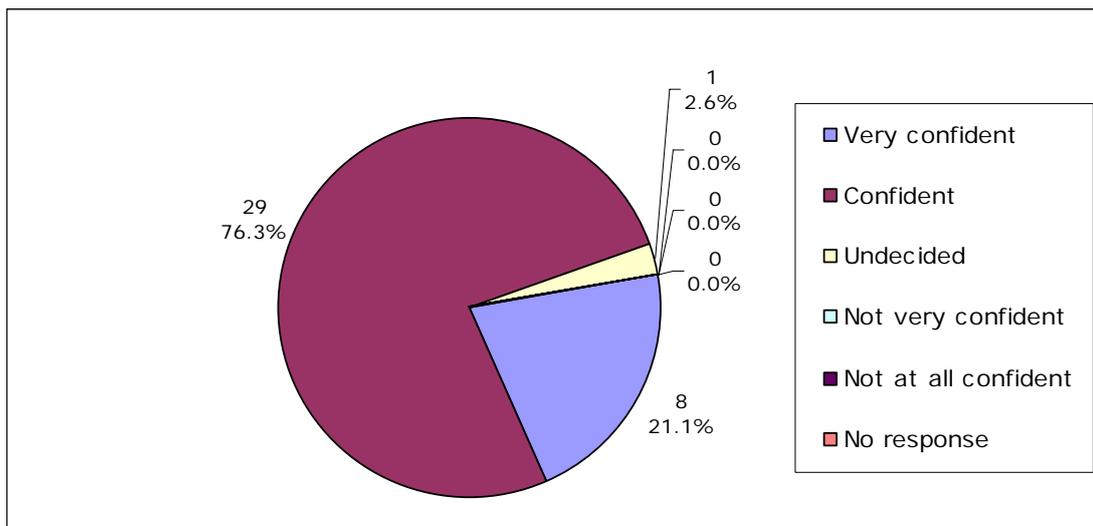


Figure 16: A pie chart to show respondents' level of confidence in responding to the signs of escalating challenging behaviour

Section 1.6 asked respondents to indicate their level of confidence in relation to using appropriate positive handling techniques. Twenty-four respondents (63.2%) were confident and four (10.5%) were very confident. Comments related to respondent's ability to recall and remember the physical positive handling techniques since many were not using these in school, which could explain the drop in confidence level. This finding supports other research which has highlighted following training 'one in five staff still voiced concerns about using positive handling strategies' (Hayden and Pike 2005:15). The fact that respondents were not all overly confident in this area is positive since a guiding principle of Team-Teach is that extreme and violent behaviour can

and should be managed 95% of the time using non-physical de-escalation strategies. Figure 17 shows this information.

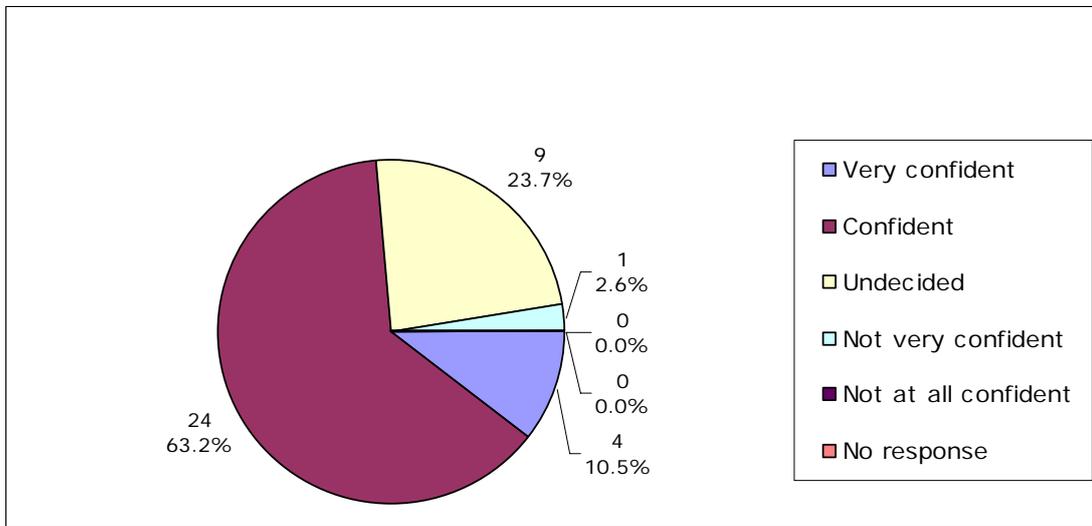


Figure 17: A pie chart to show respondents' level of confidence in using appropriate physical positive handling techniques

Section 1.8 asked respondents to indicate their current level of confidence in relation to understanding the legal framework. Twenty-four respondents (63.2%) were confident and three (7.9%) were very confident. The training provides attendees with a lot of information and the more concise guidance, The Use of Reasonable Force (DfE 2011c), may help to simplify this.

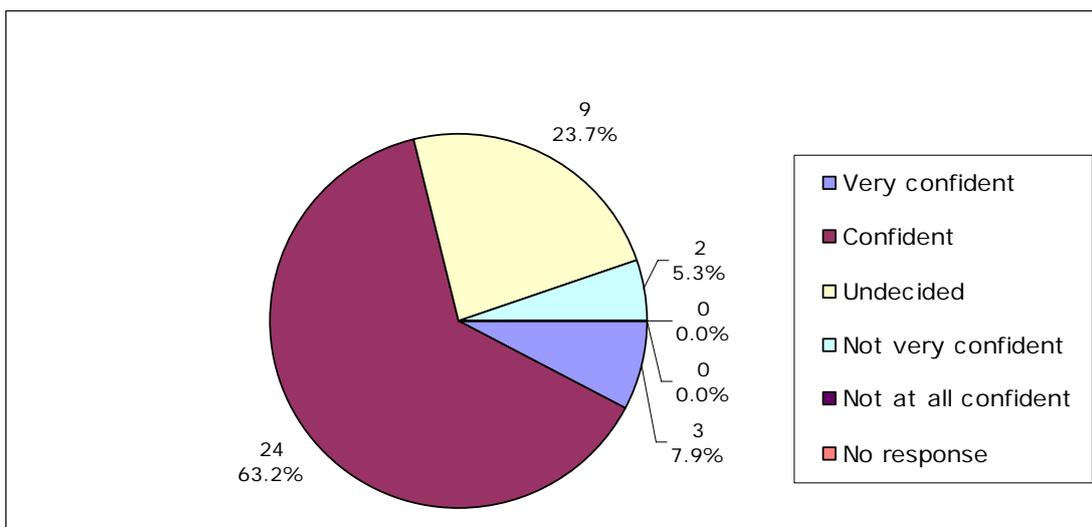


Figure 18: A pie chart to show respondents' level of confidence in understanding the key points surrounding the legal framework and positive handling

Table 12 presents a summary of confidence levels in comparison to the pre and post-course data from Phase 2.

Table 12: Reported levels of confidence related to key aspects of the course content

Type of Impact	Before- pre course	After- post course	Follow Up
'Confident' or 'very confident', that they can list the key values underpinning 'Team Teach'	8.3%	96.8%	92.1%
'Confident' or 'very confident' that they apply these key values to their everyday work with pupils	9.2%	97.6%	86.8%
'Confident' or 'very confident' that they can describe the range of typical behaviours that staff may find challenging	59.5%	97.6%	94.7%
'Confident' or 'very confident', describe the signs of escalating challenging behaviour	49.6%	96.8%	97.4%
'Confident' or 'very confident', that they can respond to the signs of escalating challenging behaviour	35.6%	98.4%	97.4%
'Confident' or 'very confident', that they can use appropriate physical positive handling techniques where it was <i>reasonable, proportionate and absolutely necessary</i>	7.4%	93.6%	73.7%
'Confident' or 'very confident', that they can complete any necessary records , following an incident	38.8%	83.2%	76.3%
'Confident' or 'very confident', that they can understand the key points surrounding the legal framework and positive handling	4.2%	88.8%	71.1%
'Confident' or 'very confident', that they can complete a risk assessment for an individual pupil	14.8%	76%	73.7%
'Confident' or 'very confident', that they can develop a behaviour plan or positive handling plan for an individual pupil	19.8%	77.6%	73.7%
'Confident' or 'very confident', that they can use active listening skills to support a colleague following an incident	46.2%	98.4%	94.7%
'Confident' or 'very confident', that they can use active listening skills to support a pupil/s following an incident	47.1%	99.2%	94.8%
'Confident' or 'very confident', that they can know when is an appropriate length of time following a crisis situation, to begin the follow-up/repair/rebuild process	21.5%	88.8%	84.2%
'Confident' or 'very confident', that they can know how to handle crisis situations appropriately	19.9%	86.4%	N/A
Numbers	121	125	38

Section 2.1 Practice

Section 2.1 sought to examine respondents preferred range of strategies to support pupils with BESDs, to examine whether key elements of the Team-Teach course were resonating in practice within schools. Respondents were asked to highlight any strategies from a list of 35 presented randomly, that they may have used, which were particularly useful or successful. The first stage of analysis of this data was to identify the frequency of responses to each individual strategy. There were a total of 37 respondents since one participant did not complete this. Appendix xiii shows the number of responses for each of the 35 strategies. Respondents were also given space to write their own preferred strategy if this did not feature on the list, although this option was not used.

The most frequently used strategies were 'using a low, calm voice' used by 94.6% and 'offering choices' used by 91.9% of respondents. The least frequently used strategies were using a 'positive handling plan' (18.9%) and completing a Common Assessment Framework (CAF) with the family (21.2%). Positive handling plans (PHPs) are advocated on the Team-Teach course and are a form of documentation detailing agreed strategies (non-verbal, verbal and physical) to be shared with all staff working with the pupil. A possible reason for the low response is because staff are using the risk assessment pro-forma developed by a Team-Teach trainer in West Sussex (appendix xii) and suggested on the course for mainstream primary which incorporates the PHP. This may explain the dip in confidence levels seen in this area – course attendees are simply not familiar with this term. 45.9% of respondents highlighted the use of 'risk assessments' as particularly useful or successful.

The next stage, for ease of analysis, involved categorising the 35 responses into two broad categories:

- Proactive/ preventative strategies
- Reactive strategies

It was considered that proactive strategies 'involve altering a situation before problems escalate and reactive strategies can be seen as a response to inappropriate behaviour as it happens (Clunies-Ross et al 2008).

Team-Teach views challenging behaviour as a 'breakdown in communication', highlighting the need for staff to 'understand what function the behaviour serves and to facilitate the child to learn more socially acceptable ways of expressing their need for support'. So whilst Team-Teach may be viewed by some as an overall 'reactive strategy' (Thompson and Smith 2011:135) , since using physical positive handling is a 'reactive' approach or response in a critical situation, the underlying ethos and approach stems from the use of a broader range of strategies.

It is important the distinction between types of strategies and approaches is made when analysing practice in schools, since the author has noticed a tendency from staff, before they have attended the course, to view 'Team-Teach' as simply 'restraint training', which does not do it justice. Recent research by Griggs et al (2011) in New Zealand, highlighted this

Some trainees had come to think of Team-Teach as synonymous with positive handling (physical) and failed to make the connection to de-escalation skills, which is in direct contrast to the core objectives of Team-Teach, that is to use non-physical interventions 95% of the time

(Griggs et al 2011)

Initially, de-escalation skills were placed in the 'reactive' strategies category, but then moved to a category on their own since within the context of the Team-Teach training they can be viewed as preventative, because these skills stop a situation escalating and becoming more serious. De-escalation skills can be seen as a primary and mid level, preventative strategy which address the 'strategy gap' (Anderton & Westwood 2010). It can be considered that 'reactive strategies' form a small part of the overall Team-Teach approach; the 5% of the apex of the triangle in Figure 19.

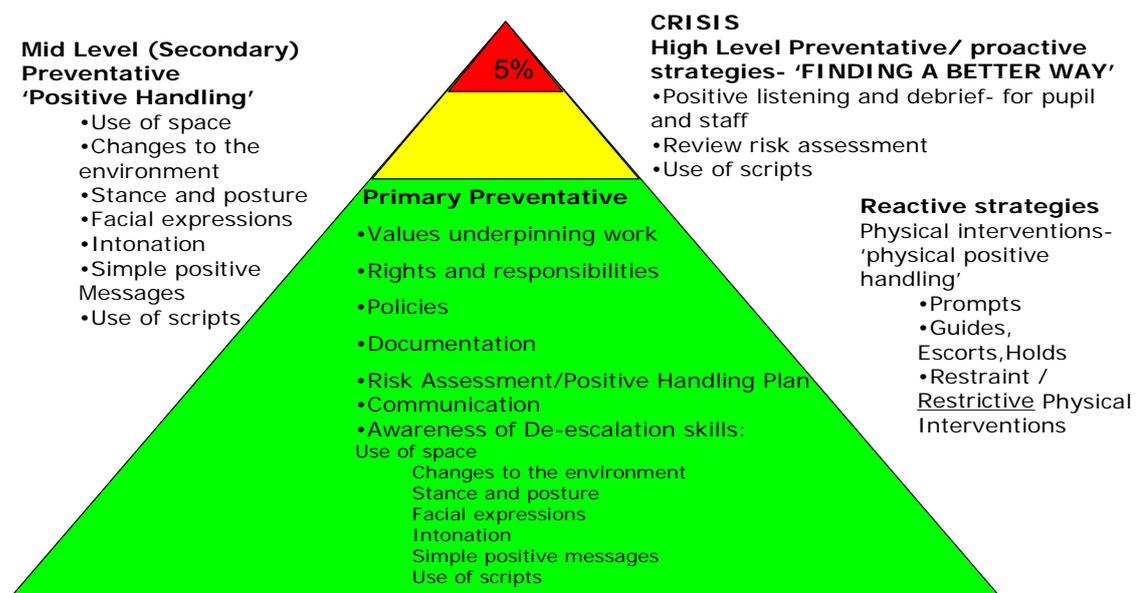


Figure 19 Continuum of Unacceptable Behaviour in Schools and examples of responses taken from Team-Teach approach (adapted from Continuum of Intervention Model – Irwin 2011)

The data was split into three groups for ease of analysis:

- Preventative/ proactive strategies
- Reactive strategies
- De-escalation Skills.

Preventative/ proactive strategies

Respondents reported using a range of preventative/ proactive strategies. Involving parents/ carers appeared to be key, with 75.7% of respondents identifying this as particularly successful. Additional adult support was useful for 64.9% of respondents, although it is unclear in what form this support is most successful. Teaching pupils social and emotional skills, for example, through the Social and Emotional Aspects of Learning (SEAL) curriculum was also highlighted as successful by 64.9% of respondents. The mean number of respondents using proactive strategies in this category was 17.4 (47%).

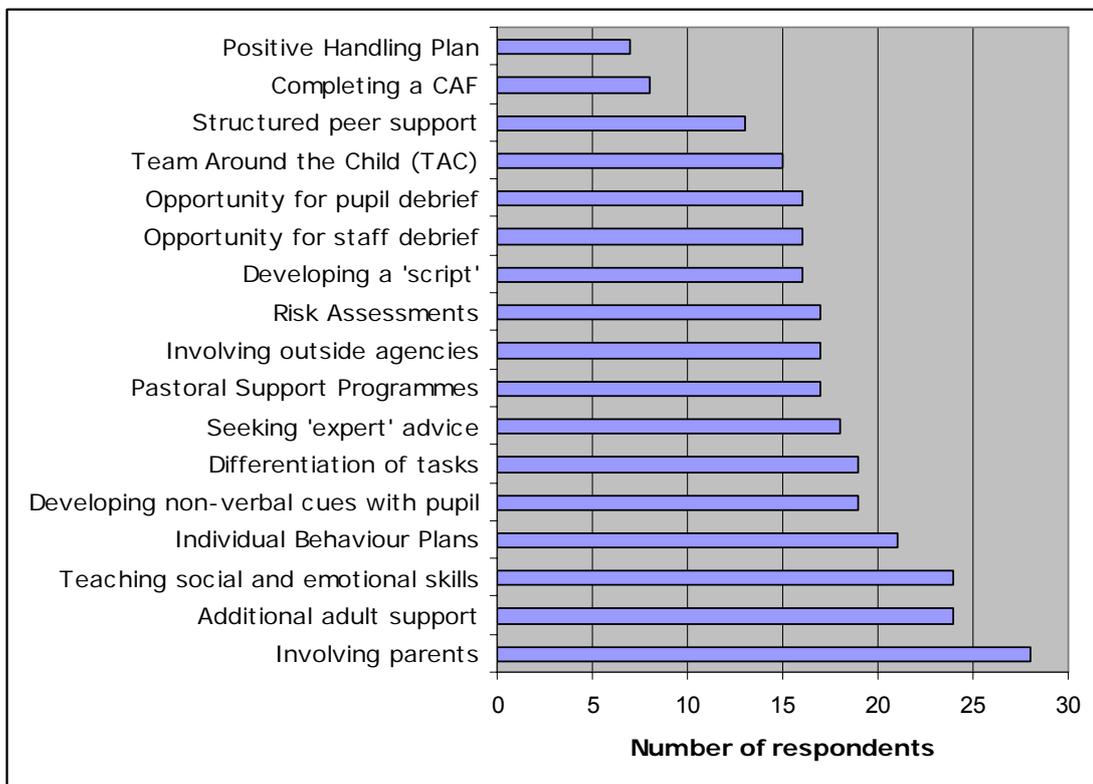


Figure 20 A bar chart to show frequencies of pro-active responses

Reactive strategies

The most frequently used reactive response was the use of 'time out' and 'consequences'. Physical positive handling was used by 21 (56.8%) of

respondents. The mean number of respondents using reactive strategies in this category = 23.6 (63.8%).

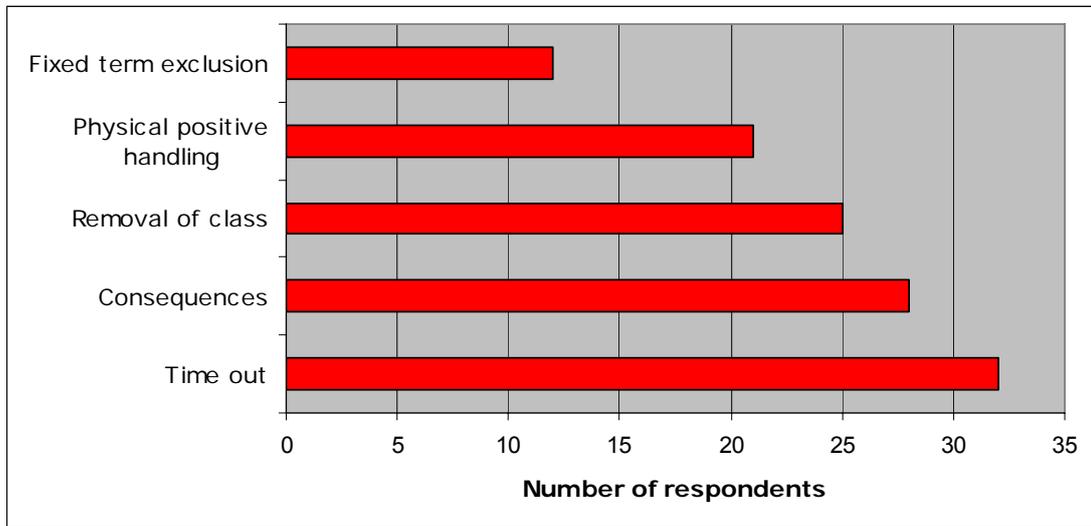


Figure 21 A bar chart to show frequencies of reactive responses

De-escalation Skills

The most frequently used de-escalation skills were ‘a low, calm voice’, ‘offering choices’, ‘distraction’ and ‘giving the pupil space’. The mean number of respondents using de-escalation skills in this category was 27.2 (73.5%).

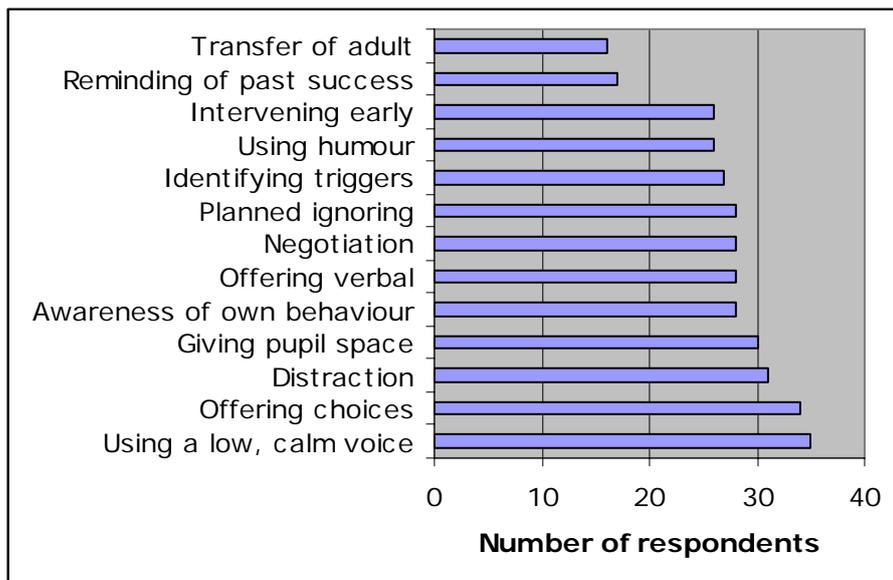


Figure 22 A bar chart to show frequencies of de-escalation skills

Respondents were also asked to give examples or comment on the strategies that they had indicated were useful. A SENCo responded

‘Staying calm, acknowledging the child is upset, using time out, discussing later when all participants are rational is the best response in a confrontational situation and using peer support via ‘Friendly Circles’ are the best ways to change the unacceptable behaviour’

Another SENCo highlighted the importance on using a range of strategies flexibly depending on the needs of the child, whilst remaining positive yet firm in approach

‘A variety of approaches used according to the needs of the child. One child at risk of permanent exclusion has had short term exclusion, Pastoral Support Plans, involving parent on a ‘Positive parenting course’ and regular feedback, Behaviour Support Team advice, Family Link Worker input and additional adult support. The key turning point was transfer to another class with a positive but very firm teacher’

One Head Teacher commented on the importance of de-escalation, communication with parents/carers as well as planning

‘It always depends on the child, but remaining calm and de-escalating is always vital; then ensuring strong relationships with parents and clear messages and risk assessment and plans for managing in the future have made every one feel more in control’

In terms of physical positive handling, a Teaching Assistant commented that using the ‘Caring C guide’ (a Team-Teach positive physical handling technique) was ‘useful to bring a child into the class with parents’ awareness’.

A class teacher highlighted the importance of consistency, communication with support staff and de-escalation

‘having a set space for time out. Agreeing with support staff when to ignore behaviour. When child becomes distressed, offer choices to avoid escalation’

Another Class Teacher highlighted

'These strategies are becoming part of everyday practise and are done without thinking, although Team-Teach put the ideas/ reminded of ideas before I faced the difficulties'

A Teaching Assistant reported on the benefits of 'Time Out'

'Time out has worked well – children are free to decide for themselves when to use it as well as it being given as an option by an adult'

One Head Teacher stated that they had developed a whole school Positive Handling Policy and a Positive Handling Plan for a pupil with Asperger's Syndrome who 'had been difficult at playtime'. A Deputy Head reported

'Children with behaviour problems have been sent to me in my class. I have used the 'planned ignoring' tactic and they had to sit on the carpet on their own- this seems to work'

Section 2.2

Respondents were asked whether their school had an explicit policy on the use of reasonable force to control or restrain pupils. Figure 23 presents these results.

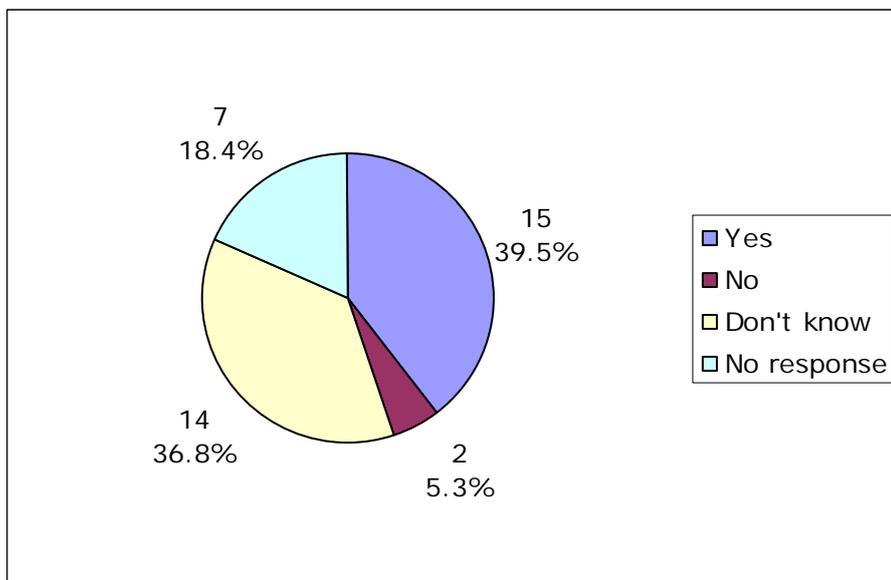


Figure 23: A pie chart to show whether respondents were aware if their school had an explicit policy on the use of reasonable force to control or restrain pupils

Out of the 14 respondents who did not know whether their school had a policy, 4 respondents were Senior Management Team (3 Assistant Head Teachers and one Deputy Head teacher), five were class teachers and five were Teaching Assistants. There is no legal requirement to have a policy on the use of force; it is good practice to set out in the behaviour policy the circumstances in which force might be used (DfE 2011c:3).

Section 3 – Overall impact evaluation

Section 3 related to respondents' perceived levels of impact in a range of areas. Table 13 presents a summary using post training data from phase 2 and the follow up data. The follow up group cannot be directly compared to the 'immediately post training' group but this highlights areas where staff feel most confident following training.

Table 13: Impact evaluation immediately post training and at follow up

Type of Impact	Immediately Post Training	Follow Up
3.1 'Agree' or 'strongly agree', that the input increased their awareness of the stages of a developing crisis	98.1%	89.5%
3.2 'Agree' or 'strongly agree', that the input increased their confidence in relation to using a range of de-escalation and de-fusion skills	96.3%	89.4%
3.3 'Agree' or 'strongly agree', that the input increased their confidence in using physical positive handling in a situation where it is reasonable, proportionate and absolutely necessary	96.3%	86.9%
3.4 'Agree' or 'strongly agree', that the input increased their knowledge of the legal framework surrounding positive handling	99.1%	65.8%
3.5 'Agree' or 'strongly agree' that the input increased their confidence in keeping themselves safe in a crisis situation within school	100%	89.5%
3.6 'Agree' or 'strongly agree' that the input increased their confidence in keeping a pupil presenting as aggressive physically safe	99.1%	84.2%
3.7 'Agree' or 'strongly agree' that the input increased their confidence in keeping other pupils safe in a crisis situation	98.1%	94.8%
3.8 'Agree' or 'strongly agree' that the input increased their confidence in coping with pupils fighting	92.5%	63.2%
3.9 'Agree' or 'strongly agree' that the input has increased their awareness of the reasons behind challenging behaviour	94.4%	79%
3.10 'Agree' or 'strongly agree' that the input increased pupil achievement within their school (follow up questionnaire only)	N/A	44.7%
3.11 'Agree' or 'strongly agree' that the input has increased pupil inclusion within their school (follow up questionnaire only)	N/A	50%
Numbers	107	38

N.B 125 completed the first page of questionnaire but 18 did not complete any of the questions for this part of the questionnaire on the reverse – percentages are calculated on those who responded since it is presumed those who did not respond did not realise there were additional questions on the post course questionnaire

The greatest area of perceived confidence at follow up (94.8% of respondents) can be seen in relation to area 3.7 (keeping other pupils safe in a crisis

situation). The lowest level of perceived confidence at follow up is in relation to area 3.8 (coping with pupils fighting) and this is likely to be due to the course content focussing little on this aspect of physical positive handling.

Section 4.1 – Value to role

Respondents were asked to rate whether they considered the training to have been of value to their work role.

Table 14: A table to show whether respondents considered the training to have been valuable by percentage

	%
Respondents who rated training as 'fully' valuable	78.9
Respondents who rated training as 'more or less' valuable	10
Respondents who rated training as of 'some' value	7.9
Respondents who rated training of no value	2.6

n= 38

This data supports the analysis of 219 course evaluations in Phase 1 that found around 76% of participants at both whole school and central trainings rated Team-Teach as 'fully' valuable immediately after the course. These findings support other research into the effectiveness of Team-Teach; Hayden and Pike (2005) analysed post-course evaluation data from 10,000 trainees over a period of three years and found 86% of participants found the training to be 'of value' and analysis of 379 course evaluations by Camden from 2008-2009 (Cotton 2010: 7) found 74.6% of attendees rated the course as 'fully' valuable. More recently, Griggs et al (2011) in New Zealand also found very positive results in this area with a percentage mean of 86% rating the course as 'fully' valuable (size of sample not known).

When asked to identify the most valuable aspects of the course, positive physical handling was rated most highly, followed by de-escalation skills and information surrounding the legal aspects of positive handling within schools. Appendix xiv lists the range of responses given by respondents and figure 24 presents a summary of these responses by number of times they were referred to in the questionnaire.

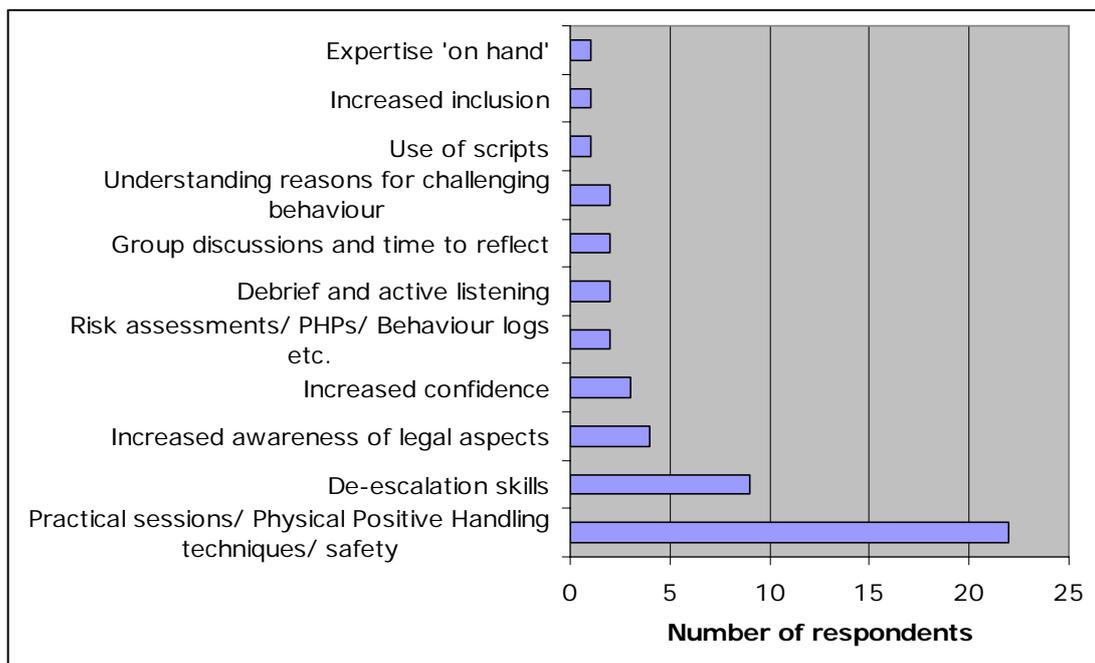


Figure 24 A bar chart to show the most valuable aspects of the course identified by respondents

When asked to identify the elements of the course which could be improved, whilst many respondents had previously identified positive physical handling as the most valuable aspect of the course, time to practice these techniques, as well as concern about recall, particularly in a crisis situation, were highlighted. In addition, one respondent felt that although there was emphasis on not using physical positive handling unless it was really needed, there could have been even more emphasis on this. It is usually highlighted at the beginning of the course that although the time spent on activities during

the day seems disproportionately weighted towards the physical positive handling because time is needed to practice, the emphasis should be on the 95% of non-physical interventions. This may explain why this respondent felt there could have been more emphasis on not using physical positive handling.

One respondent felt there were unrealistic expectations of the facilities within school to cope with pupils with challenging behaviour, for example, withdrawal space. Another respondent felt there needed to be more input on de-escalation skills. One respondent felt there were too many people on the course and another wanted the course to be spread out to two days. Two respondents highlighted the need for more focus on positive physical handling for smaller, nursery, Reception and Key Stage 1 children. Appendix xv lists elements of the course which could be improved.

Section 4.2 Pertinence to work role

Respondents were asked to rate whether they considered the training to have been pertinent to their work role.

Table 15: A table to show whether respondents considered the training to have been pertinent to their work role by percentage

	%
Respondents who rated training as 'fully' pertinent	68.4
Respondents who rated training as 'more or less' pertinent	15.8
Respondents who rated training as of 'some' pertinence	13.2
Respondents who rated training of no pertinence	2.6

n=38

This data is supported by the results of an analysis of evaluations by Camden from 2008-2009 (cited in Cotton 2010: 7) which found 65% of attendees rated the course as 'fully' pertinent to their work role.

An Assistant Head Teacher, who did not feel the course was valuable or pertinent to their role, gave the following reason:

'As an experienced teacher, I have built up my strategies in dealing with challenging behaviour and feel I can read a situation and defuse any possible escalation!'

Despite this, the respondent did not know whether there was a policy on the use of force within their school and given their senior position, there may have been a need to communicate an awareness of this policy to other staff.

Section 5 – Website / re-accreditation and follow up

Respondents were asked if they had accessed the Team-Teach website since training. Eight out of 38 had been onto the website. Reasons given for not looking at the website tended to relate to time issues, for example, one respondent commented , 'I intend to look at the website- been extremely busy at nursery'. Two respondents had forgotten about the website and video clips, but intended to look in the near future.

Twenty-seven out of 38 respondents would seek re-accreditation and 29 out of 38 were interested in attending a refresher course. One respondent commented that re-accreditation depended on finances and one Teaching Assistant stated 'I don't see working with children as a life long job', so would not be seeking re-accreditation.

Other comments related to how the course could be improved included having sturdier puppets (dolls are used in order to demonstrate some of the techniques), to discuss younger children's needs in more depth and make it more relevant to Key Stage 1, as well as spending more time on the physical positive handling as it is easily forgotten. One respondent mentioned they would like a DVD to take away to refresh technique. This may highlight the need to mention the website video clips throughout the day rather than just at the end of the course at home time. The majority forgot about the website and only three people had accessed the video clips demonstrating the physical positive handling.

Phase 4: Completion of 7 semi-structured interviews

Semi-structured interviews were held with 7 staff from four mainstream primary schools across West Sussex. Table 16 shows information relating to the school, participant's roles, type of training attended (central or whole school) and time since training. One participant had not attended a Team-Teach course in West Sussex but in a previous role was an Advanced Team-Teach trainer. She had recently moved from a Special School in another county. She was interviewed as it was felt her perspective on the Team-Teach approach in a special school compared to mainstream primary, would have a useful element to this research.

Table 16 A table to show participant's size of school, role, local information, type of training attended and time since training

Name of school	Number of pupils on role	Age range of pupils	Local information	Role within school	Type of training	Time since training
A	93	4-11	Small village- approx 829 people	Head Teacher	Central Training	2 years
A	93	4-11	Small village- approx 829 people	Assistant Head Teacher/ Inclusion Manager	N/A- Advanced Team Teach trainer in previous role	N/A
B	104	4-11	Town- population approx 24,000	Deputy Head Teacher	Central training	3 months
C	166	4-7	Large village- approximately 5000	SENCo	Whole School	5 months
C	166	4-7	Large village approximately 5000	Teaching Assistant	Central training and whole school	7 months (Central) 5 months (whole school)
D	270	4-11	Small city- population approximately 24,000	Acting Head Teacher/ SENCo	Central training and whole school	9 months (Central) 4 months (whole school)
D	270	4-11	Small city- population approximately 24,000	Teaching Assistant	Whole school	4 months ago

It was felt that the range of schools was adequate although three of the schools were smaller than average but were representative of West Sussex as a whole.

Analysis of Interviews

Following transcription of the interviews, the text was analysed to recognise key words or phrases connecting to the impact of Team-Teach. This data was categorised into commonly recurring themes and sorted into three levels of impact:

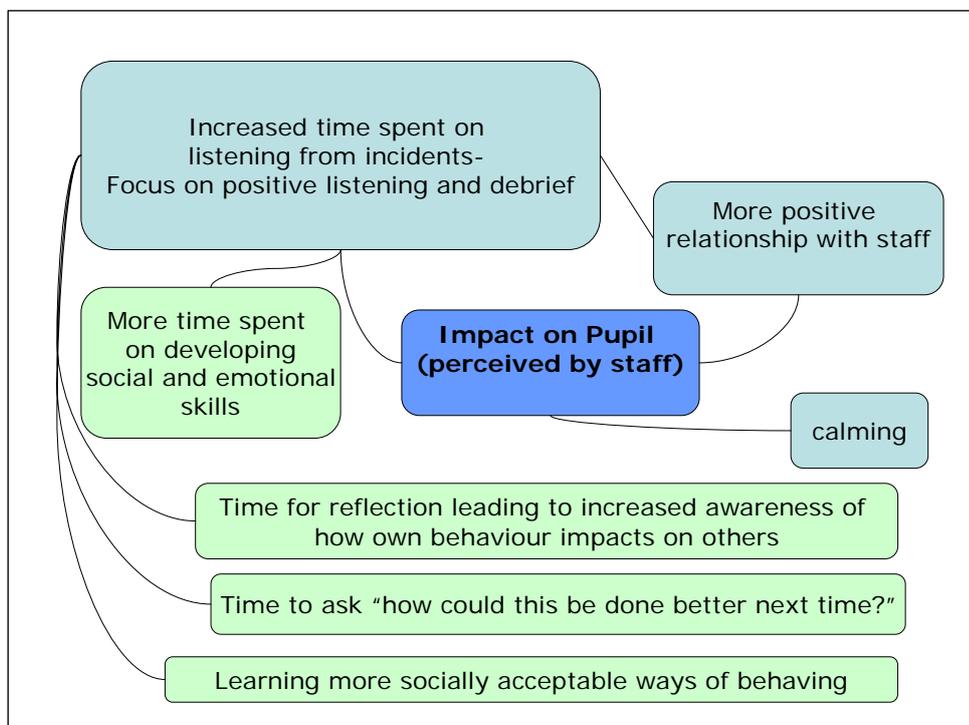
1. Impact on the pupil/s (perceived by staff)
2. Impact on staff
3. Impact on whole school/ environment/ policy

The data contained the richest information about the impact of Team-Teach training on staff, as well as the whole school/ environment.

1. Impact on the pupil/s (perceived by staff)

Figure 25 presents a mind map of the impact of the training on pupils.

Figure 25: A mind map of emerging themes demonstrating impact on pupils



A resonating theme was the need to balance the needs of the pupil with BESD with those of the rest of the class in mainstream schools.

‘A lot of time and energy can be put into dealing with one child because of how they are behaving in certain situations, and then you look round and suddenly realise the other 29 children are unfortunately then just looking on and not able to get on with what they are doing...’

Another interviewee commented on how difficult it can be to include a pupil with challenging behaviour in class

'We try to include him, but when he is being very violent it can take three people to manage him, and with someone to be with the rest of the class - it's quite frightening for them to see. So it is very difficult to include him and not exclude the other 29. That's a huge problem.'

One interviewee commented

'You have got 30 children in a class, one person should not be getting excessively more attention than the other 29.'

It was felt by many that the Team-Teach course had given them reflection time on how best to meet the needs of individual pupils with BESDs. Interviewees mentioned how completing behaviour plans and risk assessments ensured consistency and better communication.

Interviewees reported that since Team-Teach training, few had used positive physical handling because since the training, the pupil 'calmed'.

'After the training, the child then got a lot better. The de-escalation helped'.

In other interviews, improvements in the situation also seemed to be attributed to the increased use of de-escalation skills following training. One interviewee commented

'The teacher was more able to de-escalate the situation, so it didn't need the whole panic of sirens and bells.'

Another theme emerged in terms of staff spending an increased amount of time with pupils following an incident, talking through what happened, how they responded and how they could learn from the experience

'You would always go back to it and take it to pieces, and work out what went wrong, what you could have done in that situation, you know, without getting into the situation we are in now...Mainly

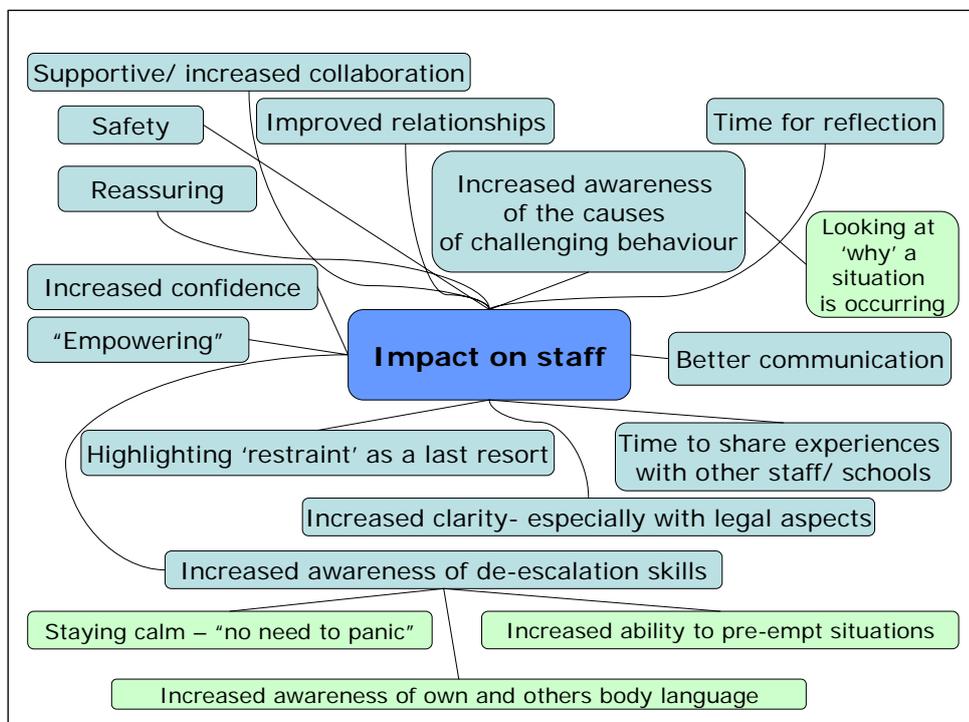
trying to re-construct it, and say 'if I could press the re-wind button, how could I have done that better? So we do a lot of that, putting it back together in a more positive way, so the outcome was not like this. We talk about how this made them feel, so they could have it, in their head, at another time. And a lot of strategies for them are about, you know, when they get angry, what they can do to help themselves before they get to that point. Recognising what goes on in their body when they get angry and trying to stop it by doing something else.'

As a result of an increased awareness of the importance of debrief for pupils and knowing when is an appropriate length of time following an incident for this process to take place, interviewees reported less incidents.

2. Impact on staff

Interviewees reported a wide range of benefits to Team-Teach training in terms of their own professional development and other staff. Figure 26 presents these in the form of a mind map.

Figure 26: A mind map of emerging themes demonstrating impact on staff



One of the main benefits of the course seemed to be in relation to the increased time it gave staff to reflect upon why a situation might be occurring and time to talk with colleagues

'You have a lot of time to talk about your own personal experiences, you realise that the same stuff happens to everybody, and the same things wind up everybody.'

This is particularly apparent on central courses where attendees hear other practitioners talk about the behaviour issues they face and how in some cases, they have successfully included pupils with BESDs. Staff realise they are not the only school faced with difficult situations and have an opportunity to share good practice.

Interviewees also reported an increased understanding of certain pupils' behaviour following training, possibly leading to greater empathy and understanding.

'There are lots of reminders on how outside influences affect the child's behaviour'.

One SENCo commented that despite whole school Team-Teach training, some members of staff are resistant to strategies put in place for pupils and it may take more than a one day course to change hearts and minds,

'There are some members of staff that are resistant to everything we put in place so we have just got to think that's just how they are. There are some people who are more tolerant of disabilities than others...there is an element of why is on child taking up all of this time and they're not worth it - that sort of attitude'.

Another benefit was seen in terms of an increased awareness of de-escalation skills as highlighted in the follow up data and interviewees reported feeling better able to pre-empt situations.

Many interviewees reported that the course provided clarity with legal aspects of physical handling, highlighting this as a 'last resort' and that the emphasis should be on the 95% of de-escalation strategies. A number of interviewees reported feeling 'empowered'. One head teacher commented

'Most staff in schools are not trained to cope with these children, and often it happens very suddenly and you are left thinking 'what can I do?' I have got staff who worry very much about the impact if they hold a child or have to restrain them.'

In addition, interviewees reported an increased focus on supporting each other, knowing that it was acceptable to ask for support from colleagues

'It's one of the things that has shaken me quite a lot, a child with challenging behaviour, how it effects me, what an emotionally exhausting process it is to go through and how it is okay at the end to feel very emotional and it is okay if you feel you are not good enough in some way'.

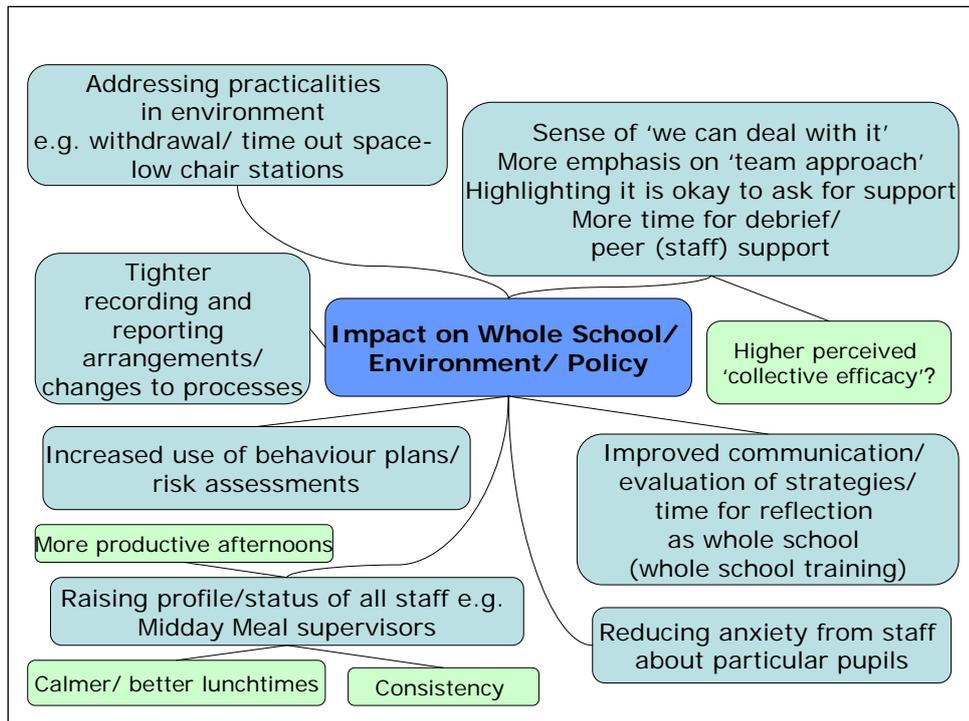
Many interviewees reported feeling reassured by the course and all interviewees felt the training had increased their confidence.

'I'm a learning mentor and a teaching assistant, but sometimes you do wonder whether... well I feel personally whether we have adequate training... whether I'm doing things right... I constantly want to know, am I doing things correctly? Am I helping or perhaps hindering the situation? Well, you do wonder, so any training we can get we are very grateful for... Team-Teach has improved my confidence.'

3. Impact on Whole School/ Environment/ Policy

Figure 27 presents the impact of training on whole school policies and practice in the form of a mind map.

Figure 27: A mind map of emerging themes demonstrating impact on whole school/ environment and policy



One of the main themes emerging at a whole school level was in relation to processes and procedures being put in place e.g. an increased use of risk assessments/ behaviour plans as well as tighter recording and reporting arrangements

‘Since I’ve come back from the course, I have done all the work you suggested - I’ve done a policy, I’ve done a behaviour plan, risk assessments...’

Another theme related to the increased awareness of the physical environment:

‘On a more practical note looking at the fact that we did not have certain seating arrangements that were needed anywhere and so that is why in the past certain situations unfortunately have escalated because we haven’t been able to place a child appropriately and correctly, and to make sure that in certain areas we now have a low seat without any arms so that we can just position a child. So looking at the physical environment as well... that is something we hadn’t necessarily thought of as much until Team-Teach’

One interviewee commented on how the whole school training has promoted calmer lunchtimes

'I would say the greatest positive effect has been lunchtimes, because there used to be so many incidents out there which used to spill into school at 1 o'clock, where actually they (midday meal supervisors) are now able to deal with them and so they can draw a line when children come into school at 1pm and they are ready to learn again. As opposed to running around for half an hour sorting out who did what and why wasn't it dealt with.'

In addition, as a result of midday meal supervisors being included in the training, the interviewee felt that some of the attitudes of individual staff had become slightly more positive in relation to pupils with BESDs, it had raised their profile and given them greater awareness of the need for communication and consistency.

Improvements

In terms of how the course could be improved, comments highlighted in the quantitative data resonated in the interviews. One issue was related to recall of the positive physical handling as well as the need for more positive physical handling options for younger children. Overall, supporting the quantitative data, interviewees all gave a very positive endorsement of the course

'There must be lots of schools out there that don't opt in to this sort of training, and I think if they have got challenging children, they should get it. I would promote it, because I think it has been really good.'

Chapter 4

Discussion

Results from this study show that, regardless of staff's position, length of service or the location of training attended, they provided a positive endorsement of the Team-Teach approach to behaviour management.

Limitations

Hoinville & Jowell (1978 cited in Cohen et al 2000: 263) state a well planned postal survey should obtain at least a 40 per cent response rate. In this study it was only 17 per cent. Reasons for this may be that no stamped addressed envelopes nor reminders were sent. Whilst this low return might raise questions of sample validity, (Belson 1986 cited in Cohen et al 2000: 264), those who responded were representative of the range of roles and responsibilities. In addition, triangulation with other data sources provides further support for this data set.

The size of the sample at the pre and post-questionnaire level was more favourable at 125 participants. This was a sample of attendees completed at the beginning and end of the day, and overcomes some validity issues of the smaller follow-up questionnaire. However it questions whether participants were responding in a socially desirable way due to the presence of trainers. These evaluation scores also present a positive endorsement of the staff training.

There do not appear to be any striking differences in confidence following 'whole school' and 'central' training courses. This aspect of the data does not

explore practice in schools. Whilst individual staff may return from a 'central' course feeling 'confident' in relation to aspects of the course content, a positive school ethos (Gibbs and Powell 2011: 17) is created by the collective staff group. Guskey (2002) highlighted the importance of gaining the support of the whole school to impact on organisational policies and practices

Lack of organisation support and change can sabotage any professional development effort, even when all the individual aspects of professional development are done right

Guskey (2002:47)

'Whole school' courses can be tailored effectively to the needs of the setting yet feedback from central courses reflect that needs are being met by allowing plenty of time for questions and giving individual advice.

The present study did not explore the 'ethos' nor examine inclusivity of the respondents' schools following training of Team-Teach. Knowledge itself does not necessarily affect practice (Nau et al 2009), nor do teacher satisfaction ratings about professional development necessary indicate change in the classroom (Giallo & Hayes 2007).

Practice was explored in the follow up questionnaire which yielded some interesting findings. Using case studies with observational data, examining exclusion data and records of school incidents might have added more depth, particularly in examining the impact of 'whole school' versus 'central' training models. It does appear that West Sussex have adopted an approach to meeting a training need which 'works' within the limitations on schools budgets and time. Pupil voice could have been explored.

Recommendations

This research has raised a number of issues:

1. Policy

Every school should have a policy on the 'Use of Reasonable Force'. Further study might explore whether the new guidance on the Use of Reasonable Force (DfE 2011) has increased staff confidence.

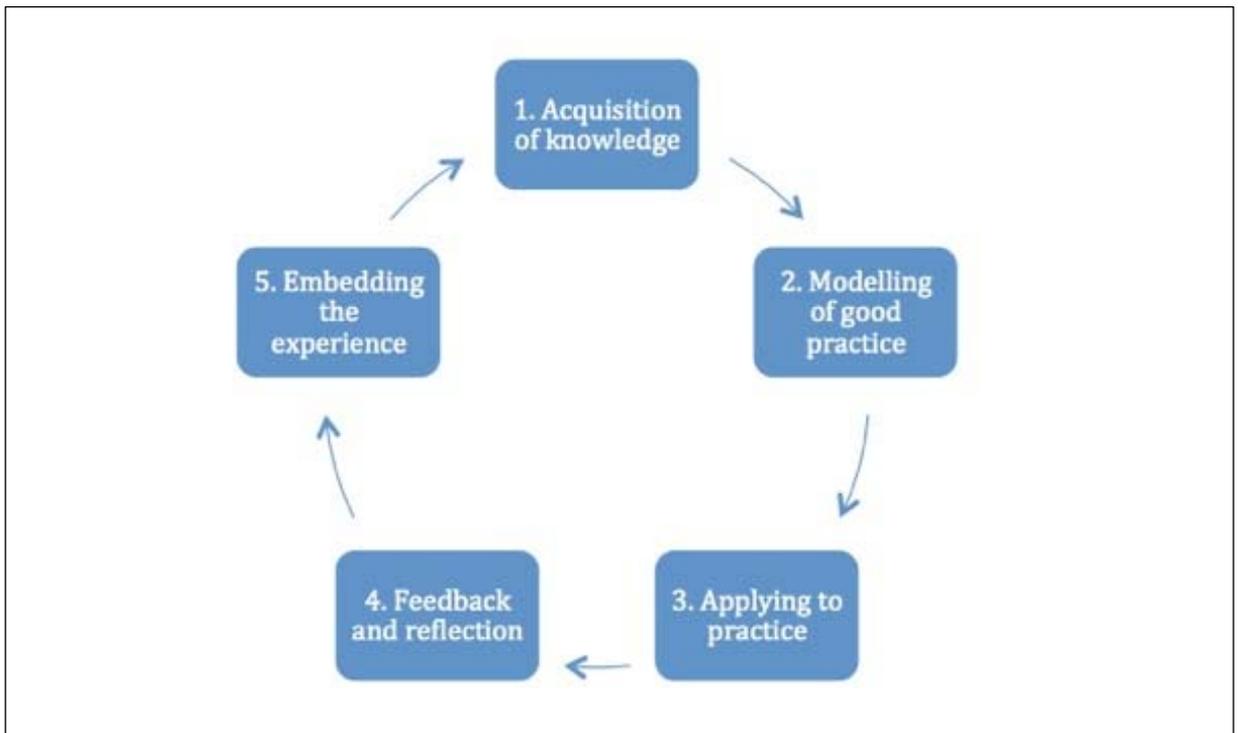
2. Realistic expectations

Schools need flexibility and creativity, for example, using the library or similar dual purpose area, to create withdrawal space for 'chair-stations'.

3. Overcoming difficulties with recall

Positive physical handling can be reinforced by watching online video clips. The teaching methods of the course gave staff plenty of opportunity to practice yet there is also a need to focus training on the de-escalation skills that represent 95% of practice. This is difficult on a one day course as there is a lot of material to cover. Research has found differences in levels of transference of skills through various methods employed in learning (Joyce and Showers 1980, Hopkins, West & Ainscow 1996). The learning model (Joyce and Showers 1980) demonstrates the five-stage process (Figure 28).

Figure 28 The Five-Stage Learning Model



Further exploration of this model may indicate how the recall issue is overcome. 90% of learners will transfer a new skill if they receive all five components of the model. Ideally follow-up sessions with staff at school enable skills to become generalised to the classroom. However, given the large numbers of trainees and the small number of trainers, this is not possible.

4. More focus on smaller children

Course evaluations indicate there is a need to provide more options for positive physical handling for smaller children in Reception and Key Stage one. More time is now spent on this.

5. More focus on proactive approaches

Proactive strategies were being used by a much smaller number of respondents than reactive strategies and de-escalation skills. Completing a Common Assessment Framework (CAF) featured as a successful strategy for just 21.2% of respondents. Positive handling plans (PHP) were not being used by many (18.9%), although more were using risk assessments, (possibly the pro-forma recommended by Team-Teach trainers which includes a PHP). Following this research, the course was changed to allow attendees to complete a risk assessment during the course, a tangible reminder to take away with them. Feedback has been very positive.

Trainers highlight the importance of allowing time for staff and pupil debrief, as a proactive strategy to reflect and plan for a way forward yet only 43.2% of respondents were using this. This process is necessary if pupils and staff are going to successfully include pupils with BESDs.

The model presented by Powell and Tod (2004) in Chapter 1 provided a useful starting point presenting a conceptual framework for 'learning behaviour'. Team-Teach training impacts on some of these factors, particularly with regard to relationships and policy and certainly addresses the 'Strategy Gap' (Anderton & Westwood 2010) for staff. However, support for pupils also needs to take into account the impact the community, culture, family and outside agencies may have on the pupil.

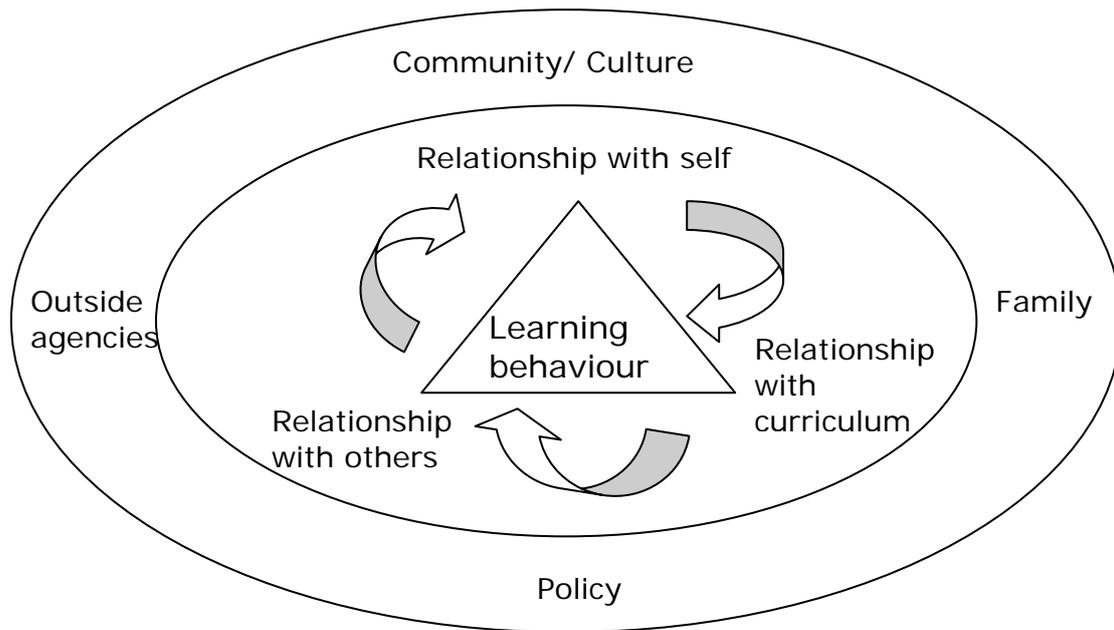


Figure 2 Conceptual framework- for learning behaviour in schools contexts (Powel and Tod 2004)

Ways Forward

There is simply not time to cover the full range of proactive approaches in the one day Team-Teach course, but staff will need reminding of these to ensure pupils with BESDs continue to have their needs met. During this time of change within local authorities, with support services being cut, schools resorting to crisis prevention, rather than having proactive planned intervention, there is a risk of pupils with BESDs becoming sidelined. Schools previously had support and advice from a range of professionals through the termly Planning and Review Meetings (PARMs). These gave staff the opportunity to mention pupils early on and often stopped situations becoming more serious. As these meetings and training options are greatly reduced, there is a risk schools will resort to reactive approaches, such as exclusion.

The Children and Young People Planning Forums (CYPPF) may help to fill the gap for some families, but many schools are reluctant to complete Common Assessment Frameworks (CAFs). As the shift in local authorities from providers of learning services towards a more strategic commissioning role takes place, external providers of training may fill the market gap. Effective collaboration and communication is necessary to ensure the best pupil outcome. Competition between service providers may hinder this. Alternatively, increased competition could improve the quality of services that are offered to schools. Whatever the future holds, the welfare of the child is paramount.

Despite the changes and economic challenges being experienced across the country during this time of transition, this study supports findings from previous studies (Hayden and Pike 2005, Cotton 2010, Griggs et al 2011) and adds to the developing evidence base for the Team-Teach approach. The research has demonstrated that Team-Teach training certainly does make a difference to the majority of participants in this study and therefore the pupils they work with.

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Appendix i) Psychological paradigms underpinning Team-Teach Continuum of Interventions

Behavioural	Code of Conduct (to some extent) - rewards/ sanctions
Cognitive Behavioural	Conflict spiral Pepsi challenge Use of language Positive Listening and Learning- debrief with pupil linking how thoughts impacted on feelings which impacted on behaviour
Psychodynamic and attachment theory	Positive Listening and Learning Nurturing principles- importance of relationships
Eco-systemic	Policies Documentation Risk assessment Positive handling plans Rights and responsibilities Values Behaviour seen as interaction between individuals, school, family, community and <i>wider society</i> – legal aspects Addresses interplay between multiple influences
Social constructivist	Perceived self-efficacy Agency Building staff/ pupil resilience Perceived collective efficacy
Humanistic	Values Positive Listening and Learning- support for each other (staff) and time for pupil Pepsi challenge (Maslow's hierarchy of Needs) Attaching great significance to relationship between staff and pupil
Neurobiological	6 Stages of a Crisis Pepsi challenge Personal Skills Fight/ flight/ fright response Importance of self-control/ rational response rather than 'gut', instinctive response /awareness of how our behaviour impacts on others

Appendix ii) Five Levels of Professional Development Evaluation (Guskey 2002: 48-49)

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reactions	Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	Did participants acquire the intended knowledge and skills?	Paper & pencil instruments Simulations Demonstrations Participant reflections Participant portfolios	New knowledge and skills of participants	To improve program content, format, and organisation
3. Organisation support and change	Was implementation advocated, facilitated and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognised and shared? What was the impact on the organisation? Did it affect the organisation's climate and procedures?	District and school records Minutes from meetings Questionnaires Interviews with participants Participant portfolios	The organisation's advocacy, support, accommodation, facilitation, and recognition	To document and improve organisational support To inform future change efforts
4. Participants' use of new knowledge and skills	Did participants effectively apply the new knowledge and skills?	Questionnaires Structured interviews Participant reflections Participant portfolios Direct observations Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving?	Student records School records Questionnaires Structured interviews Participant portfolios	Student learning outcomes: cognitive, affective, psychomotor	To focus and improve all aspects of program design, implementation, and follow-up. To demonstrate the overall impact of professional development

Appendix iii) Copy of course evaluation form

Team-Teach

Course Evaluation Form



Location of Training: _____

HOW WOULD YOU RATE THE TRAINING IN THE FOLLOWING AREAS: Please tick the boxes on the scales below that indicate levels achieved by the tutor(s).

	Excellent	Very Good	Good	Fair	Poor
Were course objectives clearly stated?	<input type="checkbox"/>				
Were course objectives achieved?	<input type="checkbox"/>				
Were physical techniques presented with an holistic behavioural response?	<input type="checkbox"/>				
Were techniques presented with 'Safety' as the paramount concern?	<input type="checkbox"/>				
	Yes, fully	More or less	Only some	No	
Was the training valuable to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was it pertinent to your work role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

If either response is no, please explain:

STANDARD OF TRAINER(S) / TRAINING MATERIALS / TRAINING VENUE:

	Excellent	Very Good	Good	Fair	Poor
Attitude and Approach	<input type="checkbox"/>				
Knowledge of subject	<input type="checkbox"/>				
Preparation / Organisation	<input type="checkbox"/>				
Group Participation	<input type="checkbox"/>				
Materials / Handouts	<input type="checkbox"/>				
Training room suitability	<input type="checkbox"/>				
Food / Refreshments	<input type="checkbox"/>				

Following this training what are the additional issues / training or follow up you can suggest for the future?

What would you describe as the STRENGTHS of the course?

What CHANGES / ADDITIONS / can you suggest to further develop the course?

Your COMMENTS and SIGNATURE are appreciated as the course involves physical participation, including attention to Health & Safety issues and working within the Code of Practice established by B.I.L.D & Team-Teach Ltd.
THANK YOU FOR YOUR CO-OPERATION



Signature: _____ Printed Name: _____ Date: ____/____/____

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Appendix iv) Pre-training questionnaire

Please could you indicate your **current level of confidence** in the following areas:

	Very confident	Confident	Undecided	Not very confident	Not at all confident
Listing the key values underpinning 'Team Teach'					
Applying these key values to your everyday work with pupils					
Describing the range of typical behaviours that staff may find challenging					
Describing the signs of escalating challenging behaviour					
Responding to the signs of escalating challenging behaviour					
Using appropriate physical positive handling techniques where it was <i>reasonable, proportionate and absolutely necessary</i>					
Completing any necessary records , following an incident					
Understanding the key points surrounding the legal framework and positive handling					
Completing a risk assessment for an individual pupil					
Developing a behaviour plan or positive handling plan for an individual pupil					
Using active listening skills to support a colleague following an incident					
Using active listening skills to support a pupil/s following an incident					
Knowing when is an appropriate length of time following a crisis situation, to begin the repair/rebuild process					
Knowing that you can handle crisis situations appropriately					

Appendix v) Post course questionnaire

Name (optional) _____ Date: _____
Position within your school _____ Location of Training _____

Please could you indicate your **current level of confidence** in the following areas:

	Very confident	Confident	Undecided	Not very confident	Not at all confident
Listing the key values underpinning 'Team Teach'					
Applying these key values to your everyday work with pupils					
Describing the range of typical behaviours that staff may find challenging					
Describing the signs of escalating challenging behaviour					
Responding to the signs of escalating challenging behaviour					
Using appropriate physical positive handling techniques where it was <i>reasonable, proportionate and absolutely necessary</i>					
Completing any necessary records , following an incident					
Understanding the key points surrounding the legal framework and positive handling					
Completing a risk assessment for an individual pupil					
Developing a behaviour plan or positive handling plan for an individual pupil					
Using active listening skills to support a colleague following an incident					
Using active listening skills to support a pupil/s following an incident					
Knowing when is an appropriate length of time following a crisis situation, to begin the repair/rebuild process					
Knowing that you can handle crisis situations appropriately					

Prior to attending **Team Teach**, had you attended a course like this in the past?

Yes

No

If yes, what was the course and approximately how long ago was it since you attended?

SECTION 3- OVERALL IMPACT EVALUATION

We would be keen to know your thoughts on how Team Teach may impact on your practice

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
The input increased my awareness of the stages of a developing crisis					
The input has increased my confidence in relation to using a range of de-escalation and de-fusion skills					
The input has increased my confidence in using physical positive handling in a situation where it is reasonable, proportionate and absolutely necessary					
The input has increased my knowledge of the legal framework surrounding positive handling					
The input has increased my confidence in keeping myself safe in a crisis situation within school					
The input has increased my confidence in keeping a pupil presenting as aggressive physically safe					
The input has increased my confidence in keeping other pupils safe in a crisis situation					
The input has increased my confidence in responding to pupils fighting					
The input has increased my awareness of the reasons behind challenging behaviour					

Appendix vi) Follow-up questionnaire and letter to attendees

Team Teach Follow-up Questionnaire

Dear _____

Thank you for attending 'Team Teach'. I hope you enjoyed the course.

In order to gain a better picture of how this training may impact on aspects of practise and policy within your school, as well as your own confidence when working with pupils presenting with challenging behaviour, we would really value your views.

I have enclosed a questionnaire and would really appreciate it you could take the time to complete it. We would also be grateful for any ideas on how we can ensure our training targets your needs in this area in the future.

Please feel free to comment on any aspect of the course, there is space on the reverse to write any additional comments.

Please could you return the questionnaire to myself in the pre paid envelope included.

In order to further develop this research, I would like to interview some participants in more depth. If you would be willing to give half an hour of your time in order to be interviewed, I would be most grateful. I have included a section towards the end of the questionnaire where you can include your details and how I can contact you. If you agree to be interviewed, I would of course visit you at your school in order to minimise any inconvenience.

I look forward to hearing your views.

Best wishes

Jane Albery

Inclusion Support Team

SECTION 1- COURSE CONTENT

Please could you indicate your **current level of confidence** in the following areas:

	Very confident	Confident	Undecided	Not very confident	Not at all confident
List the key values underpinning 'Team Teach'					
Apply these key values to your everyday work with pupils					
Describe the range of typical behaviours that staff may find challenging					
Describe the signs of escalating challenging behaviour					
Respond to the signs of escalating challenging behaviour					
Use appropriate physical positive handling techniques where it was <i>reasonable, proportionate and absolutely necessary</i>					
Complete any necessary records , following an incident					
Understand the key points surrounding the legal framework and positive handling					
Complete a risk assessment for an individual pupil					
Develop a behaviour plan or positive handling plan for an individual pupil					
Use active listening skills to support a colleague following an incident					
Use active listening skills to support a pupil/s following an incident					
Know when is an appropriate length of time following a crisis situation, to begin the follow-up/ repair/rebuild process					

Prior to attending Team Teach, had you attended a course like this in the past?

Yes

No

If yes, what was the course and approximately how long ago was it since you attended?

SECTION 2- PRACTICE

When working with pupils with concerning behaviour, please tick any of the following strategies that you have used and found to be particularly useful/ successful:

- | | |
|---|---|
| <input type="checkbox"/> Individual Behaviour Plan | <input type="checkbox"/> Planned ignoring |
| <input type="checkbox"/> Positive Handling Plan | <input type="checkbox"/> Distraction |
| <input type="checkbox"/> Risk Assessments | <input type="checkbox"/> Time out |
| <input type="checkbox"/> Awareness of own behaviour | <input type="checkbox"/> Removal of class |
| <input type="checkbox"/> Offering verbal advice/support | <input type="checkbox"/> Transfer of adult |
| <input type="checkbox"/> Negotiation | <input type="checkbox"/> Reminding of pass success |
| <input type="checkbox"/> Using a low, calm voice | <input type="checkbox"/> Intervening early |
| <input type="checkbox"/> Involving outside agencies | <input type="checkbox"/> Identifying triggers |
| <input type="checkbox"/> Seeking 'expert' advice | <input type="checkbox"/> Giving pupil space |
| <input type="checkbox"/> Consequences | <input type="checkbox"/> Involving parents |
| <input type="checkbox"/> Offering choices | <input type="checkbox"/> Pastoral Support Programmes |
| <input type="checkbox"/> Structured peer support | <input type="checkbox"/> Team Around the Child (TAC) |
| <input type="checkbox"/> Using humour | <input type="checkbox"/> Developing a 'script' |
| <input type="checkbox"/> Completing a CAF form | <input type="checkbox"/> Differentiation of tasks |
| <input type="checkbox"/> Opportunity for staff debrief | <input type="checkbox"/> Teaching social and emotional skills |
| <input type="checkbox"/> Opportunity for pupil debrief | <input type="checkbox"/> Non-verbal cues/time out card |
| <input type="checkbox"/> Fixed term exclusion | <input type="checkbox"/> Other (please list below) |
| <input type="checkbox"/> Additional adult support | |
| <input type="checkbox"/> Physical Positive Handling | |

Please could you give examples or comment on the above

Does your school have an explicit **policy** on the **use of reasonable force to control or restrain pupils**?

- Yes No Don't know

SECTION 3- OVERALL IMPACT EVALUATION

We would be keen to know your thoughts on how Team Teach may have impacted on your practice

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
The input increased my awareness of the stages of a developing crisis					
The input has increased my confidence in relation to using a range of de-escalation and de-fusion skills					
The input has increased my confidence in using physical positive handling in a situation where it is reasonable, proportionate and absolutely necessary					
The input has increased my knowledge of the legal framework surrounding positive handling					
The input has increased my confidence in keeping myself safe in a crisis situation within school					
The input has increased my confidence in keeping a pupil presenting as aggressive physically safe					
The input has increased my confidence in keeping other pupils safe in a crisis situation					
The input has increased my confidence in coping with pupils fighting					
The input has increased my awareness of the reasons behind challenging behaviour					
The input has increased pupil achievement within my school					
The input has increased pupil inclusion within my school					

SECTION 4- VALUE/ PERTINENCE TO ROLE

Overall, do you consider the training to have been **valuable** to you?

- Yes, fully
- Only some
- More or less
- No

What would you say were the **most valuable** aspects of the course?

Which elements might be **improved**?

Overall, do you consider the training **pertinent** to your work role?

- Yes, fully
- No
- More or less
- Only some

Why?

SECTION 5- WEBSITE/RE-ACCREDITATION AND FOLLOW-UP

Have you accessed the **Team Teach website** since training?

- Yes
- No

If yes, have you used any of the **video clips** on the website as an 'aide memoir' since attending?

- Yes
- No

Would you seek **re-accreditation in 36 months**?

- Yes
- No

Would you be interested in attending a **refresher** course?

- Yes
- No

If you answered no to either of these questions, why? (please use the reverse to expand if needed)
How could the course be improved?

Appendix vii) Semi-structured interview schedule

I'd just like to spend the next 30-45 minutes talking about the Team-Teach training you attended and how this may have impacted on your practice.

1. Can you remember when you attended Team-Teach?
2. Did you attend with colleagues from your school?
3. What were your reasons for going on the Team-Teach course?

First, some general questions...

- What are the issues faced by schools in relation to pupils with behavioural, social and emotional difficulties?
- What approaches do you feel are most useful in supporting these pupils?
- How does your school manage the inclusion of pupils with BESDs in ways that are compatible with raising all pupils' achievement?
- What does inclusion mean to you?

Team-Teach

- Which aspect of the Team-Teach course do you remember most clearly?
- Which aspect of the Team-Teach course do you find most valuable?
- Where you aware of the legal aspects of physical handling before coming on the course?
- Have you attended any other courses like this?
- Where you aware of de-escalation strategies/ stages of a crisis/ conflict spiral?
- Had you used risk assessments/ behaviour plans?
- What were the recording and reporting arrangements in school and have these changed since coming on the course?
- Have you read the Use of Force 2010 guidance?
- What do you feel were the most successful aspects of the course?
- Has the course increased your confidence?
- Have you implemented any processes, policies or procedures in your school as a result of the training?
- Have you had to use any of the Team-Teach physical handling approaches since training?
- Has the training increased pupil inclusion?
- How could the course be improved?
- What would help you to support pupils with BESDs in the future?

Other aspects to possibly explore:

-
- Legal framework- Use of Force 2010
- Use of 'positive touch' within school e.g. peer massage and policy
- Did teacher training cover any issues related to this- what are the issues faced by schools today in relation to behaviour- has this changed?
- Facilitators and barriers to adopting the approach

Appendix viii) Letter of consent to interview participants

Jane Albery
Advisory Teacher
Inclusion Support Team (Behaviour)
jane.albery@westsussex.gov.uk

Dear Colleague

Request to participate in interview

This term, as one of the Team-Teach trainers, as part of an MA (Education), I am conducting some research into Team-Teach and the impact this training may have had within your school. Since 2006, 950 members of staff from across primary schools in West Sussex have attended the course either at one of the professional centres or as a whole school and we are keen to follow-up and evaluate this work.

I am seeking to interview staff who have attended this course, to gain a better picture of whether this training may impact on aspects of practice and policy within your school, as well staff confidence when working with pupils presenting with challenging behaviour. I would also be keen to hear any suggestions you may have for improving the course, as well as to discuss how we can ensure our training targets your needs in this area in the future.

The questions will deal with a range of aspects linked to the use of the Team-Teach approach within your school. In broad terms, I want to find out what are the issues faced by schools in relation to pupils with behavioural, social and emotional difficulties and what approaches are useful to support these pupils. In addition, I want to explore how schools manage inclusion of pupils with BESDs in ways that are compatible with raising all pupils' achievement. I will then focus on the Team-Teach approach and how this training may have impacted on practice.

I shall use a tape recorder. The interview will last approximately half an hour to forty five minutes.

You are volunteering to participate in this research project, and you have the possibility to withdraw from the project at any time, without having to state a reason for doing so. If you choose to withdraw, all the data about you will be erased. All information shall be treated confidentially and will be made anonymous. The recordings will be erased after the dissertation has been completed next year.

Yours sincerely

Jane Albery

Letter of consent:

I have received information about the research into the impact of Team-Teach and would like to participate (Please circle).

Yes No

I agree to be interviewed for this project. (Please circle):

Yes No

I agree to be audio taped during this interview. (Please circle):

Yes No

Signature.....

Name (Please Print).....

If you would like a copy of the finished dissertation please write your address below:

Appendix ix)

Application for Ethical Approval



Form E1

For all staff and postgraduate students

This form should be used by ALL research students, taught postgraduate students and staff who wish to undertake research under the name of the University of Chichester.

THIS FORM MUST BE COMPLETED AND APPROVED by the relevant persons and approved by the relevant Committees prior to commencement of research. Full guidance on the Application process can be found at Appendix 2 and 5 in the Ethical Policy Framework.

APPLICANTS – if the study involves participants each Application must be submitted alongside relevant consent forms, information letters/sheets, and debriefing sheets where appropriate. This documentation should be version numbered and dated.

<p>AUTHORISER please categorise the application (A or B) and submit this signed form to the Ethical Approval Sub-group. Where Applicants are postgraduate research students, supervisors should authorise this form; where applicants are staff members, their Head of Academic Department (or nominated signatory) should authorise this form; where applicants are Heads of Academic Departments, the relevant Deputy Dean (or nominated signatory) should authorise this form.</p>			
Name of Applicant:	Jane Albery	Name of Authoriser:	Diana Seach
Position of Applicant:	Advisory Teacher	Position of Authoriser:	Supervisor
Authoriser Judgement: (please delete as appropriate)	Proceed	Category A	
1. Title of study:			
The Impact of Team-Teach training on practice in primary schools			
2a. Brief description of purpose of study/rationale (including why the involvement of participants is essential to the study if appropriate):			
<p>Setting the Scene/Background An evaluation of the Team-Teach approach in mainstream primary schools</p> <ul style="list-style-type: none"> o What are the issues faced by primary schools in relation to BESDs o What approaches are useful when working with children, families and schools in the area of BESD? <p>Key Research Questions</p> <ul style="list-style-type: none"> o How does the Use of Force 2010 guidance impact on schools in terms of practice and policy? o Does Team Teach training impact on staff confidence levels? o Does increased staff confidence lead to more inclusive practice? o What are the issues faced by schools in relation to de-escalation and physical handling? o Does Team Teach training impact on schools ability to include pupils with BESDs and if so, how? o What are the differences, if any, between whole school training and central training (where 2 members of staff attend from a school)? o How might the training be improved? 			
2b. Brief description of methods:			
Use of qualitative and quantitative data- questionnaires, course evaluations, interviews			
3a. Can the study be described as being part of some role you already have? *Please delete the inappropriate answer.			Yes* ✓
3b. Are there any conflicts of interests which need to be considered and addressed?			Yes
If conflicts of interest have arisen, indicate how they have been addressed:			
4. Location of study and details of any special facilities to be used:			
Mainstream schools within West Sussex County Council			

5a. Are the participants people you normally work with (e.g. as a social work, counselling or education professional, volunteer, or trainee)?		Yes ✓
5b. Are the participants children or members of other vulnerable groups (e.g. elderly, those suffering from mental illness, those whose first language is not English) <i>If yes, this Application must be categorised as 'B'</i>	No ✓	
<i>Please provide brief details:</i>		
6. Basis for selection and rejection of participants in the study: All participants will be staff from mainstream primary schools in West Sussex who have attended the Team-Teach course		
7a. Is the process of the study and/or its results likely to produce distress, anxiety or harm in the participants?	No ✓	
If you answered Yes to 7a, please answer 7b below: 7b. Is the process of the study and/or its results likely to produce distress or anxiety in the participants <i>beyond</i> what they would normally experience in your work with them? <i>If yes this Application must be categorised as 'B'</i>	No ✓	
<i>Please provide brief details:</i>		
7c. What steps will you take to deal with any distress or anxiety produced? In the unlikely event participants were distressed or anxious as a result of this research I would discuss this with them and take necessary steps to resolve this issue.		
8a. Does your proposal raise other ethical issues apart from the potential for distress, anxiety, or harm?	No ✓	
8b. If your answer to 8a. was 'yes', on what grounds would you defend the proposal?		
9. Irrespective of whether any distress is caused to participants, might the research damage the reputation of the University, since it will be undertaken under its auspices?	No ✓	
10. Will the study involve withholding information or misleading participants as part of its methodology? <i>(Please refer to Section 10 of the Ethical Policy Framework for further guidance)</i> <i>If yes this Application must be categorised as 'B'</i>	No ✓	
<i>Please provide details:</i>		
11. Has the consent of the participants of the study been obtained?		Yes ✓
Completion of questionnaire denotes informed consent Interviewees given a letter and consent form	Date consent obtained:	Jan 2010
	Written or oral? (Please specify)	Written
	Copy attached?	Yes ✓
12. In formal/legal terms, is there anyone whose permission has to be sought in order to conduct your study? Please give details:	No	Yes
	Date consent obtained:	Sept 2010

West Sussex County Council Research Governance Framework		Written (Please specify)	Written	
		Copy attached?	Yes ✓	
13. Do you think you need to seek the permission of any other individuals or groups? (e.g. parents, carers.)			No ✓	
Please provide brief details:		Written or oral? (Please specify)		
		Copy attached?		N/A
14. Will any payment, gifts, rewards or inducements be offered to participants to take part in the study?			No ✓	
Please provide brief details:				
15. Will the participants have the right/facility to withdraw from the study?				Yes ✓
16. Is it necessary to guarantee and ensure confidentiality for the participants?				Yes ✓
Please provide details: All data will be treated confidentially				
17. Is it necessary to guarantee and ensure anonymity for the participants?				Yes ✓
Please provide brief details: All data will be anonymised				
18. Will the participants have any right of comment or veto on the material you produce about them?				Yes ✓
Please elaborate if you wish:				
19. Does the project involve the use of or generation/creation of audio visual or electronic media?			No ✓	
If yes, please describe how the collection and storage of this will be managed bearing in mind data protection and anonymity issues (see paragraphs 9.7 and 11.7 of the Ethical Policy Framework).				
20. Please outline how participants will be debriefed (Please refer to paragraph 10.2 of the Ethical Policy Framework for further guidance)				
Participants will be given the opportunity to request a copy of the research				
21. Will your results be available in the public arena? (e.g. dissertation in the library)				Yes ✓
(If yes, please provide details)				
22. What are your intentions for publication of the study? Please list any journals or texts in which the study will be published if relevant/ known:				
Will share research with colleagues and Team-Teach				
23. Are there any additional comments or information you consider relevant, or any additional information that you require from the Committee?				

For Authorisers:		
24. Please provide a comment on your assessment of the research project, and where necessary indicate what further information is required.		
25. In your view, does the proposed study potentially contravene any aspect of established codes of practice in your discipline? (For instance, the codes of practice of the British Sociological Association, British Psychological Society, and British Education Research Association are available on the internet.)		No <input checked="" type="checkbox"/>
26. If yes, please give details and identify issues you wish the Ethics Committee to discuss/resolve:		

Signature of Applicant: Jane Albery. Date: September 2010
 Signature of Authoriser: Diana Seach Date: September 2010
 Both the Applicant and Authoriser have read the Ethical Policy Framework (*please tick*)

IF CATEGORY B: Signature of University Committee Chair (*or authorised signatory*)

Signature: Responsibility:

Date:

Appendix x) Research Governance Form

Research Governance Project Plan Form



Title of project/study: The impact of 'Team-Teach' training on practice in primary schools

Name of main researcher: Jane Albery

Status: Advisory Teacher (Behaviour), Inclusion Support Team

Organisation: WSCC

Address for correspondence: Inclusion Support Team, Centenary House, Durrington Lane, Worthing, BN13 2QB

Telephone: 01903 839211 or 07736007726 **Email:** jane.albery@westsussex.gov.uk

Name of research supervisor: Diana Seach.....

Status: Lecturer on MA (ed)

Organisation: University of Chichester.....

Address for correspondence:
University of Chichester, Bognor Regis Campus, Upper Bognor Road, Bognor Regis, West Sussex, PO21 1HR.....

Telephone: 01243 816000 **Email:** D.Seach@chi.ac.uk

Name(s) of any co-researcher(s):

Status:

Organisation:

Address for correspondence:

Telephone: **Email:**

Who will fund your project? I am funding this project as part of my MA (Ed)

If your project is part of an academic course, please complete this section.
Course: MA (Ed) **Year** (eg 1, 2, 3, etc.): Final Dissertation (18,000 words)

Expected start and completion dates of your research.
Start: April 2010..... **Completion:** Feb 2011

<p style="text-align: center;">Background</p> <p>(What is the background to the topic of your research?)</p> <p>In my role as advisory teacher for the Inclusion Support Team for behaviour, four people from my team (myself included) and three Educational Psychologists are trained to deliver a one day course called 'Team-Teach'. Team-Teach courses 'aim to promote effective and safe verbal, non-verbal, positive and protective techniques within a holistic response to behaviour management' (Hayden and Pike 2005). This differs from other courses that my team can offer, in terms of also providing techniques for 'physical positive handling' should a situation arise where it is 'reasonable, proportionate and absolutely necessary' for staff to intervene.</p> <p>Physical intervention is not the main focus of the approach, with preventative, defusion and de-escalation techniques said to make up more than 95% of responses to challenging behaviour (Allen and Matthews 2003). The course highlights the importance of good communication, staff supporting each other, positive listening and debrief following any incidents. It also recommends the use of scripts, behaviour management plans/ 'positive handling plans' and risk assessments.</p> <p>The course is offered centrally for members of staff from schools, usually attending in twos or threes. The course is also offered 'whole school'. In addition, we offer a 3 hour course on de-escalation and defusion, without the physical positive handling aspect, which can be delivered by anyone on my team.</p> <p>The use of force to control or restrain pupils- guidance for schools (DCFS 2010) states</p> <p>All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline amongst pupils. But everyone would agree that force should be used only as a last resort (p6)</p> <p>This new guidance for schools in England replaces and supersedes the previous guidance The Use of Force to Control or Restrain Pupils which was issued in November 2007. Section 93 of the Education and Inspections Act 2006 outlines when the use of reasonable force may be used.</p> <p>Section 246 of the Apprenticeships, Skills, Children and Learning Act 2009 requires that governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident to ensure parents are kept informed of serious events at school concerning their child. In August 2010, the new coalition government have since since revoked this requirement which has important implications on inclusive practice within schools which will be explored within the context of this research.</p> <p>Furthermore, the Use of Force 2010 guidance highlights that all schools should incorporate an explicit policy on the use of reasonable force to control or restrain pupils within their overall school behaviour policy. It is also good practice for governors, staff, recognised trade unions, pupils, those with parental responsibility and other partners within the school community to be consulted about the policy. However even if the outcome of the consultation is that parents and pupils are not in favour of force being used, this would not prevent staff from using the power in any given situation. Neither would it prevent the school from adopting a policy that envisaged staff using reasonable force. The 2010 guidance also highlights that schools should never seek to inhibit the ability of staff to use this power by adopting a 'no contact' policy. The document also outlines the need for staff training in the areas of de-escalation which introduces the use of force at an appropriate time, based on consideration of a range of other options.</p>	<p style="text-align: center;">Points to consider</p> <p>Have you:</p> <ul style="list-style-type: none"> • Talked your idea over with your manager/the Social Research Unit? • Considered any funding issues? • Considered time/commitment issues? • Made arrangements for supervision? • Read through the Research Governance Application Pack? • Why is this topic important? • What other projects/studies have been carried out in this area (if any)? • How will your research add to any previous work? • What is the main question you wish to answer? • What specific questions will you ask to address the main question? • What is the purpose of your study?
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<p>'Team Teach' (2010) states</p> <p>Challenging Behaviour is often the result of a breakdown in communication. Staff involved in supporting children should aim to understand what function the behaviour serves and to facilitate the child to learn more socially acceptable means of expressing their need for support. Behavioural interventions which seek to only control behaviour, rather than understand its meaning are likely to prevent individuals from making the most of their potential. The purpose of Team-Teach training is to support adults understanding and management of challenging behaviour by embedding and entwining the teaching of physical techniques within a holistic de-escalation approach in order to encourage the promotion of socially acceptable behaviours for all concerned. It is about how adults show restraint, rather than apply it!</p> <p>The purpose of this study is to explore the impact of this training on schools practice in primary schools in West Sussex. Since 2006, approximately 950 members of staff have received this training and the main focus of this research will seek to explore the impact this may have had on staff's thinking and practice when work with pupils with Behavioural, Emotional and Social Difficulties (BESDs). To date, there has been one published study of Team-Teach (commissioned by Team-Teach) by the University of Portsmouth (Hayden and Pike 2005). There are numerous examples of good practice and case studies on the Team-Teach website.</p>	
<p>Aims and objectives (Please state the aims and objectives of your study.)</p> <p>The impact of 'Team-Teach' training on practice in primary schools</p> <p>Key Research Areas</p> <p>Setting the Scene/Background</p> <ul style="list-style-type: none"> o What are the issues faced by primary schools in relation to BESDs o What approaches are useful when working with children, families and schools in the area of BESD? o What are the contextual factors that prevent or conversely, facilitate schools in engaging with the Every Child Matters agenda? o How does this link with the inclusion agenda and in best supporting pupils presenting with BESDs to achieve the five ECM outcomes? o How might schools manage inclusion of pupils with BESD in ways that are compatible with raising all pupils' achievement? o How can our practice be improved to achieve better outcomes for children and young people? o The use of touch within schools/ panic, risk and fear associated with this... o The use of positive touch within schools <p>Key Research Questions</p> <ul style="list-style-type: none"> o How does the Use of Force 2010 guidance impact on schools in terms of practice and policy? o Does Team Teach training impact on staff confidence levels? o Does increased staff confidence lead to more inclusive practice? o What are the issues faced by schools in relation to de-escalation and physical handling? o What is schools need in this area?- differences in size and location of schools o Does Team Teach training impact on schools ability to include pupils with BESDs and if so, how? o What are the differences, if any, between whole school training and central training (where 2 members of staff attend from a school)? o How might the training be improved? 	

<p>Research Methods/Data Collection (How will the study be carried out? Please state your key research methods.)</p> <p>Proposed Research Methodology</p> <p>The multi-method approach is perhaps most appropriate and my preference leans towards the qualitative, interpretative methods, although I still want to use some quantitative approaches:</p> <p>I'm interested in following up all attendees from the Team Teach courses in the area in which I work since the course started in 2006. Participants gave their consent to being part of the research when completing the pre, post confidence ratings at the trainings and will consent when returning the follow up questionnaire sent out to them. I will give a letter of consent to participants when they are interviewed. Interviews will be taped and transcribed to explore emerging themes</p> <p>Preliminary Data</p> <p>I will use pre and post questionnaire data from a questionnaire I developed in 2008 given to attendees on courses until April 2009 which looks at staff confidence levels. This will explore a base line for staff confidence in the area of behaviour management/ de-escalation and positive handling and whether staff confidence increases immediately at the end of the course.</p> <p>Areas the pre and post training questionnaire addresses: Mark how confident you feel about your ability to...</p> <ol style="list-style-type: none"> 1. List the key values of Team Teach 2. describe behaviours that challenge and typical human reactions to them 3. Describe a range of de-escalating skills 4. describe the process of positive listening and debrief 5. your knowledge of the legal framework under which you operate concerning physical interventions, risk management and recording and reporting 6. Use physical interventions to reduce risk in your work setting <p>Data Collection 1</p> <p>A follow-up questionnaire will be sent by post to all attendees. Where a whole school has been trained, a covering letter will be sent to the head or SENCo and they will be asked to circulate the questionnaire to staff who attended.</p> <p>This data will be analysed with regard to confidence in a number of areas related to de-escalation, recording, reporting as well as debrief after an incident. I hope to be able to compare this data with the preliminary data questionnaire to see the impact on staff confidence with time since training. This will inform the need for a refresher course and look at the impact of Team Teach training on practice.</p> <p>Areas the follow-up questionnaire addresses:</p> <ul style="list-style-type: none"> o Staff confidence and increased knowledge in relation to: <ol style="list-style-type: none"> 1. Safety- for themselves, pupils and staff 2. Values underpinning work 3. Legal framework 4. Stages of a crisis and de-escalation/ defusion strategies 5. Positive listening and debrief 6. Positive handling- physical etc. Whether techniques are remembered 7. Awareness of behaviours that challenge us and impact of our own behaviour on others 8. Use of risk assessment, positive handling plans and 	<p>P Points to consider</p> <ul style="list-style-type: none"> • Who are you targeting? • How are you going to select your sample and how many people will be involved? • Where will your study take place? • What sort of data will be collected? i.e. quantitative or qualitative, or is it a mixture of both? • How exactly are you going to collect your data? e.g. questionnaire, interview, etc. • Will audio or video equipment be used? e.g. for recording interviews, etc. • How are you going to test whether the method you choose works? • How are you going to analyse your data? • Will your data be used for any purposes other than your study? • How do you propose to store your data? e.g. on database, paper files, etc and how long will you keep the data? • How will you ensure confidentiality and anonymity of the data? How will it be stored and who will have access to it? • Who will have ultimate ownership of the data?
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behaviour management plans

- 9. Access to website
- 10. Need for a refresher course and when
- 11. Time lapsed since training

Data Collection 2

A letter (attached) will be given out at PARM meetings during the autumn term. I hope to interview 10 participants using a semi-structured interview.

Semi-Structured interviews- possibly explore the following:

- o Consistency of approach
- o Reporting and recording
- o Confidence
- o Use of positive handling strategies
- o How own behaviour impacts on a situation
- o Impact on school policy if any?
- o Debrief and support from colleagues
- o Using scripts
- o Legal framework
- o Recall of physical interventions
- o Use of website
- o Communication within their school
- o Understanding of reasons behind behaviour/ empathy
- o Use of 'positive touch' within school e.g. peer massage and policy
- o Did teacher training cover any issues related to this- what are the issues faced by schools today in relation to behaviour- has this changed?
- o Facilitators and barriers to adopting the approach

Data Collection 3- if time

From the interviews, as a third round of data collection, I hope to find 1-4 schools who would be willing to be used as a case study to explore the issues arising from Data Collection 2 in more depth. This may be from schools who have taken on the training as 'whole school' or from schools who sent two members of staff on the course. In the case of Whole School training, ideally I would be able meet with other members of staff within the school to explore what impact, if any, Team Teach training has had on behaviour and practice within the school. I would hope these case studies take the form of:

- o Observation around school and in class
- o Semi-structured interviews
- o Evaluation data if any (in terms of pupil progress, impact evaluations and exclusion data)
- o Pupil voice – case study from my caseload?

The case studies would be completely anonymised and I would seek parental consent prior to proceeding if interviewing or giving questionnaires to pupils.

<p>Ethical considerations (How will you ensure you involve your participants to minimise the potential risk or harm to them and yourself?)</p> <p>I would obviously have to be particularly careful and sensitive with regard to this aspect of my research particularly if I choose to interview pupils, as well as schools and there are a number of ethical issues which will need exploring. Informed consent will be obtained prior to using any questionnaires or to interviewing participants. All information pertaining to individuals, schools or organisations and anonymity will be assured.</p> <p>Ethical Considerations (BERA 2004)</p> <ul style="list-style-type: none"> o Try to minimise the 'bureaucratic burden' of much research, especially survey research by ensuring the questionnaire is not overly long and takes no longer than 10 minutes to complete o 'Confidentiality and anonymous treatment of participants' data is considered the norm for the conduct of research'. In this instance I would not be able to ensure confidentiality from myself but I would be able to ensure that anything they said would be treated confidentially o I would need to ensure that my write up was not biased and did not gloss over issues to avoid confrontation with 'Team-Teach' o I would also need to ensure that I was confident enough to report findings whatever the conclusions! o I would have to ensure that it was clear that the views expressed in the dissertation were those of the author and not representative of the Local Authority in which I work o I would need to work sensitively with schools in order to prevent damage to my working relationship- hopefully they would view the research as a positive way forward and in seeking their views they would feel part of the process o I would also need to ensure that all parties involved were aware that this was research for my MA and not on behalf of the Local Authority and although I will share my results with my line manager, this does not mean that any positive action will result from the research. o There will be no payment or recompensation for participant's time. o A summary of my findings will be made available to interested participants at the end of the research. 	<p>Points to consider</p> <ul style="list-style-type: none"> • How are you going to recruit your participants? • How will this comply with equalities issues? (Including disabilities, ethnicity, gender, age, sexual orientation, faith, religion and beliefs.) • How are you going to involve your participants in planning the research? • How will you ensure your participants have the same opportunity to take part in your research? • How will you obtain INFORMED CONSENT? (See Code of Conduct) • Will you be paying your participants? • What potential risk or harm is there to your participants or to yourself? • Will your participants be given an opportunity to complain if they feel the need to do so? • Have you checked your organisation is insured should they need to pay compensation or insurance? <p>How will you inform participants about:</p> <ul style="list-style-type: none"> • The provision of additional information where appropriate? • How the study will be carried out? • What commitment their involvement will require? • Whether or not they will be recompensed for their time? • How confidentiality, anonymity and privacy will be maintained through all stages of your study?
<p>Dissemination/Feedback (How will you present the findings of your research? e.g. presentation, report, dissertation, journal?)</p> <p>The data will belong to WSCC I will present my findings to my team and make available a summary report I will not benefit financially from this study</p>	<p>Points to consider</p> <ul style="list-style-type: none"> • Who will have ultimate ownership of the data? • Will the way in which you present your findings be appropriate to your audience? e.g. simple language, Braille, etc. • Will you or anyone else benefit financially from your study?

Appendix xi) Research governance outcome of application

John Dixon
Executive Director of Adults & Children
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social.research.unit@westsussex.gov.uk

West Sussex County Council
County Hall
Chichester
West Sussex
PO19 1QT
Switchboard Tel. No: 01243 777100



Chris Rainey
01243 382766

21st September 2010

Dear Jane,

RGF application: The impact of "Team-Teach" training on practice in primary schools

Thank you for your application. We are pleased to inform you that this has been unconditionally approved.

We look forward to seeing any outcomes or reports that you produce from this work. We retain the right to monitor the progress of the work at any time, having given you prior notice to that effect.

If you have any queries or need further advice, please feel free to contact me.

Yours sincerely,

A handwritten signature in black ink that reads 'Chris Rainey'.

Dr. Chris Rainey
Research Manager

Jane Albery,
West Sussex County Council,
Inclusion Support Team,
Centenary House,
Durrington Lane,
WORTHING, BN13 2QB

Reactive interventions to respond to adverse outcomes	Stage 3	Stage 3
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Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and strategies shared with:	Communication Method:	Date Actioned:

Staff Training Issues

Identified Training Needs	Training provided to meet needs	Date training completed:

Signatures.....

Date:

Evaluation of Behaviour Management Plan and School Risk Management Strategy

Measures set out	Effectiveness in supporting the child	Impact on risk
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Appendix xiii) Table of Frequencies of responses by strategy

Strategy	Responses	
	N	%
Individual Behaviour Plan	21	56.7
Positive Handling Plan	7	18.9
Risk Assessments	17	45.9
Awareness of own behaviour	28	75.7
Offering verbal advice/support	28	75.7
Negotiation	28	75.7
Using a low, calm voice	35	94.6
Involving outside agencies	17	45.9
Seeking 'expert' advice	18	48.6
Consequences	28	75.7
Offering choices	34	91.9
Structured peer support	13	35.1
Using humour	26	70.3
Completing a CAF form	8	21.2
Opportunity for staff debrief	16	43.2
Opportunity for pupil debrief	16	43.2
Fixed term exclusion	12	32.4
Additional adult support	24	64.9
Physical positive handling	21	56.8
Planned ignoring	28	75.7
Distraction	31	83.8
Time out	32	86.4
Removal of class	25	67.6
Transfer of adult	16	43.2
Reminding of pass success	17	45.9
Intervening early	26	70.3
Identifying triggers	27	73.0
Giving pupil space	30	81.1
Involving parents/ carers	28	75.7
Pastoral Support Programmes	17	45.9
Team Around the Child (TAC)	15	40.5
Developing a 'script'	16	43.2
Differentiation of tasks	19	51.3
Teaching social and emotional skills	24	64.9
Non-verbal cues/ time out card	19	51.3
Other	0	0

n = 37

Appendix xiv) Most valuable aspects of the course identified by respondents

- The practical sessions
- Practical strategies
- Physical methods used
- Positive Handling
- Learning the physical restraints that can be used
- Practical Aspect; Information about legal position
- Techniques for positive handling
- Instilling confidence in staff
- The correct holds to use
- Knowledge of de-escalation and preventive strategies; understanding of reasoning behind these and therefore greater confidence to employ
- Knowing that I can intervene appropriately
- Positive handling/ dialogue techniques
- Physical handling practice with a partner teacher
- Understanding the stages of crisis development
- De-escalation strategies; Physical positive handling
- The knowledge of how to handle pupils safely
- Legal framework; signs of escalating challenging behaviour
- Risk assessment and legal side
- The caring C's manoeuvre
- Finding the least physical way of dealing with a situation
- Reminders, time to reflect
- Practical advice
- Learning how to restrain an aggressive child
- De-escalation and inclusion
- Practical examples/ scenarios
- The positive aspect - safety of all concerned also
- The ability to discuss with others and interact
- Highlighted areas pre-crisis where staff sometimes inflamed situation inadvertently. Also clarified purpose of completing behaviour logs and analysing them, viewed by some staff as a waste of time
- Consideration of legal aspects; training in handling
- Physical restraint techniques
- Role play and restraint techniques; de-escalation techniques
- Trying out the techniques with colleagues. The de-brief element. Having experts on hand to improve techniques
- De-escalation and active listening skills
- Awareness of stages leading to a problem and the cooling down stages
- Learning how to safely hold a child for them and me

Appendix xv) Elements of the course which could be improved identified by respondents

- More (and there was a lot) emphasis on not using positive handling unless really needed
- Clarifying paperwork; risk assessment forms; positive handling forms which to use- West Sussex, DfE, Team Teach; when fill in incident forms as could be filling in daily
- Remembering them in crisis!
- More time to take on board the physical positive handling techniques
- I don't know how you manage this - but without putting into practice the physical and handling side need to be practised repeatedly to become internalised.
- Handling infant children
- Handling children under 8 years
- Learning how to put into practice restraining a child size person, as we trained using adults (who weren't struggling, kicking or punching)
- I could do with some practice on holding a struggling child – my colleagues were too well behaved!
- Role leads and SENCO could be more specifically targeted for those colleagues
- Perhaps more on why these behaviours are there
- A bit more training on physical, positive handling. Otherwise a good course
- De-escalation techniques - I don't feel there was any input on them
- Unrealistic expectation of facilities in schools to cope with these behaviours e.g. withdrawal space
- How this relates to very young children (3-4 yrs old)
- Having to use 'positive handling' so infrequently I know I have forgotten many aspects covered. Yes I should access the website, but time is the issue.
- Longer course - more than a day
- Less students on course, we were very crowded