What Factors of a School	Ethos and Culture	are Important to Promot	e Social
	and Emotional Lea	arning?	

Using Q-Methodology to Gather Primary School Pupils' Views

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Abstract

Social and emotional learning (SEL) consists of key competencies to build social, emotional, and behavioural skills (Collaborative for Academic, Social, and Emotional Learning, CASEL, 2013). Research highlights the importance of a positive school ethos and culture to improve the effectiveness of whole school universal SEL interventions (e.g. Banerjee, Weare, and Farr, 2014). However, little research has directly explored factors of a school ethos and culture to specifically promote SEL, particularly within the United Kingdom (UK). Furthermore, little research has focused on gaining pupils' views on this matter. The aim of this research study is to explore factors of a school ethos and culture to promote SEL, from the perspectives of pupils. Using Q-methodology (Stephenson, 1935), fourteen pupils (Year 5 and Year 6) from one mainstream primary school setting, completed a Q-sort task. Pupils were asked to rank thirty-four statements (Q-set) to share their preferences around the most important factors of an ideal school to promote SEL. Pupils were then instructed to complete a post Q-sort survey to elaborate on their preferences. Three transition stages were performed to analyse the quantitative and qualitative data, using a by-person factor analysis. The results revealed two distinct but overlapping viewpoints. Supportive relationships across the whole school community and feelings of safety in school, in the form of support and structure, were reported as the most important factors of a school ethos and culture to promote SEL. The results are discussed in light of the wider international literature. The findings provide insight into preventative and whole approaches to promote SEL for children and young people. Implications for educational psychology practice and recommendations for future research are shared.

Dedication

This thesis is dedicated to my parents, Rajiv Kumar Dhanjal and Pamla Dhanjal, my brother Arun Kumar Dhanjal, and my husband, Sunny Parekh. Thank you so much for your unconditional support, inspiration, and encouragement throughout this research journey.

This thesis is also dedicated to the lovely children who took part and made this research study possible. Thank you for generously sharing your time, thoughts, and views. Your views are important and can promote positive change in schools.

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Table of Contents

1.0 Introduction	1
1.1 Overview	1
1.2 Research Motivations	2
1.3 Structure of Thesis	4
2.0 Literature Review	6
2.1 Chapter Overview	6
2.2 Defining Social and Emotional Learning	6
2.3 Social and Emotional Learning Interventions	8
2.4 Challenges of Social and Emotional Learning Interventions	10
2.5 Defining School Climate, School Ethos and School Culture	14
2.5.1 School Climate	14
2.5.2 School Culture	17
2.5.3 School Ethos	19
2.5.4 School Ethos and Culture	19
2.6 Why are School Ethos and Culture Important?	21
2.7 Social and Emotional Learning and School Ethos and Culture	23
2.7.1 Relationships	25
2.7.2 Safety	27
2.7.3 Teaching and Learning	27
2.7.4 Institutional Environments	28
2.8 School Ethos, Culture and Pupil Voice	29
2.9 Rationale	31
2.10 Research Question	34
2.11 Chapter Summary	35
3.0 Methodology	36
3.1 Chapter Overview	36
3.2 Introduction to Q-Methodology	36
3.3 Ontology, Epistemology and Reflexivity	38
3.4 Rationale for Q-Methodology	41
3.5 Procedure of Q-Methodology	42
3.5.1 Definition of the Concourse	44
3.5.2 Development of the Q-Set	48
3.5.3 Selection of the P-set	55
3.5.4 Administration of the Q-Sort	57
3.6 Quality Criteria for Q-Methodology	63

3.6.1 Quantitative Criteria	64
3.6.2 Qualitative Criteria	66
3.7 Ethical Considerations	69
3.8 Chapter Summary	73
4.0 Data Analysis	74
4.1 Chapter Overview	74
4.2 Software	75
4.3 Stage 1: Factor Extraction	75
4.3.1 Factor Extraction Method	76
4.3.2 Number of Factors	76
4.4 Stage 2: Factor Rotation	79
4.4.1 Types of Factor Rotation	80
4.4.2 Significance Level	82
4.4.3 Final Solution	83
4.5 Stage 3: Factor Interpretation	83
4.5.1 Factor Arrays	84
4.5.2 Crib Sheet System	86
4.6 Chapter Summary	87
5.0 Results	89
5.1 Chapter Overview	89
5.2 Observations	89
5.3 Post Q-Sort Survey	90
5.4 Factor Interpretation	93
5.4.1 Factor One Interpretation: A Supportive and Accepting School Ethos and	Culture
	94
5.4.2 Factor Two Interpretation: A Safe and Fair School Ethos and Culture	103
5.4.3 Similarities between Factor One and Factor Two	
5.5 Chapter Summary	113
6.0 Discussion and Conclusion	114
6.1 Chapter Overview	114
6.2 Main Findings	114
6.2.1 Viewpoint One: A Supportive and Accepting School Ethos and Culture	114
6.2.2 Viewpoint Two: A Safe and Fair School Ethos and Culture	117
6.2.3 Similarities Between Viewpoints	119
6.3 Addressing the Research Question	121
6.4 Implications for Educational Psychology Practice	124

6.4.1 Individual Level	125
6.4.2 Group Level	126
6.4.3 Organisational Level	127
6.5 Strengths, Limitations and Reflections	128
6.5.1 Strengths	128
6.5.2 Limitations	130
6.5.3 Personal Reflections	132
6.6 Future Research	134
6.7 Conclusion	136
References	138
Appendices	156

List of Tables

Table 1: Personal Mission Statement	3
Table 2: Chapter Summaries	5
Table 3: Dimensions of School Climate (Lewno-Dumdie et al., 2020, pp. 15-18)	16
Table 4: A Timeline of the Procedure of Q-Methodology	43
Table 5: Unrotated Factor Matrix	78
Table 6: Ranking of Statements for each Factor Array	85
Table 7: Descriptive and Statistical Information for Factor One	94
Table 8: Descriptive and Statistical Information for Factor Two	103

List of Figures

Figure 1: Levels of Organisational Culture (Schein, 1984, p. 4)	17
Figure 2: Levels of Culture across Different Dimensions of School Climate	51
Figure 3: Development of the Q-Set	53
Figure 4: Example Q-Sort Distribution	58
Figure 5: Pre-Sort Example	61
Figure 6: Final Q-Sort Distribution	62
Figure 7: Transition Stages of Data Analysis within Q-Methodology	74
Figure 8: Varimax Rotation of Factor One and Factor Two	80
Figure 9: Participants' Responses to Question Three in the Post Q-sort Survey.	90
Figure 10: Participants' Responses to Question Four in the Post Q-sort Survey.	91
Figure 11: Factor One Array	95
Figure 12: Factor Two Array	104
Figure 13: Levels of Culture across Different Dimensions of School Climate	123

List of Appendices

Appendix 1: School Websites	156
Appendix 2: Staff Group Interview Transcript	165
Appendix 3: Staff Group Interview Schedule	192
Appendix 4: Pupil Focus Group Transcript	197
Appendix 5: Pupil Focus Group PowerPoint	217
Appendix 6: Pupil Focus Group Interview Schedule	221
Appendix 7: EP Interview Transcript	
Appendix 8: EP Interview Schedule	245
Appendix 9: Example Thematic Analysis From Pupil Focus Group	250
Appendix 10: Concourse Themes	256
Appendix 11: Concourse Statements	262
Appendix 12: Pilot Study	270
Appendix 13: Pilot Q-Set	272
Appendix 14: Final Q-Set Process	274
Appendix 15: Final Q-Set	
Appendix 16: School Information Sheet	281
Appendix 17: Q-Sort Script	284
Appendix 18: Q-Sort Instruction Sheet	
Appendix 19: Online Q-Sort Instructions	289
Appendix 20: Post Q-Sort Survey	292
Appendix 21: Ethical Approval Email	296
Appendix 22: School Staff Information Sheet and Consent Form	297
Appendix 23: Pupil Information Sheet and Consent Form	
Appendix 24: Parent Information Sheet and Consent Form	302
Appendix 25: Q-Sorts Raw Data	305
Appendix 26: Correlation Matrix Between Q-Sorts	306
Appendix 27: Factor Extraction Criteria	
Appendix 28: The Screen Test Graph	311
Appendix 29: Unrotated Factor Matrix	312
Appendix 30: Factor Rotation Options	313
Appendix 31: Final Rotation	314
Appendix 32: Factor Matrix with Defining Q-sort Marked for Each Factor	315
Appendix 33: Additional Output Tables	316
Appendix 34: Z Scores for Factor One and Two	317
Appendix 35: Crib Sheets	
Appendix 36: Distinguishing Statements	327
Appendix 37: Consensus Statements	329
Appendix 38: Survey Data	330

1.0 Introduction

1.1 Overview

The aim of this research study was to explore factors of a school ethos and culture to promote social and emotional learning, from the perspective of pupils. To gather pupils' viewpoints on these abstract and complex constructs, the use of Q-methodology (Stephenson,1935) was chosen to facilitate this research.

Social and emotional learning (SEL) consists of key competencies to build social, emotional, and behavioural skills (Collaborative for Academic, Social, and Emotional Learning, CASEL, 2013). Systematic reviews and meta-analyses that assess the outcomes of SEL interventions in schools have demonstrated improvements in children and young people's academic attainment, social and emotional skills, behaviour, mental health, and well-being (Blank *et al.*, 2010; Weare and Nind, 2010; Durlak *et al.*, 2011; Sklad *et al.*, 2012; Wigelsworth *et al.*, 2016; Corcoran *et al.*, 2018).

In 2019, the global transmission of Covid-19 resulted in long term social distancing restrictions and school closures across the globe in 2020, and for part of 2021. Research has found that the Covid-19 pandemic has negatively impacted children and young people's mental health and well-being (Kwong *et al.*, 2021). In light of recent events, equipping children with social and emotional skills should be a key priority.

Within the field of SEL research, best practice recommends delivering SEL as a whole school approach (e.g. Jones and Bouffard, 2012), embedded within a safe, supportive, and positive school environment (Zins and Elias, 2007; Turner *et al.*, 2020). Research highlights the importance of a positive ethos and culture to improve

the effectiveness of whole school universal SEL interventions (e.g. Banerjee, Weare and Farr, 2014). Despite the view that school ethos and culture are key to SEL promotion, little research has directly explored the factors of a school ethos and culture that specifically promotes SEL. Furthermore, little research focuses on gaining pupils' views on this matter. Research is also limited in the United Kingdom (UK) comparatively to the wider international literature on SEL. This research aims to offer a unique contribution to the literature by exploring ways to promote social and emotional learning, considering the context and key stakeholders within a school system, in the UK. Revisiting the construct of school ethos and culture is particularly important as schools may need to adapt to meet the current needs of school staff and pupils within a setting.

1.2 Research Motivations

The motivations for this research study were influenced by a number of factors.

Firstly, my personal interests and values guided my research. I am interested in researching areas within the fields of positive and humanistic psychology. I recently became interested in types of interactions, values, and cultures (at an individual, group, and organisation level) and how this affects positive feelings of belonging, self-efficacy, resilience, friendship, love, and overall well-being.

The second factor that influenced this research was my professional values and experiences. At the beginning of my research journey, I reflected upon my purpose as an educational psychologist (EP), considering both my personal and professional values. The table below presents a personal mission statement that I developed before embarking on this research.

Table 1: Personal Mission Statement

Personal Mission Statement:

To promote the development of the 'whole child', to support them to achieve their academic potential, develop meaningful connections, be equipped to take on life's challenges, to feel independent after they leave school, and to lead fulfilling lives within society.

The act of consciously developing and recording a personal mission statement helped to guide and focus my work, keeping both my personal and professional values at the heart of my research. From this exercise, I decided to research an area that supported a proactive, whole school approach.

In my previous role as a research psychologist, I visited a large number of schools around the country. I began to notice differences in their environments and I became curious about how different school cultures supported pupils. On my placements as a trainee educational psychologist (TEP), I observed differences in the type of relationships, physical environment, teacher pedagogy and the type of work I was requested to complete. During lectures on the doctoral training course, I learnt about the importance and impact of school climate, school ethos, and school culture. I became particularly interested in this topic area as I wanted to engage in organisational methods of change.

My interest in social and emotional learning developed after receiving training on placement about a social and emotional learning intervention, called Circle Solutions (Roffey, 2020). My placement service shared that they wanted to pilot Circle

Solutions in schools within the area. I became interested in this approach as I resonated with the relational values that underpins the intervention. Also, the limited research around this intervention in the UK demonstrated a gap in the literature. I initially developed a research proposal to evaluate Circle Solutions, but this proposal was reconsidered due to school closures as a result of Covid-19. Based on the limited evidence of SEL research in the UK, I continued to pursue a research proposal within the field of SEL.

A third factor that influenced my research was Covid-19, particularly in terms of the types of methodology I was able to adopt during periods of social distancing restrictions and school closures. I decided to explore the optimal environment to promote SEL rather than to evaluate a current SEL intervention. I wanted to explore pupils' views specifically, as this is part of my role as a TEP, and I firmly believe that pupils' views are key to supporting their development. I chose to use Q-methodology to facilitate my research as I felt that this approach enabled pupils to access information and share their views easily. This was particularly important as Covid-19 limited face-to-face interactions for part of the data collection phase.

1.3 Structure of Thesis

The remaining chapters will provide the structure for this thesis. Table 2 provides a summary of each chapter.

Table 2: Chapter Summaries

Chapter	Summary	
2.0	Chapter 2.0 will present a review of the literature around the	
Literature	constructs of social and emotional learning, school climate,	
Review	culture, ethos, and pupil voice. To conclude, a clear rational	
	and research question will be outlined.	
3.0	Chapter 3.0 will share the process of Q-methodology used	
Methodology	within this research study, including a discussion of alternative	
	methodologies and my positionality as a researcher. This will	
	be followed by a critical appraisal of the methodology and	
	ethical considerations.	
4.0	Chapter 4.0 will outline three transition stages of data analysis	
Data Analysis	within Q-methodology, based on by-person (inverted) factor	
	analysis.	
5.0	Chapter 5.0 will present both qualitative and quantitative	
Results	findings of this research study. A commentary of the final	
	interpretation of each factor will be provided.	
6.0	Chapter 6.0 will provide a discussion of the findings in light of	
Discussion	the wider literature, in order to address the research question.	
	Wider implications for educational psychology practice will be	
	shared, followed by a discussion of strengths, limitations, and	
	reflections. To conclude, areas for future research and a final	
	summary will be shared.	

2.0 Literature Review

2.1 Chapter Overview

This chapter will provide a literature review around the construct of social and emotional learning (SEL), outlining the development and challenges of individual, group and universal SEL interventions. The constructs of school climate, school ethos, school culture will be reviewed. Definitions and comparisons of constructs are offered before exploring the relevance of school ethos and culture within the context of whole school SEL approaches. A review of the literature on pupil voice, within the context of school ethos and culture, will also be presented. The structure of this literature review will be that of a funnel shape (Hofstee, 2006), where broad topics and definitions will be discussed, followed by a clear rationale and research question.

2.2 Defining Social and Emotional Learning

Over the past three decades, SEL has gained increased attention within research, policy, and practice (Shriver and Weissberg, 2020). SEL evolved rapidly in the 1990s following the publication of Goleman's work on emotional intelligence (Goleman, 1995). SEL remains popular today and has become an area of interest within the field of educational psychology (e.g. Dobia *et al.*, 2019).

Despite its prevalence, a key concern remains around the ambiguity of the term 'social and emotional learning' (Shriver and Weissberg, 2020). Within the literature, a range of terms have been reported to identify SEL and its associated skills (Humphrey *et al.*, 2011), such as social and emotional intelligence (Salovey and Mayer, 1990) and emotional literacy (Park, 2003). Price (2019) defines SEL as a

process of acquiring key life skills and this definition is reflected by the World Health Organisation (WHO), (2004).

Despite the variation of terms used to define SEL, there is a general consensus around the key components of SEL. The Collaborative for Academic, Social and Emotional Learning (CASEL) are a collaborate group of American researchers. Policymakers and practitioners who first coined the term 'social and emotional learning' in 1994, and who continue to be influential within the field (CASEL, 2013). CASEL value the importance of equity and empowerment for children and young people (CASEL, 2013). In line with other researchers, CASEL (2013) define SEL as a process by which individuals understand and manage their emotions, show empathy to others, develop and maintain positive relationships, set and complete goals, and make good decisions. CASEL (2013) developed five key competencies to describe these skills:

- 1. Self-awareness
- 2. Self-management
- 3. Social awareness
- 4. Relationship skills
- 5. Responsible decision making

These competencies are at the heart of a wider ecological systems framework, whereby CASEL highlight the importance of SEL instruction, a positive school climate and culture, and strong school-family partnerships. CASEL state that school, family, and community connections help to improve education equity for all pupils (CASEL, 2013). Around the same time, Goleman (1995) developed five constructs to describe Emotional Intelligence, which includes self-awareness, self-regulation,

motivation, empathy, and social skills. These skills overlap with the five components of SEL outlined by CASEL (2013). The central focus of these skills reflects the promotion of social and emotional well-being (Kroeger, Schultz, and Newsom, 2007). These competencies aim to build the capacity to think, feel, and behave appropriately to deal with the demands of life (Elias, 2004). As a result, individuals are better equipped to build and maintain friendships, deal with conflict effectively, make positive choices, achieve their goals, and support self-regulation of emotions when they are feeling overwhelmed (Humphrey, 2013).

Different terms may be rooted in slightly different but overlapping constructs, such as well-being, resilience, growth mindset, and character education (Jones and Doolittle, 2017). Examining the most appropriate term to identify the construct of SEL or social and emotional skills is not the purpose of this research study. However, in order to provide consistency, the term social and emotional learning or SEL for short will be used throughout the remainder of this research as it is widely recognised by researchers, practitioners, and policymakers. CASEL's construct of SEL and their values resonate with the purpose of this research study, particularly the importance of school culture and empowering pupils. In addition, the use of the term 'learning' rather than 'competencies' provides a positive attitude towards developing social and emotional skills (Jones and Doolittle, 2017).

2.3 Social and Emotional Learning Interventions

Social and emotional skills are essential throughout life and are first observed during the early years of development (Denham *et al.*, 2016). Improved social and emotional skills have been linked to important factors, such as health, well-being, and relationships (Durlak *et al.*, 2011; Goodman *et al.*, 2015). During the 1990s, a

focus on emotional intelligence (Goleman, 1995) highlighted the importance of developing cognitive, social, and emotional skills in school.

A wide range of SEL interventions have been developed across the world to promote social and emotional skills in educational settings, focusing on targeted (individual), classroom (group), and/or whole school (organisational) interventions (Evans, Murphy, and Scourfield, 2015). For example, Change Project (Kendal, 2009) is a targeted SEL intervention that supports vulnerable pupils with emotional and relationship difficulties in secondary schools in the United Kingdom (UK). Classroom based interventions take a broader and more universal approach to SEL. For example, the Promoting Alterative Thinking Strategies (PATHS) (Kusche, Greenberg and Anderson, 1994) is a SEL program that includes a specific curriculum for primary school pupils and provides a structured program manual for implementation. In addition to targeted and classroom based SEL interventions, whole school universal approaches to SEL have been developed, implemented, and evaluated widely (Durlak et al., 2011; Goldberg et al., 2019). In addition to delivering a SEL curriculum, a whole school approach to SEL usually includes multiple components that supports the wider school, home, and community (Jones and Bouffard, 2012). The significance of whole school approaches to SEL is highlighted by the widespread implementation and evaluation of interventions across the world, including Australia, Austria, Canada, Belgium, Finland, Hong Kong; New Zealand; Norway, United States of America (USA), UK, and other areas of Europe (e.g. Wyn et al., 2000; Stevens, De Bourdeaudhuij and Oost,. 2000; Raskaukas, 2005; Holsen, Smith, and Frey, 2008; Humphrey, Lendrum, and Wigelsworth, 2010; Wong et al., 2011; Washburn et al., 2011; Dix et al., 2012; Lewis et al., 2013; Gradinger et al., 2015; Kiviruusa et al., 2016; Hymel et al., 2018).

A global interest in SEL was reflected by the UK education system during the 2000s. A comprehensive and universal whole school approach to SEL was launched nationally, called the Social and Emotional Aspects of Learning (SEAL) initiative. The SEAL programme was commissioned within the broader national context of Every Child Matters agenda (Department for Education and Skills, DfES, 2003), where the UK Labour Government focused on a range of developmental outcomes for children, including well-being. The SEAL programme focused on building five key skills that are underpinned by Goleman's (1995) conceptual framework of emotional intelligence.

The purpose of the SEAL programme was to develop social and emotional skills in all children and young people, within a structure of three levels or 'waves' (DfES, 2005). Wave one focused on the whole school approaches of SEL, which encouraged the development of a positive ethos and culture to promote social and emotional skills. Wave two of the SEAL programme focused on supporting specific groups of children and young people within a setting. For those children who required support in addition to whole school and small group approaches, one-to-one SEL was offered within settings. This level of input was labelled wave three. A primary school SEAL programme was developed in 2005 and this shortly followed by a secondary school SEAL programme in 2007 (DfES, 2007). By 2010, the SEAL initiative was implemented in over 90% of primary schools and 70% of secondary schools in England (Humphrey, Lendrum, and Wigelsworth, 2010).

2.4 Challenges of Social and Emotional Learning Interventions

Despite the worldwide prevalence of SEL interventions, the evidence base highlights discrepancies in the literature. Concerns around impact and sustainability

emphasises some of the challenges with targeted SEL interventions and reflects the view that short-term interventions often lead to short term outcomes (Elias *et al.*, 2006). Research suggests that universal whole school approaches to SEL are considered more effective than targeted interventions (Stirtzinger *et al.*, 2001; Jones and Bouffard, 2012). This view is highlighted in the article titled "Social and emotional learning in schools: From programs to strategies" (Jones and Bouffard, 2012).

A number of studies have demonstrated the benefit of universal SEL interventions. For example, Durlak *et al.* (2011) conducted a meta-analysis of two hundred and thirteen universal SEL interventions, in both primary and secondary schools (pupils 5-18 years old) in the USA. Results founds that pupils who engaged in SEL demonstrated significant improvements in academic attainment, behaviour, and social and emotional skills. The positive impact of universal SEL intervention on an international level were reflected in subsequent meta-analyses by Sklad *et al.* (2012), Wiglesworth *et al.* (2016), and Taylor *et al.* (2017). A recent review of these meta-analyses was conducted by Mahoney, Durlak, and Weissberg (2018). They concluded that universal SEL interventions are a feasible and effective method in a range of settings across the world.

As the evidence base for SEL has expanded this has been paired with controversary and critique. A recent meta-analysis of forty-five international universal whole school approaches to SEL in both primary and secondary settings found small but significant improvements in social, emotional, behavioural, and mental health outcomes for pupils. However, improvements in academic outcomes were not found (Goldberg *et al.*, 2019). Some of the results in this study do not reflect previous meta-analyses that evaluate universal SEL interventions (e.g. Durlak *et al.*, 2011).

Furthermore, evaluations of the UK SEAL programme have also produced mixed findings in relation to pupils' social, emotional, behavioural, and academic outcomes (Humphrey, Lendrum, and Wigelsworth, 2010). For example, a primary school evaluation of the SEAL programme across 25 Local Authorities in the UK found that the majority of school staff reported that the SEAL programme improved pupils' emotional well-being and emotional self-regulation. However, less than 50% of teachers reported a reduction in peer bullying or a reduction in the number of exclusions (Hallam, 2009). In addition, a secondary school evaluation of the SEAL programme across twenty-two schools were evaluated to assess pupil outcomes over two years. Results found marginal but non-significant improvements in pupils' social and emotional skills and mental health. Findings also revealed no significant effects on pro-social behaviour (Wigelsworth, Humphrey, and Lendrum, 2012). Evaluations of primary and secondary SEAL programme highlight discrepancies between UK studies and international studies.

A number of reasons have been identified to explain the discrepancies within the literature. Key points include challenges with theory (e.g. ambiguity about the conceptualisation and operationalisation of SEL across different disciplines and countries), challenges with research (e.g. methodological flaws relating to the reliability and validity of studies) and challenges to programme implementation (e.g. dosage, fidelity, structure, and consistency) (Wigelsworth, Humphrey, and Lendrum, 2012).

Humphrey, Lendrum, and Wigelsworth (2013) argue that some studies that have been implemented 'well' demonstrate no meaningful improvements. Roffey (2008) shares that the success of SEL is based on wider whole school values and practices of promoting school connectedness and overall wellbeing. She highlighted that

context as well as content is key to successful promotion of SEL skills. To address some of these implementation challenges, Roffey (2020) developed Circle Solutions, a SEL framework to promote specific pedagogic practices of SEL, rather than focusing solely on a SEL curriculum. Circle Solutions is underpinned by six key principles; agency, safety, positivity, inclusion, respect, and equity (ASPIRE). The ASPIRE principles aim to promote social and emotional skills within a positive classroom climate. A recent study demonstrated that after six months of implementing Circle Solutions, primary school pupils improved their relationships, felt valued in class, and appreciated others (Dobia *et al.*, 2019). Circle Solutions highlights the importance of relationships, context and the environment of a school when delivering SEL.

Recent journal articles have also addressed concerns within the field of SEL and have offered recommendations and next steps for future research. For example, Starr (2019) shared that in order for SEL to 'stay on track', it should be embedded and reinforced throughout the whole the system. Similarly, in Humphrey et al. (2020) revised 'Social and Emotional Learning' book, they recommend that SEL needs to be integrated within the whole school. These comments indicate that SEL should be embedded in all aspects of the school system, from their school ethos and culture outwards. Shriver and Weissberg (2020) conclude that supporting SEL for pupils needs to be a long-term commitment and highlight the importance of balancing structured SEL interventions and allowing settings the flexibility to implement these within the context and values of their school. These recommendations highlight the importance of context, environment and the values of a setting when implementing SEL on a whole school level.

2.5 Defining School Climate, School Ethos and School Culture

The school environment has become a topic of interest since the late 1970s (e.g. Brookover *et al.*, 1978). The term used to conceptualise and operationalise the school environment has various labels, such as learning environment, school atmosphere, climate, ethos, culture, or spirit (Glover and Coleman, 2005). In the USA and Australia, the term school climate is predominantly used, whereas school ethos and/or culture are favoured in the UK (Glover and Coleman, 2005). Various terms are used interchangeably within the literature to describe the 'character of a school' (Van Houtte, 2005). However, some research has investigated the subtle but distinct differences between them (Glover and Coleman, 2005; Van Houtte, 2005; Solvason, 2005).

2.5.1 School Climate

School climate is a complex and multidimensional construct. It is generally referred to as the 'quality and character of school life' (Cohen *et al.*, 2009; Fan, Williams, and Corkin, 2011; Wang *et al.*, 2014).

Hoy (1990) defined school climate as:

"...the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools" (Hoy, 1990, p. 152).

The concept of school climate arose from organisational climate research and has been operationalised as a multi-dimensional construct that can be measured objectively. This led to the development of a number of instruments, such as the Learning Environment Inventory (LEI) (Anderson and Walberg, 1969). However, a universal set of school climate dimensions do not exist, and this has been noted as a

key issue within the literature (Anderson 1982; Lewno-Dumdie *et al.*, 2020). The National School Climate Centre (NSCC) (2012) is an influential school climate organisation in the USA. They have developed key dimensions of school climate. These include institutional environment, safety, teaching and learning, interpersonal relationships, and staff only (NSCC, 2012). Cohen *et al.* (2009) described similar dimensions. Thapa *et al.* (2013) described an additional dimension called school improvement processes.

A systematic literature review of eighteen school climate measures found a theme of five dimensions across studies, in line with the literature. Three dimensions that were consistent across all studies were safety, relationships, and institutional environment dimensions (Lewno-Dumdie *et al.*, 2020). This research provides guidance on a number of reliable dimensions to consider when researching or measuring school climate. Table 3 provides as summary of each dimension based on the results of the systematic literature review by Lewno-Dumdie *et al.* (2020).

Table 3: Dimensions of School Climate (Lewno-Dumdie et al., 2020, pp. 15-18)

Dimension	Sub-Dimensions	Summary
Relationships	Student-student Student-teacher Respect for diversity	This dimension relates to the relationships between students and between students and teachers. Some sub-themes around student-student relationships include peer support, cohesion, and positive peer interactions. Student-teacher relationships relate to adult support and connections to adults in school. Respect for diversity is an aspect of relationships. Some sub-themes include respecting, accepting, and affirming diversity and cultural equality.
Safety	PhysicalSocial emotionalNorms and rules	This dimension relates to feelings of physical, social, and emotional safety. Examples of physical safety may include avoidance of punishment, bullying and perceived feelings of friction. Social and emotional safety relates to the well-being of the school. Norms and rules are also an important aspect of safety. Sub-themes include order, discipline, fairness, consistency, and clarity of rules.
Institutional environment	 Physical surroundings and environment Connectedness and engagement 	This dimension relates to the physical surroundings and environment of a setting. This may include the building, responses, physical comfort, and activities available for students. Connectedness and engagement also reflect the institutional environment. Some sub-themes include school connectedness, decision making, democratic values and satisfaction.
Teaching and learning	 Civic learning environment Academic instructional techniques Academic orientation 	This dimension relates to the civic learning environment. Some examples include character education, responsibility, and prosocial behaviour. Academic instructional techniques are also aspects of the teaching and learning dimension. This relates to the learning environment, autonomy, school rewards and support. Academic orientation is the final sub-dimension of teaching and learning. This relates to pupils' motivation, engagement, values on learning and commitment.
School improvement processes	Parental involvementImprovement efforts	This dimension relates to parental involvement, specifically parental engagement education and support. Improvement effects such as social capital and planning are aspects of the school improvement process dimension.

2.5.2 School Culture

The concept of school culture developed soon after an interest arose in school climate research (Maxwell and Thomas, 1991). School culture research is influenced by anthropology perspectives (Hoy, Tarter, and Kottkamp, 1991) and highlights a key difference between the conceptualisation of school climate and school culture (Hargreaves, 1995). Peterson and Deal (1998) define school culture as:

"...the underground stream of norms, values, beliefs, traditions, and rituals that has built up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel and act in schools. This highly enduring web of influence binds the school together and makes it special" (Peterson and Deal, 1998, p. 28).

Schein (1984) proposed three levels of organisational culture. The figure below provides a visual representation of each level of organisational culture.

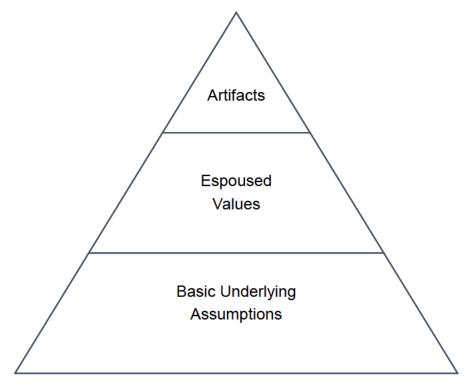


Figure 1: Levels of Organisational Culture (Schein, 1984, p. 4)

The first level of organisational culture is called 'Artifacts'. Schein (1984) described artifacts as the most visible aspects of a school culture. Artifacts may include school uniform, school ceremonies or the presentation of the school reception. The second level of organisational culture is called 'Espoused Values'. Schein (1984) proposed that this level defines more abstract features of culture, such as the values and beliefs of members within the organisation. Value-orientated features of an organisation are considered to be the core of a school culture (Schein, 1984). A school where teachers sit together to eat lunch regularly may indicate a shared value of staff connection. The third and final level of organisational culture is called 'Basic Underlying Assumptions'. This is considered to be the least tangible level of organisational culture. According to Schein (1984), underlying assumptions refer to the most core values and beliefs that are not clear to identify but influence the behaviours of members within an organisation. This level of organisational culture is usually hidden, such as the hidden curriculum (Stolp and Smith, 1995). Stolp and Smith (1995) shared that underlying assumptions may overlap with other levels and become part of daily routine within an organisation, such as prayer at the end of the school day. The levels of culture within an organisation are not fixed and elements may move between visual and explicit to more unconscious and implicit. This makes the construct of culture a difficult area of research, particularly those rooted at the deepest level of an organisation. This is reflected by the literature, which describe far less operational frameworks and measurement tools in comparison to the construct of school climate.

2.5.3 School Ethos

School ethos is considered to be a nebulous term (Donnelly, 2000) and has been argued to be more subjective and less measurable compared to school climate or school culture (Glover and Coleman, 2005). The term school ethos was first coined by Rutter *et al.* (1979) and has been defined as the general atmosphere of a school environment. (Allder (1993) defines school ethos as:

". . . Unique pervasive atmosphere or mood of the organisation which is brought about by activities or behaviour, primarily in the realms of social interaction and to a lesser extent in matters to do with the environment, of members of the school, and recognised initially on an experiential rather than a cognitive level" (Allder, 1993, p. 69).

Solvason (2005) proposes that school ethos is the 'feeling' and product of school culture. She suggests that a number of researchers are describing school culture when they refer to ethos within the literature (e.g. Donnelly, 1999). An alternative view from McLaughlin (2005) addressees the importance of school ethos. Glover and Coleman (2005) suggest that school ethos relates to the intentions of a setting rather than what actually happens. Bragg and Manchester (2011) highlight the importance of values when referring to school ethos. Some definitions of ethos overlap with culture, which may explain why they are often used together.

2.5.4 School Ethos and Culture

The terms school climate, school culture and school ethos have been used interchangeably in the literature whilst also considered as distinct constructs (Heck and Marcoulides, 1996). Glover and Coleman (2005) provide some clarity over this debate by indicating that school culture is the union of school climate and ethos,

which can be both subjective and measurable. They indicate that school climate is concerned with the perceptual surface level features of the organisation, ethos is concerned with the values and beliefs of the organisation and the school culture is related to the integration of all aspects (Glover and Coleman, 2005). Schoen and Teddlie (2008) conducted a literature review and developed a new model of school culture. Based on their research, they concluded that 'school climate and school culture are different levels of the same construct' and that school climate is a subtheme of the overall concept of school culture. In the development of Schoen and Teddlie's (2008) model, they illustrated that school culture includes three levels, based on the Schein's (1984) levels of organisational culture. Within this model, they describe the second level as aspects of school climate.

To conclude this sub-section, it is important to outline the terms and definitions used within this thesis. The term 'school ethos and culture' will be used in this thesis to provide consistency. These terms have been chosen for a number of reasons. On a theoretical level, school culture describes the overarching construct to understand the school environment on many levels (Schoen and Teddlie, 2008). School ethos fits within this construct as the terms are often used interchangeably to describe the values, principle, and beliefs of an organisation (Prosser,1999). On a methodological level, the concept of school ethos and culture are more aligned with the purpose of this research, which is to understand pupils' values around their ideal school environment. From a practical perspective, school ethos and culture reflect terms that are often used within UK research, practice, and policy (Glover and Coleman, 2005). The term 'school ethos' is particularly familiar to a range of school professionals and parents, and it is widely reported on school websites. Therefore, the study of school ethos and culture seems accessible to readers and participants.

It is important to note that based on the discrepancies and areas of overlap within the literature, this review will take account of research and findings from school climate, ethos, and culture if appropriate. However, the terms school ethos and culture will remain consistent throughout the remainder of this thesis.

2.6 Why are School Ethos and Culture Important?

Over the past five decades, a general consensus has developed within the literature to indicate that a positive school ethos and culture can have a range of benefits for children's development (Brookover and Lezotte, 1979; Fyans and Maehr, 1990; Azeredo *et al.*, 2015; Wong *et al.*, 2021). The importance of a positive ethos and culture can be explained from a systems perspective. Bronfenbrenner's (1979) bioecological theory illustrates the importance of various surrounding environmental and cultural influences upon a child's development. Within this model, the school setting is referred to as a microsystem, a closely nested context that has a high level of influence. The structure of this system, its norms, and interrelationships within and between other surrounding contexts (mesosystem, exosystem and macrosystem) are likely to have an effect on a child, as they spend a significant amount of time at school (Salle *et al.*, 2015). This model helps to explain the significance of a positive school environment, not only for pupil's learning but for all aspects of their development.

The study of school ethos and culture have been linked to efforts to improve school effectiveness and school improvement (Rutter *et al.*, 1979). Research investigating the effects of school ethos and culture have found links with improvements in academic achievement (Brookover and Lezotte, 1979; Thacker and McInerney, 1992; Glover and Law, 2004), motivation to learn (Fyans and Maehr, 1990), positive

relationships (Wong *et al.*, 2021), behaviours (Warin, 2017) and well-being (Newland *et al.*, 2019). Linked to this, research has found a correlation between a school's ethos and culture and reductions in bullying (Stephenson and Smith, 1989; Azeredo *et al.*, 2015), exclusions (Munn, Llyod, and Cullen, 2000) and substance misuse (Bonell, Fletcher, and McCambridge, 2007). Furthermore, research has shown benefits of a positive school ethos and culture on teaching staff, such as job satisfaction (Cheng, 1993) and professional learning (Furner and McCulla, 2019). The wide evidence base demonstrates the level of impact a school ethos and culture can have on all stakeholders within a system.

In parallel with research findings, policy makers in the UK have addressed the importance of a positive school ethos and culture for many years (DfES, 2001; Public Health England and Department for Education, DfE, 2015). For example, the Consultative Green Paper (DfES, 2001) recommended that all secondary schools develop a 'mission and ethos'. The term 'mission' is conceptualised and operationalised separately from school ethos and can be defined as a statement to illustrate a school's purpose and core goals (e.g. Stemler, Bebell, and Sonnabend, 2011). Although, this term is relevant in policy, as a linguistic artifact, it has limited use as it does not provides enough rich information about a school's underlying values and culture. Therefore, this term is not discussed further in this literature review.

In England, the recent education inspection framework outlines a range of factors that Ofsted (2019) evaluate in relation to a school's ethos and culture. For example, they specifically assess schools who have a culture of positive and respectful relationships between staff and pupils (behaviour and attitudes), a positive learning environment (quality of education), leaders who have a clear vision (leadership and

management) and staff who develop pupils' character (personal development).

Although the terms school ethos and culture are not explicitly started, the construct's underlying components are evident in every area of the framework. In addition, the National Institute of Clinical Excellence (NICE) guidelines recommend that settings create a positive ethos and safe environment for primary school children (NICE, 2008), in addition to creating a culture of inclusiveness and communication in secondary school (NICE, 2009). These recommendations highlight the importance of school ethos and culture within England. Values are an important aspect of school ethos and culture. Most schools uphold a set of shared values that are recorded on their school websites, such as respect, teamwork, responsibility, and resilience.

Other values that are now promoted in England schools include 'Fundamental British Values', which launched in 2014 as part of pupils' Social, Moral, Spiritual and Cultural Education (DfE, 2014). The five British Values that are promoted include, respect, tolerance, non-discrimination, freedom, and liberty.

2.7 Social and Emotional Learning and School Ethos and Culture

Within the field of SEL research, best practice recommends delivering SEL within a safe, supportive, and positive school environment (Zins and Elias, 2007; Turner *et al.*, 2020). Bear (2014) shared that social and emotional competencies can be taught more effectively when values such as mutual respect, care, cooperation and making decisions collectively are custom in a setting. A systematic review assessing the effectiveness of SEL interventions showed that programmes that focused on improving the school environment rather than delivering a brief class intervention was more effective (Green *et al.*, 2005). In a review of strategies to improve mental health (including SEL strategies) Weare and Nind (2010) claimed that positive

outcomes were more likely when they integrated a multi-component, whole school approach.

The SEAL initiative is an example of a multicomponent SEL intervention that encourages the development of a positive ethos and culture to promote social and emotional skills (DfES, 2005). However, as previously mentioned, evaluations of the SEAL intervention have been inconsistent (e.g. Hallam, 2009). One explanation may be that whole school approaches to SEL lead to more variations in implementation (Durlak and DuPre, 2008), especially if a school's ethos and culture does not align with the key principles of the intervention. Humphrey *et al.* (2016) stated that the values, needs and expectations of settings are likely to act as a barrier to implementation.

Banerjee, Weare, and Farr (2014) investigated different aspects of implementation of the SEAL initiative and found that in forty-nine primary and secondary schools, outcomes of whole school approaches to SEAL were associated with school ethos and this factor mediated school attendance, attainment, and pupils' social experiences. The researchers concluded that fidelity of an intervention needs to go beyond the curriculum and extend to implementing core principles of a social and emotional environment. This study demonstrates the importance of a positive ethos and culture in improving the effectiveness of whole school universal SEL interventions. Jones and Bouffard (2012) emphasise this point and state that attention needs to be shifted from implementing 'programmes' to embedding a 'continuum' approach in order to provide a foundation for SEL, irrespective of any additional programmes. The previous evaluations of SEAL have shown that national interventions may not be the most useful method to deliver SEL and instead,

interventions that take account of the local and school context may be more effective (Humphrey, Lendrum, and Wigelsworth, 2013).

Despite the view that school ethos and culture are key to SEL promotion, little research has directly explored the elements or factors of a school ethos and culture that specifically promote SEL. Instead, research has focused on challenges to theory, methodological flaws, or specific implementation factors. A useful method to assess the research around SEL and the school environment is based on school climate research, as the concept of school climate has been operationalised using a variety of frameworks. Conceptualisations of school climate and school culture claim to be different aspects of the same construct (Schoen and Teddlie, 2008). As a result, it seems logical to review research exploring the link between school climate and SEL as this has been captured more widely in the literature. Key dimensions of school climate by Lewno-Dumdie et al., 2020 (refer to Table 3) offer a useful structure to understand factors of a positive school environment that may promote SEL. The sections below provide a summary of research that has explored the link between factors of a school climate/culture/ethos and SEL, within each dimension. The dimension of school improvement was not included as it is not consistent across the literature (e.g. Cohen et al., 2009 and Thapa et al., 2013).

2.7.1 Relationships

Bowlby's attachment theory (1969) outlines the importance of developing positive relationships and creating a nurturing environment, which can contribute to developing social and emotional skills. Research has found that positive relationships within school are linked to social and emotional outcomes. For example, pupils who perceive their teachers to be supportive and feel that they value

and care for them demonstrate positive social and emotional outcomes, such as being determined, confident and dealing with challenges (Noddings, 1996; Loukas and Robinson, 2004). Positive peer relationships, or peer connectedness has also been linked with a range of positive student outcomes, such as reduced aggression, victimisation, and behavioural concerns (Goldbaum *et al.*, 2003; Elsaesser, Gorman-Smith, and Henry, 2013). Positive relationships between school staff, between teachers and pupils and between peers creates social cohesion and can reduce the level of social conflict and increase the level of tolerance for diversity (Kawachi and Berkmann, 2000).

Research has shown that school relationships contribute to a pupil's sense of belonging in school (Rowe and Stewart, 2009). In a meta-analysis, Allen, Vella-Brodrik, and Waters (2017) found that social and emotional skills are significantly linked to feelings of school belonging. These findings suggest that feelings of belonging is key aspects of a school ethos and culture that will promote SEL in school. Higgins-D'Alessandro and Sakwarawich (2011) conducted a study with pupils with SEND and found that feeling included and respected were important factors to promote a positive school climate to support their well-being in school. A partnership between schools and the community (e.g. parental involvement) has also been linked with positive student outcomes, such as behaviour (Epstein and McPartland, 1976). Research highlights that whole school approaches are more successful when the relationships between families and the community are positive (Greenberg, 2010).

2.7.2 Safety

Feelings of physical, social, and emotional safety in school have been linked to social and emotional well-being (Thapa et al., 2013). A meta-analysis found that whole school SEL intervention that aimed to create a safe school environment improved social and emotional skills, positive attitudes, and behaviours in school (Durlak et al., 2011). Fair rules, discipline and safety have been negatively correlated with aspects of psychological distress (Graham, Bellmore, and Mize, 2006). Clear and fair rules were also linked to experiencing a sense of belonging and school connectedness (Hernadez and Seem, 2004). These results link to previous findings outlined above. In addition, research has shown that when pupils perceive the school environment to be unhealthy, they are more likely to engage in bullying (Wang, Berry, and Swearer, 2013). A study in the USA found that a positive psychosocial school climate has been linked to preventions in bullying in primary school children in the USA (Low and Ryzin, 2014). Similar research has found that peer support enhances feelings of safety (Cowie and Oztug, 2008). These findings suggest an overlap between different factors, where some may mediate the effects of promoting SEL.

2.7.3 Teaching and Learning

Thapa *et al.* (2013) propose that the dimension of teaching and learning is one of the most important aspects of a school climate. Research suggest that a positive school climate includes a learning environment that promotes cooperative learning, cohesion, respect, and trust (Thapa *et al.*, 2013). Cooperative versus competitive

learning has been promoted to support SEL (Hromek and Roffey, 2009). Respect and shared expectations have also been linked to pupil engagement in school (Ennis, 1998). In relation to this, research suggests that teachers' interactions with pupils affects their emotional and academic engagement in school. Research highlights the importance of pupil voice in learning to improve their motivation, interest, and engagement with learning. For example, Roffey (2017) proposed that pupil agency is a key principle to promote SEL.

Leadership has also been linked specifically to the concept of school ethos and culture (e.g. Deal and Peterson, 1999, Humphrey and Squires, 2011; Warin, 2017). Rutter *et al.*, (1979) stated that Headteachers are vital to the development of school ethos in secondary schools. Stolp (1994) highlighted that school leaders need to model the values and beliefs they wish to see and nurture traditions and rituals that promote a positive school culture. Leaders who aim to create a shared vision amongst pupils, staff and families are likely to create a strong ethos and culture (Peterson, 2002).

2.7.4 Institutional Environments

Thapa *et al.*, (2013) suggests that the school space and layout, can impact feelings of safety in school. Some studies suggest that smaller school sizes also promote feelings of safety in school (e.g. Bowen, Bowen, and Richman, 2000). These findings suggest that institutional environments may promote SEL indirectly. Wang and Degol (2016) reported that they did not find research to measure the association between institutional environment factors (e.g. class size or physical surroundings) and psychological and social outcomes. They concluded that more research is required

to better understand the links between institutional environments and psychological outcomes, including social and emotional development.

2.8 School Ethos, Culture and Pupil Voice

Pupil voice is a term that is related to the wider concept of pupil participation, which is the active participation of pupils in school related decisions (Flutter, 2007). Pupil voice is a key approach within education research and is considered to be a significant catalyst for school change (Flutter and Ruddock, 2004). From an ethical perspective, the United Nations Conventions on the Rights of the Child (UNCRC), Article 12 (United Nations International Children's Emergency Fund, UNICEF, 1989) uphold that children have the right to express their views freely on matters that affect them. Pupils have the right to be heard on matters such as the environment that they spend a significant amount of time in. Pupils are the direct customers of schooling, and this view was explicitly stated by Burden and Hornby (1989) who shared that it would be a mistake to ignore the views of pupils.

Pupils' views are important when investigating school matters, such as their school ethos and culture, especially since its evident that environment contributes to many areas of children's development (Bronfenbrenner, 1979). Roffey (2008) stated that it is important to provide ownership to everyone who participates in the change process when cultivating a positive school culture. When thinking about the development of a school's ethos and culture, a top-down approach is often considered with key participation from a school's senior leadership team. However, key stakeholders who are often overlooked during this process are children and young people. Rudduck, Chaplain, and Wallace (1996) propose that children and young peoples' views are essential when exploring methods to improve schools.

There are a number of reasons why pupils' views are particularly important to gather when exploring a school ethos and culture. Firstly, research has demonstrated that gathering pupils' views about school ethos and culture is a strong predictor of developmental outcomes (e.g. Wang *et al.*, 2010). Secondly, research has found that adults perceptions of the school environment is different from pupils. Fraser and Walberg (2005) found that when investigating school climate, teachers' perceptions were generally more positive than pupils' perspectives. Thirdly, the construct of pupil voice and providing agency to pupils has been suggested as one of the key factors in creating a whole school approach to SEL (Roffey, 2017) and well-being (Public Health England and DfE, 2015). Creating a sense of autonomy and control has been highlighted within the ASPIRE principles as a key factor in developing a positive and inclusive classroom environment (Roffey, 2017)

The literature offers a limited number of studies that specifically focus on gathering the views of pupils around their school ethos and culture. Smith (1998) recognised the value of eliciting the views of children and young people and conducted a study to investigate the ethos of a school, from the perspectives of pupils. He aimed to explore what pupils perceived as factors that created a positive and effective school ethos. Pupils referred to specific lessons, people, seeing friends, a feeling of a welcoming school and aspects of the physical school, such as the size. Furthermore, a study conducted by Graham (2012) explored school ethos through the lived experience of secondary school pupils. He concluded that creating a school ethos is based on building relationships and maintaining and positive acts of care (Graham, 2012). However, little research has explored pupils' views of a school environment to specifically promote social and emotional development.

When considering pupil's views in research, there are a number of factors to be considered. For example, it is important to understand the level of pupil participation, with the aim of acting authentically in order to promote meaningful outcomes (Hart, 1992). In addition, it is important to be critically aware of factors such as generalisability when gathering pupils' views. It should not be assumed that a dominant narrative is the view for all pupils within a setting (Ravet, 2007). Pupils' views that are shared are often those who are more open and articulate (Flutter, 2007). Not gaining the views of pupils who are less confident, too young, speak English as an additional language (EAL) or those with special educational needs or disabilities (SEND) may be a potential limitation when gathering pupils' views. Schools are a complex social system, experienced differently by all members. Therefore, it is important to gain a wide range of views when engaging in meaningful pupil participation (Sutherland, 2006) and to select accessible methods to gather them. Despite the challenges, it remains important to empower pupils to be involved on matters that are important to them and that affect their learning and development (Flutter, 2007).

2.9 Rationale

The literature review demonstrates four key points that drive the rationale for this research study. Firstly, there is a strong evidence base to suggest that social and emotional competencies are important life skills that can have a positive impact on many areas of development (Blank *et al.*, 2010; Durlak *et al.*, 2011; Goodman *et al.*, 2015). Second, the literature review highlights concerns and a discrepancy in the effectiveness of SEL interventions, at both an individual (Eccleston, 2007) and whole school level (Social and Character Development Research Consortium, 2010; Durlak *et al.*, 2011; Jones and Doolittle, 2017). Third, a wide evidence base indicates that

school climate, ethos and culture are positively associated with improving SEL in educational settings (Green *et al.*, 2005; Kress and Elias, 2006; Weare and Nind, 2010; Humphrey, Lendrum, and Wigelsworth, 2013; Banerjee, Weare, and Farr, 2014; Roffey 2020). However, little research has directly explored the factors of a school ethos and culture that specifically promote SEL. Finally, pupils have the right to be heard on matters that affect them, such as the school environment that they spend a significant amount of time in. This is also an area where pupil participation is relatively limited.

The points stated above highlight an avenue for new research. In particular, it would be useful to explore the construct of school ethos and culture to understand specific factors that aim to promote universal SEL strategies and ensure successful implementation of specific SEL interventions in future. The current literature base offers a number of frameworks or key dimensions of school climate (e.g. Lewno-Dumdie *et al.*, 2020) and levels of school culture (e.g. Schein, 1984) that are directed towards overall school improvement. Consequently, the aim of this research is to highlight factors that aim to specifically promote SEL, from the perspectives of pupils. Gathering pupil's views around what factors are helpful and most valued to them offers a values-based, context specific, and bottom-up approach.

To gather pupils' viewpoints, the use of Q-methodology (Stephenson,1935) will be employed to facilitate this research, as this approach offers an accessible, inclusive, and ethical method to gather pupils' views. Both qualitative and quantitative forms of research methods have been used in the field of SEL and school ethos and culture. When discussing the topic of school ethos, Graham (2012) explored the lived experience of secondary school pupils via qualitative interviews. Smith (1998) also worked with secondary school pupils and analysed qualitative notes from pupils.

Researchers that investigated the benefit of whole school SEL interventions often adopted experimental (e.g. within Durlak *et al.*, 2011 meta-analysis) or quasi-experimental designs (e.g. Wigelsworth, Humphrey, and Lendrum, 2012), using predominantly quantitative research methods. I chose to apply a combination of mixed methods research methods, based on my philosophical assumptions as a researcher (see section for more details) and to provide an accessible and inclusive approach specifically for primary school pupils.

This research study aims to provide a unique contribution by:

- Adding to a limited evidence base within the UK context. Although the
 literature around the construct of school ethos and culture and SEL has been
 widely researched internationally, research is relatively limited within the UK
 (Weare and Nind, 2011). Using the Social Sciences ProQuest database only
 one known study was found that explicitly investigated the association
 between these constructs in the UK (Banerjee, Weare, and Farr, 2014).
- Empowering the voices of pupils to share their views on what is 'best' and most valued to them rather than measuring current perceptions (Graham, 2012) or measuring outcomes (Goodman *et al.*, 2015). This information will complement the current evidence base and bring the rights and values of children at the forefront of this research.
- Using a unique research design and methodology to explore pupils' views on both their preferences and level of importance on factors of a school ethos and culture that aims to promote SEL in an educational setting.
 Understanding what is most important to pupils is useful in a climate where capacity and resources are often limited, and efficiency is key.

• Gathering information that is particularly relevant to the current context.
During a global pandemic, where pupils have been away from their settings for long periods of time, adapting the school ethos and culture may be important to meet current needs upon their return. Furthermore, social, and emotional competencies have been associated as protective factors to strengthen children and young people's resilience (Dillon et al., 2007;
Goodman et al., 2015; Roffey, 2020). Therefore, SEL is key during a period of recovery for pupils.

This research study aims to be significant to educational settings and educational professional as this approach encourages a preventative, universal and sustainable method to promote SEL. By applying a positive psychology framework around 'what works best' to cultivate a social and emotional ethos and culture, this research promotes a preventive approach which may reduce individual challenges for children, families, and schools in the future. In addition, a whole school systemic focus on the issue of SEL implementation aims to support all children and young people. Finally, exploring methods to create a nurturing and context specific ethos and culture, whereby SEL can be effective, aims to ensure sustainability of SEL within a given setting.

2.10 Research Question

Within Q-methodology, it is advised that research questions are related to one of three categorises (Curt, 1994). It is important that a research question does not try to overlap different categories (Curt, 1994). Watts and Stenner (2012) provide a description of these categories and explain that each category is related to questions that focus on either definitions (before), reactions (during), or responses (after). The

aim of this research study is to explore what pupils value as important factors of a school ethos culture to promote SEL. Therefore, this research question is focused on the 'responses' category as outlined by Watts and Stenner (2012). The research question for this study can be found below.

Research Question:

What do pupils value as the most important factors of a school's ethos and culture to promote social and emotional learning?

2.11 Chapter Summary

This chapter provided a literature review of key definitions and debates about the construct of SEL, school climate, school ethos, school culture, and the link between them. The importance of gathering pupils' views in order to promote a positive school ethos and culture were also addressed. Discrepancies within the literature around SEL implementation, the importance of the school context and the lack of research within the UK provides a rationale to explore pupils' views on factors of a school ethos and culture to promote SEL. The next chapter will outline the methodology adopted within this study to address the research question.

3.0 Methodology

3.1 Chapter Overview

The aim of this chapter is to provide an overview of Q-methodology, a rationale for why Q-methodology was chosen and to describe the procedure carried out in this research study. Two sets of criteria will be outlined to assess the quality of this methodology and ethical considerations will be discussed.

3.2 Introduction to Q-Methodology

Q-methodology is a scientific approach that utilises both quantitative and qualitative research methods to understand human subjectivity, by gathering and comparing individuals' viewpoints around a topic area (Davis and Michelle, 2011). It has been termed 'qualiquantological' based on the benefit of this mixed methods approach (Stenner and Rogers, 1998). Q-methodology was developed in the 1930s by Stephenson (1935), a British Physicist and Psychologist (Brown, 1996). He was an assistant to Spearman, who founded the method of factor analysis (Brown, 1996). Traditional factor analysis (R-methodology) aims to investigate associations (i.e. correlations) between a set of objective variables such as weight or height (Watts and Stenner, 2012). Stephenson applied the theory of factor analysis and shifted his perspective so that comparisons or correlations between people rather than variables could be calculated (Watts and Stenner, 2012). This is called a by-person factor analysis. Q-methodology is essentially an inverted form of R methodology (Watts and Stenner, 2012). Further details of data analysis within Q-methodology will be outlined in chapter 4.0.

Stephenson understood individual viewpoints as operant behaviours, which are natural, spontaneous, and relative to the context of its environment. He proposed

that subjectivity cannot be understood if a viewpoint exists exclusively in the mind. Rather, a viewpoint is only meaningful when it is relative to objects within the real world (Watts and Stenner, 2012). The principle of operant subjectivity underpins the rationale for the Q-sort task with Q-methodology. The Q-sort task involves the process of sharing individual views on a subject matter by ranking the order of a heterogenous set of stimulus, called a Q-set (Watts and Stenner, 2012). The Q-set usually includes a set of written statements, but it can also include other media such as images or objects (Van Exel and De Graaf, 2005). Participants are presented with a frequency grid, called the Q-sort distribution, and are instructed to rank items in the Q-set on a scale to show their relative level of agreement or importance on a subject matter (Stainton Rogers, 1995). Each participant's completed Q-sort configuration portrays their overall viewpoint on the topic of interest (Watts and Stenner, 2012). Further details of the Q-sort task are outlined in section 3.5.4.

There are a number of advantages of Q-methodology. The application of a mixed methods approach helps to bring a systematic and objective perspective to subjectivity whilst maintaining rich depth and meaning to the findings (Brown, 1980). Other advantages include the ability to capture viewpoints of minority groups (Pike *et al.*, 2015) and to facilitate participatory research (Militello *et al.*, 2016). In addition, the nature of the Q-sort task specifically prevents the researcher from imposing their biases when gathering viewpoints and this also reduces the power imbalance between the researcher and the participant. The method of data collection thereby highlights the ethical advantages of Q-methodology.

Q-methodology has been recognised within the disciplines of health and child development (E.g. Stainton Rogers, 1995). A recent systematic literature review of the application of Q-methodology in education research found seventy-four studies

across twenty countries (Lundberg, de Leeuw and Aliani, 2020). Q-methodology has also been used within the educational psychology community. For example, Hughes (2016) worked with primary school pupils in Year 6 to gather their views around transition to secondary school. A number of trainee educational psychologists (TEPs) have also used Q-methodology within their doctoral research projects (e.g. Stollery, 2013; Crosby, 2015; Heffernan, 2017; Rayne, 2020). These studies highlight the flexibility and suitability of Q-methodology within educational psychology research. The Q-set in particular can be a useful and inclusive tool for both research and EP practice. Adapting statements to include simple language, music, or pictures (Van Exel and De Graaf, 2005) enables this approach to work with younger pupils and/or pupils with special educational needs and disabilities.

3.3 Ontology, Epistemology and Reflexivity

It is important to understand the philosophical position of a researcher as this is likely to inform the methodology of their research (Flowers, 2009). Ontology is a branch of philosophy that is concerned with the nature of being or reality. A key ontological question a researcher may ask is 'What are we studying?' (Thomas, 2017). Epistemology is another branch of philosophy that studies the nature of knowledge or truth. Understanding how knowledge is structured, acquired, and communicated are key epistemological questions (Cohen, Manion, and Morrison, 2007). A researcher's epistemological perspective can be expressed on a continuum from positivism to social constructionism. A positivist position holds assumptions about an objective reality, where discoveries are made about universal laws and truths (Ejnavarzala, 2019). In contrast, a social constructionism position holds the assumption that knowledge cannot be separated from human subjectivity and that

truth is intertwined with the perspective of the researcher (Della Porta and Keating, 2008).

My ontological and epistemological views fall at the mid-point between a positivist and social constructionist position and is called critical realism. Critical realism was developed by Bhaskar (1975), who describes it as a meta-theory that provides a lens to understand both ontological and epistemological questions. Critical realism holds the assumption that a real and objective world exists, however, unlike a positivist epistemology, knowledge is interpreted subjectively through the perspective of individuals (Della Porta and Keating, 2008). As a researcher, I believe that an objective world exists, but it seems unlikely that everyone views it objectively as the tools that we use to interpret the world are individual and unique. This viewpoint underpins my philosophical position.

A critical realist perspective complements a mixed methods approach, such as Q-methodology. Q-methodology explores individual meaning and perspective whilst also seeking for a limited number of viewpoints within a given topic area (Watts and Stenner, 2012). Critical realism assumes that the world and knowledge is objective, and this relates to the development of the Q-set within Q-methodology. Furthermore, acknowledging individual perspectives about the world aligns with a focus on interpreting various viewpoints around a specific topic area within Q-methodology. In addition to critical realism, an element of pragmatism influenced the decision to adopt Q-methodology. Pragmatism is a philosophical approach that utilises research designs and methods based on their 'fitness for purpose' in answering a research question (Creswell and Plano Clark, 2011). Pragmatism was considered due to the restrictions of conducting research during the Covid-19 pandemic. Q-methodology

offers a useful and flexible approach to address the research question whilst enabling safe and practical methods of implementation.

Reflexivity is another aspect of philosophy, which involves self-awareness and self-monitoring of one's own values, beliefs, culture, and positionality that inevitably influences and shapes research (Archer, 2010). A key principle within the disciplines of social science states that it is impossible to be completely objective and value free when conducting research (Cohen, Manion, and Morrison, 2018). Instead, it is important to consciously recognise a researcher's own influences and biases in order to improve the reliability of research and to ensure transparency.

From a personal perspective, I became interested in school ethos and culture, and SEL for a number of reasons. Firstly, I have experienced the benefits of a positive learning environment and have reflected on how this has shaped my own social and emotional development growing up. Secondly, I am very interested in areas within the fields of humanistic and positive psychology. Thirdly, my placement experiences offered opportunities to explore and learn about SEL, via CPD sessions and through discussions with EPs who have specialist interests in social, emotional, and mental health (SEMH). As a TEP, it is important to capture the views of children and young people in order to promote change in education settings. This contributed to my decision to explore the views of pupils in this research.

Prior to the doctorate, I conducted two quantitative research studies and these experiences influenced my epistemological position as a researcher. Over the course of the doctorate, however, I learnt about the value of qualitative research methods and the benefits of triangulating different types of data. These experiences

shifted my perspectives about knowledge and how I view research. This experience contributed to my decision to adopt a mixed methods approach.

My personal and professional values have also shaped this research. Integrity and respect are core professional values that I aim to uphold in my research and practice. As a result, this led me towards Q-methodology as this approach promotes an ethical, empowering, and transparent research process.

I also engaged in reflexive practice by evaluating the decisions made throughout the research process. For example, I questioned my own viewpoint around the ideal school ethos and culture when completing a Q-sort activity before offering this to pupils. I also used methods to address the challenges of my biases and subjectivity. For example, I developed conceptualisations about the topics of interest from a range of sources (both primary and secondary). Furthermore, I scheduled multiple meetings with professionals to discuss the data collection and data analysis process to ensure that my decisions were not based exclusively on my own interpretations.

3.4 Rationale for Q-Methodology

Q-methodology was chosen in this research study for a number of reasons. Firstly, as outlined above, my ontological and epistemological position as a researcher strongly aligns with Q-methodology. Secondly, I wanted to gather pupils' perspectives on this topic area, and the Q-sort task provided an engaging and accessible tool to gather their views. More specifically, the Q-set helped pupils to understand key concepts and offer cue cards about the complex topic area of school ethos and culture.

Alternative research designs were not appropriate as I did not intend to test or measure the effect of a specific SEL intervention (e.g. experimental research design)

or investigate an association between particular variables (e.g. correlational research design). Alternative research methods, such as developing surveys may have helped to elicit more pupils' views. However, the aim of this research was not to generalise pupils' views of an ideal school ethos and culture but rather to understand a range of views on this topic area (Watts and Stenner, 2012). Qualitative methods such as conducting interviews with pupils may have generated some in depth responses about why pupils prefer a particular type of school ethos and culture. However, without a significant level of pre-teaching and prompting, discussions about this topic area may have been limited. Q-methodology not only helped participants to share their views easily, but it enabled them to share both their preferences and provide further explanations using a post Q-sort survey.

3.5 Procedure of Q-Methodology

The procedure of Q-methodology follows a systematic set of steps. There is some variety in the number of steps outlined by researchers, but they all follow a similar sequence (e.g. Combes, Hardy, and Buchan, 2004; Van Exel and De Graaf, 2005; Watts and Stenner, 2012; Damio 2016). I was guided by the five step procedure outlined by Van Exel and De Graaf (2005). Their procedure provides a sufficient number of stages to outline the details of this research. The researchers also offer accessible information to novice Q-methodologists. The steps outlined by Van Exel and De Graaf (2005) include:

- 1. Definition of the concourse
- 2. Development of the Q-set
- 3. Selection of the P-set
- 4. Administration of the Q-sort

5. Factor analysis and interpretation

The first four steps of this procedure will be outlined below. Step five will be discussed in the next two chapters, as factor analysis is better understood within the context of data analysis (Chapter 4.0) and factor interpretation is better understood within the context of the results (Chapter 5.0). The table below provides a timeline of the methodological procedure for this research study.

Table 4: A Timeline of the Procedure of Q-Methodology

Date	Procedure
July/August	Initial literature search and research proposal.
2020	
December	Detailed literature review.
2020	
January	Ethical approval from the University of Birmingham.
2021	
February	Developed concourse based on the literature review, school
2021	websites, interviews, and a focus group.
March	Concourse reduced to construct the Q-set.
2021	
	Pilot Study.
April	Administration of the Q-sort.
2021	
	Factor analysis and interpretation.

3.5.1 Definition of the Concourse

The concourse defines all possible ideas, opinions or arguments about a given topic (Van Exel and De Graaf, 2005). Brown (1993) states that a concourse is 'the flow of communicability surrounding any topic'. The concourse may consist of information from a range of sources, including academic literature, government documents, online media, newspapers, reports, TV, radio and by directly asking people about their views. A range of sources are explored until a point of saturation, whereby no new information is collected (Watts and Stenner, 2012). A concourse usually takes the form of written statements, but it can also include objects or pictures (Van Exel and De Graaf, 2005).

In this research study, a range of information was gathered to produce the concourse around school ethos and culture, and SEL. The information below outlines the range of data sources and methods employed to develop the concourse.

Literature Review

A number of electronic databases (Google Scholar, ProQuest Social Science, Psych INFO and Web of Science) were used to conduct a literature review about the topics 'school ethos and culture' and 'social and emotional learning'. Other relevant terms around the concept of school ethos and culture were also used, such as 'learning environment' and 'school climate'. A google search was conducted to explore online articles and media around the topic area of 'school ethos and culture' and 'social and emotional learning'. Relevant government policies and national guidelines (e.g. NICE, 2008; 2009) were also reviewed. This task was useful in developing key themes and frameworks to better understand school ethos and culture, and SEL.

School Websites

A sample of fourteen (15%) mainstream primary school websites within the location of my placement were reviewed. A stratified sampling method was chosen to select a proportion of schools that were primary schools (N=7), academies (N=2) and faith schools (N=5). Specialist provisions were excluded from the review. The 'vision and values' page (or equivalent) of each school website was the prime focus of the review. This task helped to provide an overview of the espoused ethos and culture of a large number of schools easily, without directly visiting all of the schools (see Appendix 1).

Staff Group Interview

A semi-structured group interview was conducted with three staff members at the mainstream primary school that was recruited to take part in this research study. The session lasted around 1 hour. The purpose of this task was to gain the views of school staff who have strong views about school ethos and culture, and SEL. The Special Educational Needs and Disabilities Co-ordinator (SENDCo), the Deputy Head Teacher and a class teacher took part in the group interview. Due to Covid-19 related restrictions the group interview took place virtually via Zoom. The group interview was video, and audio recorded. After the session, the group interview was transcribed verbatim (see Appendix 2). Four key questions were asked in the group interview:

- 1. What do the terms school ethos and culture mean to you?
- 2. What do you think are the main components that define or shape a school's ethos and culture?
- 3. What does the term social and emotional learning mean to you?

4. What do you believe are the most important aspects of a school ethos and culture that promote social and emotional learning for all children?

Details of supplementary questions, probes and prompts are outlined in the group interview schedule (see Appendix 3). These questions were chosen to understand staff views around factors of a school ethos and culture that aim to promote SEL (question 4). Before asking this key question, it was important to discuss and clarify the key terms school ethos and culture and SEL, based on the ambiguity of these constructs within the literature.

Pupil Focus Group

A focus group took place with five pupils (two boys and three girls) in Year 6 in the same primary school. The Deputy Head Teacher also attended the session. The session lasted around 1.25 hours. Pupils in Year 5 were also targeted as Key Stage Two pupils were going to take part in the main study. However, based on availability and responses from parents, no pupils in Year 5 were available to take part. The SENDCo sent my information sheets and consent forms to participants based on the those who would share interesting and varying views on the topic areas of school ethos and culture, and SEL.

The focus group took place virtually via Zoom. The focus group was video, and audio recorded. After the session, the focus group was transcribed verbatim (see Appendix 4). The purpose of this task was to gain the views of pupils as their conceptualisations and language to describe the topic areas would be beneficial in creating the Q-set. A PowerPoint was created, and this helped to explain the concepts of school ethos and culture, and SEL (see Appendix 5). Pupils were then offered 15 minutes to draw their ideal school, one that would help with both their

academic learning and their social and emotional skills. The last part of the session involved asking participants to share their drawings about their ideal school. Further questions were asked to prompt pupils to discuss key aspects of their ideal school ethos and culture, based on themes found within the literature. Examples questions included:

- How would everyone get on with each other in this school?
- What are the rules at this school?
- What would be the school's most important values (values are what a school believes in)?
- What would be on the walls at the school?

Details of the drawing task and all the questions are outlined in the focus group interview schedule (see Appendix 6).

EP Interview

A semi-structured interview was conducted with a senior EP who is a specialist researcher in the field of SEL. The session lasted around 40 minutes. The interview took place virtually via Zoom. The interview was video, and audio recorded. After the session, the interview was transcribed verbatim (see Appendix 7). The purpose of this interview was to gain the views of an expert professional who supports schools to create a positive school ethos and culture by promoting SEL. The same four key questions provided to school staff were presented to the EP.

- What do the terms school ethos and culture mean to you?
- What do you think are the main components that define or shape a school's ethos and culture?
- What does the term social and emotional learning mean to you?

 What do you believe are the most important aspects of a school ethos and culture that promote social and emotional learning for all children?

Details of supplementary questions, probes and prompts are outlined in the interview schedule (see Appendix 8).

After a wide range of information was collected and no new themes emerged. A thematic analysis approach was used to analyse all the data sources (Braun and Clarke, 2006) (see Appendix 9) Emerging themes across all the sources were recorded on to a Microsoft Excel document (see Appendix 10) and an initial set of statements were developed to represent the concourse (see Appendix 11).

3.5.2 Development of the Q-Set

The second step in Q-methodology is the construction of a Q-set. A Q-set is a representative sample of statements that are derived from the concourse (Watts and Stenner, 2012). A Q-set usually consists of around 40-80 statements (Stainton Rogers, 1995). It is important that the Q-set represents a broad range of viewpoints about a given topic (Watts and Stenner, 2012). Offering a balance of options or statements about a topic area is also important (Watts and Stenner, 2012). There is no right way to produce a Q-set (Watts and Stenner, 2012). Brown (1980) claims that the development of the Q-set is 'more of an art than a science'.

A Q-set can either be structured or unstructured (Watts and Stenner, 2012). A structured Q-set involves the use of a framework or set of themes to arrange the statements, based on either theoretical information or observation. A structured Q-set can help to generate a balanced and comprehensive Q-set. However, if the themes chosen to structure the Q-set are poorly developed, this could compromise the overall credibility of the Q-set (Watts and Stenner, 2012). An unstructured Q-set

involves looking at the topic area as a whole. This method offers more fluidity and freedom in the construction of the Q-set (Watts and Stenner, 2012). However, this option may be more taxing and increase the risk of researcher bias (McKeown and Thomas, 1988). Statements can also be gathered from 'naturalistic' and/or 'ready-made' sources (McKeown and Thomas, 1988). Naturalistic sources are generated from primary data collection methods when generating the concourse (e.g. focus groups). Ready-made sources are readily available to collect (e.g. academic literature). In this research study, a structured approach was chosen to construct the Q-set. This method helped to provide a rigorous and systematic method to ensure than the Q-set included a broad range of statements, representative of the viewpoints within the general population. This option aligned more with my ontological and epistemological position as a researcher. A combination of naturalistic and ready-made sources was also used to develop the Q-set, with an emphasis on the primary data collected.

Two frameworks were used to inform the Q-set, based on my literature review (Chapter 2.0). The first framework was Schein's (1984) three levels of organisational culture. This framework provided an initial method to categorise information about school ethos and culture based on visual artifacts and underlying beliefs about a school setting. I then used some key dimensions of school climate (Cohen *et al.*, 2009; NSCC, 2012; Thapa *et al.*, 2013; Lewno-Dumdie *et al.*, 2020) to create a more detailed categorisation system to generate the Q-set. This decision was chosen based on the lack of information surrounding the construct of school ethos and culture and the view that school climate and school culture are levels of the same construct (Schoen and Teddlie, 2008). The primary data aligned well with the dimensions of school climate and so this framework was a useful fit to structure the

Q-set. The themes below were used to create a detailed categorisation system to generate the Q-set:

- Institutional environments (physical surroundings and environment, school connectedness)
- Safety (rules and norms, physical safety, social and emotional safety)
- Interpersonal relationships (respect for diversity, social support adults, social support pupils)
- Teaching and learning (academic learning, instructional techniques, and social and emotional learning)

(Lewno-Dumdie et al., 2020)

The dimension 'staff only' (NSCC, 2012) or 'school improvement' (Thapa *et al.*, 2013; Lewno-Dumdie *et al.*, 2020) were not used as these dimensions are not reported consistently in the literature. These dimensions were also less relevant to pupils' perspectives.

The four dimensions above were then mapped onto the three levels of organisational culture (Schein, 1984) to ensure that the constructs of school ethos and culture remained at the centre of this process (see Figure 2). After combining two frameworks to create a useful model to reduce the concourse, an interactive process began to generate the final Q-set.

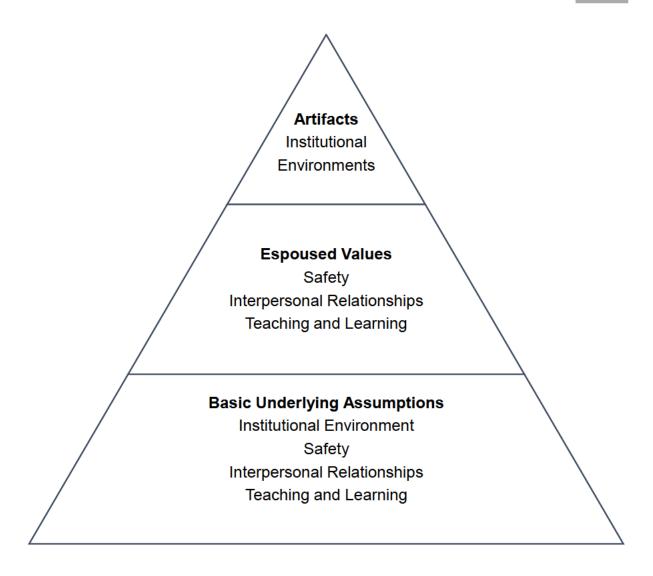


Figure 2: Levels of Culture across Different Dimensions of School Climate (based on Schein, 1984, p. 4)

When developing the Q-set the wording is very important to consider. Watts and Stenner (2012) state the challenges of using technical terms, statements that include more than one idea, and statements that are negatively worded. They also suggest using the same prefix at the beginning of each statement, if possible (Watts and Stenner, 2012). In this research study, I began by developing statements using the same prefix and included a wide range of ideas to ensure a balanced Q-set. However, this led to an extensive number of statements that were very lengthy. Each statement began with, "In an ideal school…". I refined the Q-set by removing the

prefix of each statement and merged some of the concepts together. This led to some statements including two related ideas. This is not always ideal (Watts and Stenner, 2012) but the decision was made to ensure a full and well balanced Q-set. Watts and Stenner (2012) highlight that a perfect Q-set is impossible to develop.

A pilot was conducted to assess the accessibility and adequacy of the Q-set in supporting pupils to share their views about school ethos, culture, and SEL. Due to time limitations, only two pupils in Year 6 (one boy and one girl) took part in the pilot. Participants took part in an online Q-sort activity and were asked to rank a set of 34 statements. Based on the feedback from pupils, a few changes were made to the Q-set and to the instructions for the task (see Appendix 12-13 for details of the pilot). In addition to the pilot, a number of consultations were held with an EP in a Local Authority EP Service to discuss the themes, subthemes, wording, and quantity of the Q-set throughout the development process.

After the process was complete (see Appendix 14), the final Q-sort included 34 statements (see Appendix 15). Although a Q-set usually consists of around 40-80 statements (Stainton Rogers, 1995), it was decided that less than 40 statements would be more suitable for pupils in primary school in order to ensure their engagement throughout the whole task. This decision reflects some Q-methodological studies within the field of education where smaller Q-sets have also been developed when gathering views in 'elementary schools' (e.g. Parker 2015; Davis, 2018; Lundberg, 2019; Dhillon, Howard, and Holt, 2020). Figure 3 provides a visual presentation of the development process of the final Q-set.

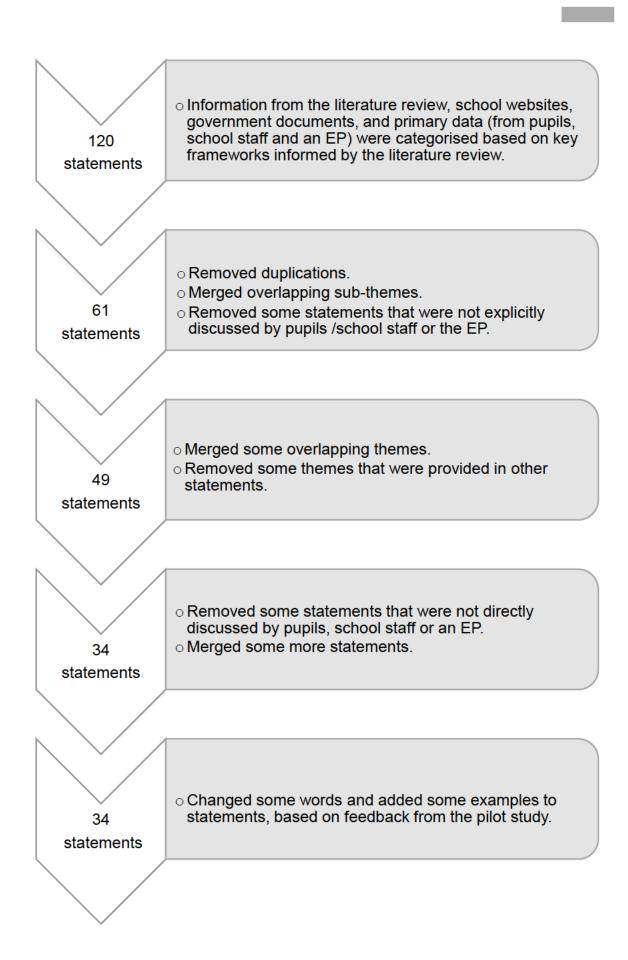


Figure 3: Development of the Q-Set

Figure 3 illustrates that 34 statements were included in the final Q-set. The table below outlines each statement in the final Q-set.

Table 11: Statements

No.	Statement						
1	A large school with lots of teachers and children.						
2	A colourful school with positive wall displays.						
3	A comfortable and quiet place to learn with all the things I need.						
4	A school uniform.						
5	Assemblies, clubs, and school traditions.						
6	My family have good relationships with the teachers and are invited to school events, such as sports day.						
7	I feel safe and there is always an adult to help me every day.						
8	There are fair rules, rewards, and consequences.						
9	Teachers listen to me if I have broken the rules and teach me how to do the right thing.						
10	I am celebrated for my success and strengths in school.						
11	I feel my values are similar to other adults and children in school.						
12	A school that changes over time to support everyone.						
13	I feel proud to be a member of the school.						
14	I feel valued and included in school.						
15	Teachers support me when I am upset and help me to feel better.						
16	I feel excited to see my friends and I can turn to them for support.						
17	Children and adults respect each other and the school.						
18	Children and adults are caring and kind to each other.						
19	Children and adults are honest to each other.						
20	I feel accepted for my differences.						
21	Teachers are positive role models who show good values and do the right thing.						
22	Teachers understand what I need to help me learn.						
23	Teachers give me supportive feedback to help me learn.						
24	Teachers do not just teach they also play games with me.						
25	I am challenged to try something new in my learning.						
26	I have some responsibility in my class/school.						
27	I learn by working together with other children in class.						
28	I am encouraged to believe in myself and want to be the best that I can be.						
29	The Headteacher is caring and shares their ideas for the school.						
30	Adults in school work together and support each other.						
31	Adults listen to me and I can make some decisions about the school.						
32	I am treated fairly and get the same chances as other children to do the best I can. For						
33	example, everyone has a chance to speak in class. I work together with teachers or children to fix any problems.						
34	I do not compare my learning with other children.						
Ŭ ·	. as her compare my loaning man sailer comments.						

3.5.3 Selection of the P-set

The third step in Q-methodology is to select the P-set. The P-set refers to the sample of participants who take part in the Q-sort activity. In Q-methodology, the number of participants is not significant, but rather the range of viewpoints that are expressed from the P-set. A general rule is to aim for around four to six participants for every viewpoint (factor) found within a given topic area. The literature suggests that there are around two to four viewpoints on most topic areas (Van Exel and De Graaf, 2005). Webler, Danielson, and Tuler (2009) suggest that the general number of participants for a study is usually between twelve to thirty-six participants. The number of participants that represent the P-set is usually less than the number of statements that represent the Q-set (Brouwer, 1999). However, a literature review of Q-methodological studies within the field of education found that some studies included less than ten participants whilst others included over ninety (Lundberg, de Leeuw, and Aliani, 2020). Participants that represent the P-set are selected purposefully based on the research question, topic area and those who have interesting views to share (Watts and Stenner, 2012).

In this research study, one local authority mainstream primary school was recruited. The school is located in a suburban area of the city. The setting is a mixed gender, two form entry school, with over four-hundred pupils on roll. They have been evaluated as a 'Good' school by Ofsted in 2016 and have upheld this status after a short inspection in 2018. In January 2021, I supported a Senior EP who facilitated a consultation with a SENDCo to assess the school's approach to whole school well-being. One of the outcomes from the consultation was for the school to engage in further pupil voice engagement. I took this opportunity to share my research as it

seemed relevant to the school's development needs. An information sheet was sent to the Senior Leadership Team in the school (see Appendix 16). A meeting was then held with the SENDCo to discuss details and a plan for the preliminary data collection phase, the pilot, and the main Q-sort activity. I chose to recruit only one school as I was interested in hearing the varying views within one system. Exploring the views of pupils from multiple schools, with various ethos and cultures, may have been a contributing factor for different opinions within the P-set.

The recruitment of participants took place between February and April 2021. The inclusion criteria included pupils in Year 5 and Year 6 (Key Stage Two), who had sufficient competency to complete the Q-sort task. Younger pupils were not selected based on the complexity of the topic area. Pupils in Key Stage Two have experienced school for a sufficient number of years to understand the environment and what they want from an educational setting. The school were asked to send out information sheets and consent forms with the aim of recruiting up to thirty participants, based on the literature around the P-set (Watts and Stenner, 2012). I informed the SENDCo to recruit a sample of pupils in Year 5 and Year 6, with varying ages, genders, and abilities. I also mentioned that it is important to hear the views of children who have interesting opinions to share about this topic area. This method was a strategic sampling method. In Q-methodology, it is important that the P-set represents participants who are theoretically relevant to the research rather than chosen at random (Davis and Michelle, 2011).

The SENDCo sent out numerous emails and phone calls. Teachers also approached parents at the end of the school day. The response rate was low, and this may have been linked to the national lockdown due to Covid-19 in the academic spring term 2021. In order to increase the P-set, the SENDCo sent out a message via the school

online learning platform (DoJo). The time period for recruitment was also extended for a few more weeks. After all methods were exhausted, fourteen participants were recruited. The P-set was relatively small but based on the literature above, the number of the P-set is not an area of concern. Stephenson (1953) argues that studies can be conducted well with a small number of participants.

3.5.4 Administration of the Q-Sort

The fourth step in Q-methodology is the administration of the Q-sort. Participants are offered a set of cards, where each card represents a single statement (Q-set). Participants are instructed to rank each statement to indicate their views. A Q-sort grid is presented to facilitate the ranking of statements during this exercise. The grid includes a scale to illustrate the level of agreement or importance of statements (e.g. from -5 to +5). The Q-sort grid is usually normally distributed based on Stephenson's claim that individuals' views follow a similar bell shape to traits and abilities (Watts and Stenner, 2012). Either a fixed or free choice distribution is provided to participants. A standardised, fixed choice distribution forces a number of statements to be assigned to each value on the scale. For example, the distribution may be fixed so that two statements are assigned to +4, three at +3 and so forth (see Figure 4). This can seem restrictive to participants. A non-standardised or free distribution allows participants to assign any number of statements to any value on the scale. This option provides more freedom to participants. There are merits to both options, however, Watts and Stenner (2012) claim that a free distribution may not provide any additional information of participants views. Block (2008) also highlights that a standardised fixed distribution provides less ambiguity when comparing Q-sorts.

ost Unimportant					Most Importan			
-4	-3	-2	-1	0	1	2	3	4
							J	
		'				•		

Figure 4: Example Q-Sort Distribution

The Q-sort distribution can also vary in the scale range and the slope. Brown (1980) offers a suggestion of nine point distributions (-4 to +4) for a Q-set that includes forty items or less. The slope or general steepness of the distribution is called the Kurtosis (Watts and Stenner, 2012). A steeper distribution allows participants to assign more statements in the centre of the scale to represent neutral opinions. A steeper distribution is useful when participants are less familiar with the topic area or when the subject area is quite complex. A flatter distribution is well suited to participants who are more knowledgeable about the topic area or when sorting items about uncomplicated phenomenon (Watts and Stenner, 2012).

In this research study, the Q-sort took place in a small and quiet nurture room in the school setting. The room included two computers and a laptop. The SENDCo, Pastoral Leader and I were all present in the room for the Q-sort to provide support. Pupils came to the nurture room in groups of three to complete the Q-sort. Five

sessions took place. In the final session, only two pupils completed the Q-sort and one pupil required assistance from the Pastoral Leader to read all the statements for the Q-sort.

Based on Covid-19 related restrictions during the academic spring term 2021, I created an online Q-sort rather than a paper based activity. This method was chosen because it was difficult to determine when external professionals would be able to visit educational settings. An online platform provided a safe option for pupils to engage with the Q-sort task without my attendance. A study conducted by Reber. Kaufman, and Cropp (2000) found no significant differences in the reliability and validity between computer based and face-to-face Q-sorts. A program called Q Method Software (2021) was used to facilitate both the pilot and main Q-sort task. I chose the most advanced subscription plan (enterprise) as this option allowed me to conduct at least two studies (pilot and main study) with an unlimited number of participants. This software was chosen based on its accessibility for pupils. The interface was clear, straightforward, and visually engaging. I felt that these factors would be important if I was unable to support participants face-to-face. By the time the data collection phase took place, external professionals were beginning to visit schools again. I decided that it would be best to support pupils face-to-face and provide clear instructions and support whilst conducting the online Q-sort.

For each session, I provided an overview of SEL and its importance in school, using a script (see Appendix 17). I then used the preview mode in the Q Method Software to model the Q-sort activity. All pupils were also provided with a clear and simple instruction sheet as a visual prompt during the activity (see Appendix 18).

The online Q-sort activity included six steps (see Appendix 19).

Step 1: Consent

Participants were asked "Are you happy to take part in this activity?" All 14 participants agreed to take part in the activity by clicking the yes button.

Step 2: Survey

Participants were asked two multiple choice questions to provide some demographic information.

- 1. What is your gender (Male, Female, Other)?
- 2. What year group are you in (Year 5, Year 6)?

Step 3: Instructions

A set of instructions were displayed on the screen with a key question to focus the Q-sort. In Q-methodology, this is called the 'condition of instruction' (Watts and Stenner, 2012). In this study the condition of instruction was as follows:

"Imagine you have the power to create your ideal school".

"What do you think would be the most important things to create a positive school environment, where you can learn social and emotional skills".

Although the term 'school environment' was used in the condition of instruction, a simple explanation of the definition of school ethos and culture was offered during the instructions. The term 'school environment' seemed more accessible to pupils of this age group.

Step 4: Pre-Sort

Participants were instructed to sort thirty-four cards (Q-set) provisionally into three piles. They were asked to sort the cards to indicate their level of importance by clicking the corresponding icons as shown in Figure 5.

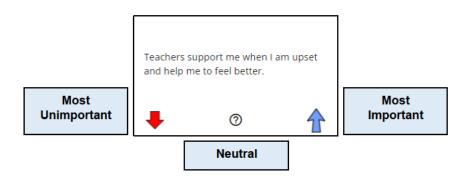


Figure 5: Pre-Sort Example

The pre-sort activity breaks down the Q-sort activity and helps participants to get familiar with the content before they engage with the final Q-sort.

Step 5: Final Sort

During the final Q-sort, the three piles of cards were presented along with a Q-sort grid (see Figure 6). I chose a standardised, fixed choice distribution to ensure less ambiguity for participants and to assist the data analysis process (Watts and Stenner, 2012). I created a Q-sort grid that was slightly steeper as this allowed more statements to be ranked towards the middle on the grid. This decision was chosen as the topic area is complex and I wanted to reduce complexity to the decision making process. The scale included values from -4 to +4, to reflect the smaller

number of statements within my Q-set (Brown, 1980). Participants were instructed to drag and drop each card onto the Q-sort grid to share their preferences.

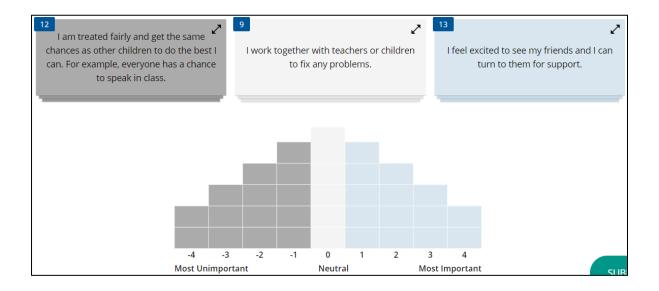


Figure 6: Final Q-Sort Distribution

Throughout the online activity, participants were reminded to take their time and to ask any questions. A number of tips to complete the activity were also recorded on the instructions sheet to support participants (refer to Appendix 18).

After participants completed their Q-set, they were asked to fill out a physical post Q-sort survey. They were asked not to click submit on the screen until after the survey was completed, as their completed Q-sort was a visual prompt to answer the questions. In Q-methodology, post Q-sort information is very useful in helping to gather a rich picture of each individuals' viewpoint. This information is particularly helpful during the interpretation stage of the process (Van Exel and De Graaf, 2005).

Post Q-sort information is also useful in evaluating the quality of the Q-set. See Appendix 20 to view the post Q-sort survey.

Step 6: Finished

After participants had completed the survey, they were instructed to click the submit button in order to save their online Q-sort. They were praised for their effects, and we had a brief discussion about how they found the activity. A member of staff then escorted the pupils back to their classroom.

The average time period for participants to complete the online Q-sort was around twenty-six minutes. The average time period for participants to complete the post Q-sort survey was around thirty minutes. Each session lasted around one hour in total (calculated by Q Method Software).

3.6 Quality Criteria for Q-Methodology

Assessing the quality of research is useful in enabling the researcher to remain critically aware of their work and to help readers interpret the findings. Assessing the quality of Q-methodology research is particularly important as the methodological procedure is complex and adopts both quantitative or qualitative methods (Fàbregues and Molina- Azorín, 2017). There appears to be no general consensus on the appropriate criteria to assess the quality of mixed methods research. Some researchers address qualitative and quantitative aspects separately, whilst others indicate the importance of an integrational approach (Teddlie and Tashakkori, 2012). Collins, Onwuegbuzie, and Johnson (2012) reports that the concept of quality can be understood differently from a range of different disciplines and philosophical positions. The measurement used to assess quality may be different from a quantitative and qualitative perspective and integrating these highlights a challenge.

Based on this view, I chose to assess the quality of this research study using separate criteria for quantitative and qualitative aspects.

3.6.1 Quantitative Criteria

Key measurements in quantitative research include reliability, validity, generalisability, and objectivity (Finlay, 2006). These aspects have often been a critique in Q-methodology (Van Exel and da Graaf, 2005). Watts and Stenner (2012) highlight that Q-methodology should not be evaluated using quantitative measurement. However, the quality criteria chosen to evaluate research should be underpinned by the researcher's epistemological position (Ballinger, 2004). As a researcher who holds a critical realist position, it is important that investigating truth should be guided by some objective measures. Reliability and validity were chosen as appropriate quantitative indicators to assess the quality of this research.

Generalisability was not an appropriate assessment indicator to measure the quality of this research as Q-methodology does not claim to be an approach that produces results that can be generalised to other individuals or groups (Watts and Stenner, 2012). Furthermore, objectivity is concerned with being objective, unbiased, and impartial when conducting research. As Q-methodology is concerned with subjectivity this measure was also unsuitable as a quality criterion for this research study.

Reliability and validity were chosen as the quantitative criteria to assess the quality of this research study. In quantitative research, reliability can be defined by the precision and accuracy of an instrument (Kerlinger, 1964) and the extent to which the replication of a study produces the same findings (Goode and Hatt, 1952).

Studies that have measured the test-retest reliability of Q-methodology studies have

found significantly positive correlations between results (a correlation of at least 0.80) (Brown, 1980; Dennis, 1992). However, Watts and Stenner (2012) state that an individuals' viewpoint is not assumed to be stable over time and instead views change based on the context and perspective of the individual. Therefore, this measure may not be applicable to Q-methodology research. Replicability is considered to be the most important aspect of reliability within Q-methodology (Van Exel and de Graaf, 2005). Within this research study, a systematic and transparent procedure was conducted, with process sheets, notes, and templates to enable other researchers to replicate this study.

The validity of a study is defined by the extent to which an instrument measures what it intends to measure (Black and Champion, 1976). A key question asked is 'Are we measuring what we think we are measuring?' (Kerlinger, 1964). However, validity encompasses a range of sub-themes and terminology, some of which overlap. These include internal, external, content, face, criterion, predictive, ecological, concurrent, and population validity (Hammersley, 1987). Internal validity seems unsuitable to assess Q-methodology studies. Viewpoints are subjective, therefore, there is no valid marker to assess these viewpoints against. Instead, viewpoints are valid in their own right. Akhtar-Danesh, Baumann, and Cordingley (2008) discuss the importance of three types of validity in Q-methodology research: content validity, face validity and Q-sorting validity. The content validity of this research can be addressed by the quality of the Q-set. A thorough process was undertaken to generate the Q-set. This included a literature review, preliminary data collection from pupils, school staff and an EP, and a pilot study. Furthermore, the post Q-sort survey asked participants if statements were missing from the Q-set to express their views on the subject. The majority of participants reported that no further statements

needed to be added. These findings suggest that a thorough investigation around the topic area of school ethos and culture was conducted, based on both theoretical and contextual information. The face validity of the Q-set may illustrate some limitations, as direct quotes from pupils were not always used to create statements. This decision was made to ensure each statement was clear, short, and accessible to all pupils.

3.6.2 Qualitative Criteria

The information above demonstrates that many areas of Q-methodological research cannot be assessed for quality using quantitative criteria. Instead other measures are required to assess qualitative aspects of this complex 'qualiquantological' approach. Unlike quantitative studies, there are a wide variety of tools to assess qualitative research (Yardley, 2000; Finley, 2006; Tracy, 2010). Lincoln and Guba (1985) developed a 'gold standard' framework for assessing the quality of qualitative research and this criterion is referred to often within the literature (Smith, Sparkes and Caddick, 2014). Lincoln and Guba (1985) outline four aspects of trustworthiness: credibility, transferability, dependability, and confirmability. These aspects map on to key components used to assess quantitative research. This framework was chosen to assess qualitative aspects of this research study based on its suitability to Q-methodology research and comparability to quantitative criteria. The sub-sections below illustrate Lincoln and Guba's (1985) framework and the methods used to improve the quality of this research study.

Credibility

According to Merriam (1998) credibility is concerned with how consistent findings are to reality or truth. Lincoln and Guba (1985) claim that credibility is comparable to the

concept of internal validity and is one of the most important aspects of promoting trustworthiness in a research study. A number of techniques have been developed to ensure credibility within a piece of research. These include prolonged engagement, triangulation, member checks, peer debriefing amongst others (Lincoln and Guba, 1985). Within my research study, I engaged with school staff and many of the pupils on multiple occasions, to collect the preliminary data, conduct the pilot and visit the school to support the main Q-sorting task. I was able to establish a good rapport with participants. This provides an example of prolonged engagement. Triangulation was also used as a technique to ensure credibility. I used a range of sources to create the Q-set and I analysed both qualitative and quantitative information to interpret the data. Peer debriefing took place during the development of the Q-set when interviewing an EP and also when discussing the results with an EP and researcher who works in the field of Q-methodology. Member checking has been considered the most important technique to ensure credibility. I used this technique when checking the accessibility and validity of the Q-set with pupils during the pilot. Once my interpretations were completed, I would have liked to check these with participants to increase the credibility of results further. However, this was not possible due to time limitations.

Transferability

Lincoln and Guba (1985) suggest that researchers should have the responsibility to provide as much contextual information as possible to support transferability. This is linked to the concept of generalisability within quantitative research. However, rather than ensuring the research can be generalised to other individuals or groups, transferability is related to transferring research to other contexts or situations, on a

case by case basis (Tobin and Begley, 2004). Lincoln and Guba (1985) suggest that thick description is a technique to enable transferability (Lincoln and Guba, 1985). Thick description was first described by Ryle (1949) and involves explaining sufficient detail about a phenomenon to allow conclusions to be transferred to other times and settings. In this research study, details of the school setting and demographic information about the pupils are outlined in this thesis. Working within a mainstem primary school setting in Key Stage Two offers a broad range of settings to consider transferability to other situations.

Dependability

Dependability is related to the concept of reliability in qualitative research.

Dependability is assessed by examining the process of how the research was conducted (Lincoln and Guba, 1985). A technique to increase dependability is to conduct an inquiry audit (Lincoln and Guba, 1985). An inquiry audit involves clearly documenting each part of the research process to ensure that the work is traceable (Schwandt, 2001). This is to allow readers to decide whether the decisions are logical and to support replication. In this research study, a number of systematic and transparent approaches were employed throughout the data collection and data analysis stages, in line with a Q-methodological approach. These stages have been outlined explicitly in this thesis to ensure dependability.

Confirmability

Confirmability is concerned with ensuring that the interpretations and conclusions are drawn from the data collected (Tobin and Begley, 2004). Lincoln and Guba (1985) suggest that confirmability is enhanced when credibility, transferability and

dependability are considered. Techniques to establish confirmability include audit trails, process notes, data reduction and analysis products, and being reflexive. All theoretical, methodological, and analytical decisions made throughout the research are outlined in this thesis. In addition, reflective notes and my personal and professional views were considered throughout the research process and outlined above (refer to section 3.3). These steps were considered to establish confirmability.

3.7 Ethical Considerations

It is the responsibility of the researcher to be aware during the decision making process to ensure that research does not harm others and is conducted ethically, especially when working with children (Cohen, Manion, and Morrison, 2007). The British Psychology Society (BPS) have developed a 'Code of Ethics and Conduct' (BPS, 2018) to guide ethical behaviour and professionalism for psychologists. There are four principles within this guidance:

- Respect
- Competence
- Responsibility
- Integrity

Similarly, The Health and Care Professions Council (HCPC) have developed Standards of Conduct, Performance and Ethics (HCPC, 2016). This framework also directs psychologists to be ethically mindful and to uphold to principles of confidentiality, managing risk to others, and keeping information secure, all of which are important when conducting research. The BPS and HCPC ethical frameworks, along with the Data Protection Act (2018) and the University of Birmingham's Code of Practice for Research (UoB, 2018) were used to guide ethical considerations in

this research study. In line with the University of Birmingham's Code of Practice for Research (UoB, 2018) an ethical application was completed and approved before data collection began (see Appendix 21).

The sub-sections below outline how the ethical considerations were addressed in this research study.

Informed Consent

School staff were provided with an information sheet and consent form (see Appendix 22). Pupils were provided with a child friendly information sheet and consent form (see Appendix 23). Oh behalf of the pupils, parents were also provided an information sheet and consent form (see Appendix 24). All consent forms included details of what the research involved, the right to withdraw, data storage (including online recordings), confidentiality, and anonymity. My contact details were shared, and participants (and parents) were offered the opportunity to ask questions before making their decision. Verbal confirmation was also gathered before each focus group, interview, pilot activity and the main Q-sort task. Within the Q Method software programme, an initial "Are you happy to take part?" question was added at the beginning of the pilot and main study. This offered an additional level of consent for pupils.

Withdrawal

All participants were made aware of their right to withdraw their data from the research study and given a time limit of three weeks after the final data had been collected. This limit was offered to allow enough time to plan when to conduct the data analysis stage. Group interview and focus group data however is more difficult to withdraw as it can be difficult to analyse a conversation if contextual information is

deleted. As a result, this information was unable to be withdrawn after participants took part, although they were informed that they could leave the session at any point. This information was explicitly stated in the consent form. No participant withdrew from the research study.

Anonymity and Confidentiality

Complete anonymity was not possible in this research study based on the methods of data collection (e.g. virtual interviews and focus groups). However, to ensure anonymity during the main Q-sort activity, participants were assigned ID numbers. Access to ID numbers were only accessible to me for withdrawal purposes, although this was not required. Minimal demographic information (sex and year group) was asked to ensure that participants could not be identified. Additional information about the pupils (e.g. if they were on the SEN register) were shared by the SENDCo after the data collection process. I knew little about the school's ethos and culture, the pupils, or the school in general. This helped to reduce a level of bias during the data collection process.

All participant's data was kept confidential, in line with the Data Protection Act (2018). Any names and places that were discussed in the interviews, focus group and Q-sort activities were not included in the transcripts. No safeguarding concerns were raised during the data collection phase. Therefore, confidentiality did not need to be breached.

Potential Risks and Debriefing

Working with children implies a level of risk within research and can raise concerns around power and competency imbalances. As mentioned above, pupils were offered multiple opportunities to provide their consent and withdraw from the

research. During virtual focus groups, one staff member always attended the session for safety reasons. In addition, at least two staff members were with the pupils during the main Q-sort activity. This activity look place in a quiet room with minimal distractions. The pupils were free to leave at any time and were offered to take their time, have breaks, bring their water bottles and to ask questions throughout the session.

All participants were made aware of the purpose of the research study throughout the data collection process. In terms of debriefing, participants were told that their results would be used to understand different views about an ideal school ethos and culture to promote SEL, to inform their school. At the end of the data collection process, the SENDCo was assured that they would receive a briefing note about the findings and to get in touch if they had any questions.

Data Storage

The data collected for this research study was stored safely, in line with the Data Protection Act (2018) and the University of Birmingham's Code of Practice for Research (UoB, 2018). Online video recordings of interviews and focus groups were stored on my laptop and password protected. They were permanently deleted after the information had been transcribed. The transcripts were kept securely on my laptop. The Q-sorts were immediately saved onto the Q Method Software programme which was password protected and saved onto a secure cloud datacentre (Online Q-Methodology Software | Q-Sort | Analysis for Q Methodology (qmethodsoftware.com). The data were then exported and saved securely on my laptop, along with the consent forms. Physical post Q-sort surveys were stored safely in a locked cabinet in my home.

3.8 Chapter Summary

This chapter provided details of the methodology adopted within this research study. An overview of Q-methodology was shared, providing a strong rationale in comparison to the use of alternative research designs and methods. The first four steps of the Q-methodology procedure were outlined. Two sets of criteria were used to assess the quality of this research study and ethical considerations were addressed. The next chapter will present the stages of data analysis within Q-methodology.

4.0 Data Analysis

4.1 Chapter Overview

Within Q-methodology, there are three transition stages that take place within data analysis, with key decision points at each stage (Watts and Stenner, 2012). The aim of this chapter is to outline the process of data analysis and to provide a rationale for decisions chosen at each transition stage within this research study. The figure below provides a summary of each transition stage within the data analysis process.

1. Factor Extraction

Factor Extraction: Q-sorts to factors

Factor extraction is a data reduction technique. It involves the identification of shared meaning within a set of data, extracting it, and then repeating the process until there are no more patterns of shared meaning. This technique is called a byperson factor analysis (Watts and Stenner, 2012).

2. Factor Rotation

Factor Rotation: Factors to factor arrays

Factor rotation involves a process of shifting the perspective at which data can be understood and interpreted. This process involves viewing each factor visually on a graph and adjusting the angles at which each factor is perceived to increase the number of viewpoints included in the interpretation stage (Watts and Stenner 2012).

3. Factor Interpretation

Factor Interpretation: Factor arrays to factor interpretations

Factor arrays are a visual representation of the ideal Q-sort for each factor (Watts and Stenner, 2012). Each factor array is interpreted systematically, using both quantitative and qualitative data, based on an abductive approach.

Figure 7: Transition Stages of Data Analysis within Q-Methodology

4.2 Software

A computer software package called PQMethod Version 2.35 (Schmolck, 2014) was used to complete the quantitative data analysis. PQMethod offers the necessary statistical functions required to perform a by-person factor analysis. It is freely accessible and a widespread resource within the Q methodology community. This package was chosen for both its function and practicality.

Once downloaded, thirty-four statements (Q-set) were entered into the PQ Method

software (option one). Information about the distribution kurtosis (i.e. shape of distribution and ranking range from -4 to +4) was also recorded. All participants' Q-sorts were then entered into the software (option two) (see Appendix 25)

After data entry, the first statistical analysis that was computed within the PQ Method software was an inter-correlation between each and every Q-sort against each other. This by-person analysis produced a correlation matrix table which can be found in Appendix 26). The correlation matrix identifies statistical relationships between Q-sorts, with high intercorrelations indicating participants who sorted their cards into a similar configuration (Watts and Stenner, 2012). This analysis aims to find any

'patterns of similarity' (Watts and Stenner, 2012, p.98) that may help to identify an

4.3 Stage 1: Factor Extraction

approximate shared viewpoint.

The purpose of factor analysis is to explain as much of the meaning and variability within a set of data. This concept is called the study variance (Watts and Stenner, 2012). Different sections within the data that have shared meaning are called factors. Factor extraction is a data reduction technique. It involves the identification of shared

meaning within a set of data, extracting it, and then repeating the process until there are no more patterns of shared meaning (Watts and Stenner, 2012).

4.3.1 Factor Extraction Method

Factor extraction can be computed using either Principal Component Analysis (PCA) or Centroid Factor Analysis (CFA) in PQ Method software. PCA (option four) aims to produce one mathematically correct solution of the number of factors to extract (Watts and Stenner, 2012). While PCA is a statistically reliable and helpful approach, particularly for novice Q methodological researchers, it can be quite restrictive.

Offering only one solution prevents the opportunity to further explore the extracted factors in a more meaningful way. CFA (option three) is an alternative factor extraction technique that offers the opportunity to explore factors after they have been initially extracted and to rotate them based on theoretical judgement to achieve the most meaningful output (Factor Rotation is explained in section 4.4). Brown (1980) states that engaging with factors by rotating them meaningfully is more useful that computing one mathematically correct solution.

The method of factor extraction was the first decision point within the data analysis process. CFA was chosen as this method aligns with a critical realist position. CFA offers a number of interpretations which is a useful way to analyse information as every researcher's perspective is going to be different based on where they are positioned. Watts and Stenner (2012) highlights that CFA is the oldest and most regarded method of factor extraction in Q-methodology.

4.3.2 Number of Factors

The next decision point involves selecting the number of factors to extract from the data. This choice is a prerequisite for computing CFA. Within Q-methodology, there are a range of criteria that can be used to help decide the number of factors to extract (Oh and Kendall, 2009). To apply these criteria, a trial and error method was employed. Initially, seven factors were chosen to extract from the data. This decision was based on a general rule of thumb called the magic number seven (Brown, 1980), which is the default number offered within the PQ Method software. The CFA output produced an 'Unrotated Factor Matrix', and a separate column was generated per factor extracted (see Table 14). The numbers in the unrotated factor matrix are called loadings. A loading is a correlation which represents the relationship between each Q-sort to each factor. The higher the loading to 1.00 the stronger the association of that Q-sort to a factor (Watts and Stenner, 2012). For example, participant 11 (P11) has a loading that demonstrates a high correlation (0.8209) between their Q-sort and the computed Q-sort that was generated to represent factor 1.

Table 5: Unrotated Factor Matrix

Q-Sorts			Factors				
	1	2	3	4	5	6	7
P1	0.7438	0.3397	0.0600	0.0886	-0.0741	0.0109	-0.1266
P2	0.6362	0.0488	0.0297	0.0029	0.0818	-0.2214	0.0754
P3	0.3418	0.5479	0.0372	0.2477	-0.2197	-0.3095	0.0564
P4	0.4533	0.2788	0.1604	0.0768	0.2593	-0.1946	0.3087
P5	0.5449	-0.0616	0.0258	0.0025	0.2945	0.2158	-0.0793
P6	0.7159	0.1689	0.0883	0.0272	-0.0428	0.1452	-0.1268
P7	0.3389	0.2057	-0.3585	0.1235	0.1337	0.1431	0.1285
P8	0.6427	-0.2424	0.1828	0.0626	0.3365	0.2491	0.0688
P9	-0.0579	0.6308	0.1500	-0.3562	0.2079	0.1379	0.0811
P10	0.6763	-0.2957	0.3149	0.1356	-0.0543	-0.1375	0.2244
P11	0.8209	-0.0915	0.0246	0.0056	0.0986	-0.0620	-0.1496
P12	0.5076	-0.2034	0.1618	0.0452	-0.5927	0.0410	0.2010
P13	0.3428	0.1055	0.0062	0.0086	-0.1641	0.5482	0.2107
P14	0.2482	-0.1859	-0.5938	0.3194	0.0866	-0.0317	-0.1396
Eigenvalues	4.1889	1.2099	0.7031	0.3444	0.7889	0.6780	0.3474
% expl.Var.	30	9	5	2	6	5	2

Using the unrotated factor matrix, a number of criteria were used to determine how many factors to extract (see Appendices 27-28 for more details). After methodically applying each statistical criteria alongside theoretical informed judgments, I felt that the extraction of two factors was the best solution. Watts and Stenner (2012) suggest that around one factor for every 6-8 Q-sorts is a good recommendation.

Based on the number of Q-sorts (14) in my research study, the extraction of two factors seemed reasonable and satisfied all the above criteria. Furthermore, the amount of study variance that can be explained with two factors within this research study is 39%. Kline (1994) suggests that a solution that can explain at least 35-40% of the study variance is a desirable aim. As a result, the extraction of two factors also met this criterion. The unrotated factor matrix for the two factors can be found in Appendix 29.

4.4 Stage 2: Factor Rotation

Following the extraction of factors, the second transition stage within the data analysis process is factor rotation. Factor rotation involves a process of shifting the perspective at which data can be understood and interpreted (Watts and Stenner, 2012). This process involves adjusting the angles at which each factor is perceived to increase the total study variance and the number of viewpoints included in the interpretation stage. Factor rotation is better understood graphically. Each factor that is extracted is perceived as a single dimension within a given space and illustrated on a graph. Each Q-sort that loads on to a factor is positioned as a coordinate on a graph. The conceptual space signifies all the meaning within the data and each coordinate represents a unique viewpoint (Watts and Stenner, 2012). The graph below provides an illustration of the conceptual space of the two factors that were extracted within this research study, with each coordinate representing their loading. The Y axis represents factor one and the X axis represents factor two.

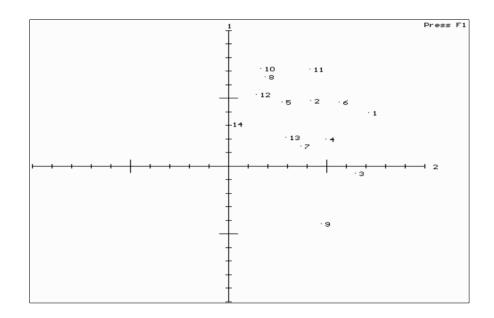


Figure 8: Varimax Rotation of Factor One and Factor Two

4.4.1 Types of Factor Rotation

The procedure of factor rotation can be completed in two ways, either manually (by-hand) or automatically using statistics (varimax rotation). By-hand rotation involves manually rotating factors based on theoretical judgements. This method is supported by those within the field of Q-methodology (Stephenson, 1953; Brown, 1980). By-hand rotation allows the researcher to rotate factors manually to include viewpoints of significance or interest (Brown and Robyn, 2004). However, By-hand rotation may be more prone to researcher bias and subjectivity is often considered to be a limitation of this approach (Brown and Robyn, 2004).

Varimax rotation involves a statistical calculation to find a solution that best explains as much of the study variance as possible. Varimax rotation is especially useful with larger numbers of participants, as rotating factors manually may be more time consuming. This procedure is objective, effective and is a preferred option for

researchers (Watts and Stenner, 2012). However, Varimax rotation can be restrictive if particular viewpoints of interest are missed. This is because the statistical calculation is only a surface level analysis of the data (Brown and Robyn, 2004).

Watts and Stenner (2012) offer advantages of both by-hand and varimax rotation and highlight that each one compliments the other. They also suggest a third option of applying a combination approach of both varimax and by-hand rotation. I chose this option for a number of reasons:

- I did not feel confident to perform a by-hand rotation as a novice Qmethodology researcher.
- 2. I did not have any theoretical assumptions about the findings.
- 3. I did not want to impose my bias as a researcher.
- 4. I wanted to explain as much of the study variance as possible.
- 5. I wanted to include as many viewpoints as possible.

I began by performing a varimax rotation procedure (option six) in the PQ Method software. This option helped to find a solution that best explains as much of the study variance as possible objectively. Subsequently, I used a PQROT programme within PQ Method (option five) to rotate the factors manually in order to include as many viewpoints as possible. I applied a systematic approach and manually rotated factor one and two a few degrees at a time to observe whether more participants loaded significantly on either factor one or two. By rotating the factors anticlockwise I found that the correlation between factors one and two were increasing. I then chose to complete some rotations clockwise and found that it was not possible to add more significantly loading Q-sorts on to a factor without losing others. After completing this

iterative process, I found that rotating the factors by five degrees clockwise was the most optimal solution (see Appendix 30 for factor rotation options).

4.4.2 Significance Level

I chose to increase the significance threshold from 0.44 (p<0.01) to 0.47 to identify significantly loading Q-sorts. I chose this option because some Q-sorts were loading significantly onto both factor one and two with a significant threshold of 0.44. To reduce the number of confounding Q-sorts, I raised the threshold to 0.47. As a result, one more Q-sort was significantly loaded on to factor one.

I chose option three based on three reasons:

- To explain as much of the study variance as possible. Option three explains an extra 1% of the study variance compared to option two.
- 1. To include as many pupils' viewpoints as possible. Increasing the level of significance from 0.44 to 0.47 included an additional Q-sort.
- 2. To reduce the correlation between factor one and factor two. Option three reduced the correlation from 0.47 in option two to 0.44 in option three.

Based on the reasons outlined above, it could be argued that the unrotated factor option (option 1) is also an appropriate solution. However, the table shows that factor two only has two significantly loading Q-sorts. As mentioned above, at least three significantly loading factors are likely to be better than two, as this can indicate a level of reliability (Watts and Stenner, 2012). Comments from participants revealed some challenges with completing their Q-sorts. As a result, reliability was an especially important factor to consider in this research study which led to the decision to disregard the unrotated factor solution. Furthermore, I found that option

two included participants with SEND within one factor, and I felt that this would be an interesting viewpoint to capture.

4.4.3 Final Solution

Option three was a practical, informed and a mathematically sensible decision. Within the final rotation, six participants are significantly associated with factor one only and four participants are significantly associated with factor two only, at a significance threshold of 0.47 (p<0.01). Q-sort six is significantly associated with both factor one and two. Therefore, this Q-sort was not included in the next stage of data analysis as it is a confounding Q-sort. Q-sorts thirteen and fourteen are not significantly associated with either factor one or two. They were also not included in the next stage of data analysis (see Appendix 31). To conclude, the data reduction technique found two key factors or viewpoints, of which ten participants have contributed to. This final solution explains 39% of the total study variance (see Appendices 32-33).

4.5 Stage 3: Factor Interpretation

The last transition stage within the data analysis process is factor interpretation. Brown (1980, p.247) states that there 'is no set strategy for interpreting a factor structure'. This may explain the apparent lack of consistency and attention to detail within the interpretation stage in many publications (Watts and Stenner, 2012). Within this research study, it was important that both an informed and systematic approach was employed throughout the factor interpretation stage.

4.5.1 Factor Arrays

A factor array is described as 'a single Q sort configured to present the viewpoint of a particular factor' (Watts and Stenner, 2012, p140). Factor arrays are a visual representation of the ideal Q-sort for each factor. Their purpose is to help readers view the findings in a more accessible and meaningfulness way (Watts and Stenner, 2012). Factor arrays are created using Z scores from factor estimates. A factor estimate is an estimation of a particular viewpoint and is calculated based on the weighted averages of all significantly loaded Q-sorts onto that factor (Watts and Stenner, 2012). Once a factor estimate has been created, the estimates' rankings are converted into Z scores. The purpose of this standardisation method is to enable comparisons between factors (Watts and Stenner, 2012). It is important to note that a factor estimate does not perfectly represent a pupil's viewpoint. However, weighed averages are beneficial in enabling those with higher loadings to contribute more to the factor estimate, thereby increasing the reliability of the viewpoint. The Z scores of factor estimates for factor one and two can be found in Appendix 31. After Z scores are computed they can be converted to the original rankings, from -4 to +4. Table 6 illustrates an ideal Q-sort with the assigned rankings, for factor one and two.

Table 6: Ranking of Statements for each Factor Array

No.	Statement	Factor 1	Factor 2
1	A large school with lots of teachers and children.	-4	-4
2	A colourful school with positive wall displays.	-2	-2
3	A comfortable and quiet place to learn with all the things I need.	-2	-1
4	A school uniform.	-4	-2
5	Assemblies, clubs, and school traditions.	0	-3
6	My family have good relationships with the teachers and are invited to school events, such as sports day.	1	-3
7	I feel safe and there is always an adult to help me every day.	1	4
8	There are fair rules, rewards, and consequences.	2	3
9	Teachers listen to me if I have broken the rules and teach me how to do the right thing.	2	4
10	I am celebrated for my success and strengths in school.	0	0
11	I feel my values are similar to other adults and children in school.	-3	0
12	A school that changes over time to support everyone.	-1	-1
13	I feel proud to be a member of the school.	-1	-1
14	I feel valued and included in school.	1	2
15	Teachers support me when I am upset and help me to feel better.	4	2
16	I feel excited to see my friends and I can turn to them for support.	2	-1
17	Children and adults respect each other and the school.	1	0
18	Children and adults are caring and kind to each other.	3	2
19	Children and adults are honest to each other.	3	1
20	I feel accepted for my differences.	4	1
21	Teachers are positive role models who show good values and do the right thing.	0	3
22	Teachers understand what I need to help me learn.	-2	3
23	Teachers give me supportive feedback to help me learn.	1	1
24	Teachers do not just teach they also play games with me.	-3	-4
25	I am challenged to try something new in my learning.	0	-2
26	I have some responsibility in my class/school.	-1	0
27	I learn by working together with other children in class.	-2	0
28	I am encouraged to believe in myself and want to be the best that I can be.	2	1
29	The Headteacher is caring and shares their ideas for the school.	0	0
30	Adults in school work together and support each other.	3	-2
31	Adults listen to me and I can make some decisions about the school.	-1	-3
32	I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class.	-1	2
33	I work together with teachers or children to fix any problems.	0	-1
34	I do not compare my learning with other children.	-3	1

4.5.2 Crib Sheet System

To interpret each factor array, the crib sheet system (Watts and Stenner, 2012) was employed. The crib sheet system is a template that was first developed by Watts during his post graduate studies to help interpret each factor consistently and holistically. A crib sheet promotes a thorough assessment of each and every item within a factor, rather than focusing on only extreme rankings. A crib system (see Appendix 32) was chosen for this research study as it provides a systematic and methodological approach to factor interpretation (Watts and Stenner, 2012).

For each factor, a crib sheet was created with seven categories:

- Highest ranking statements (+4)
- Second highest ranking statements (+3)
- Statements that were ranked higher in factor one than factor two
- Statements with tied rankings
- Statements that were ranked lower in factor one than factor two
- Second lowest ranking statements (-3)
- Lowest ranking statements (-4)

Using the crib sheets, an abduction approach was applied to interpret each factor. Abduction is a method of reasoning that explores data to discover suitable explanatory theories (Watts and Stenner, 2012). The logic of abduction is often associated with Q-methodology, particularly in the factor interpretation stage. Abduction differs from other familiar approaches, such as deductive (top-down) or inductive (bottom-up) forms of logic. An abductive approach aims to discover the most suitable explanation, using clues from observable data to put the pieces together to find the most suitable theory to best explain the phenomenon (Wint,

2013). The method of theory generation, during the stage of data interpretation can make use of both primary data and prior knowledge. The logic of abduction was used to analyse and interpret the data in this research study because I did not have a preconceived theory about pupils' views on this topic area. In addition, an inductive approach would not have been suitable as I gathered prior information to generate the Q-set. Based on my epistemological views, I also felt that an abductive approach was the most appropriate choice.

I employed both a narrow and wide focus to inspect each and every item and its relative position. I asked myself questions about what each ranking could mean and how it fits within the wider narrative of each viewpoint. First, I addressed the extreme ranking of statements and worked my way to the middle ranked items. I also compared factors to help build a story of each unique viewpoints by addressing distinguishing (see Appendix 33) and consensus statements (see Appendix 34) that are generated on the PQ Method software. I then worked through the crib sheets a second time and explored participants demographic information to help provide context and meaning to explanations. I linked explanations to theoretical evidence about the topic area and information about the groups of pupils. This method was not chosen during the first examination as I did not want to distort my initial exploration of the data. At this point, I also addressed the tied ranking items to better understand how they fit within the overall narrative that was being built.

4.6 Chapter Summary

This chapter outlined three transition stages of data analysis within Q-methodology: factor extraction, factor rotation and factor interpretation. In this research study, two

factors were extracted, rotated, and analysed using an abductive approach. The next chapter will present an interpretation of the findings.

5.0 Results

5.1 Chapter Overview

The aim of this chapter is to present both qualitative and quantitative findings of this research study. Subsequently, a commentary of the final interpretation of each factor will be provided, based on the data analysis process outlined in Chapter 4.0.

5.2 Observations

Throughout the data collection phase, observation notes were recorded to provide additional information about how participants experienced the Q-sort task. The points below provide a summary of the information gathered:

- Pupils seemed excited to hear that they had 'the power to create their own school' and were engaged throughout the task.
- Pupils navigated the online program with ease.
- A number of pupils voiced their concerns when they carried out the Q-sort task and found it a challenge to sort cards into the most unimportant section of the Qsort grid.
- Pupils often commented that most or all of the cards seemed important in their ideal school.
- Pupils rearranged cards on the grid when new cards were presented
- Many pupils re-evaluated their Q-sorts when they completed the post Q-sort survey.

The observations indicate that although pupils found the concept of prioritising aspects of the school ethos and culture a challenge at times, their choices were not random. Their Q-sorts seemed intentional as they revised their positions and were engaged throughout the session. They also provided explanations to their most

extreme rankings during the post Q-sort survey. Based on these findings, all participants Q-sorts (that loaded significantly onto one factor only) were included in the results.

5.3 Post Q-Sort Survey

The post Q-sort survey was created for participants to provide further explanations for their most extreme item rankings (Questions 1-2) and to find out how they experienced the Q-sort task (Questions 3-6) (see Appendix 35). Findings from Questions 1-2 will be shared within the context of the factor interpretations in section 5.4. Findings from Questions 3-6 are presented below.

Question 3: How did you find the activity?

The graph below shows how participants found the Q-sort activity.

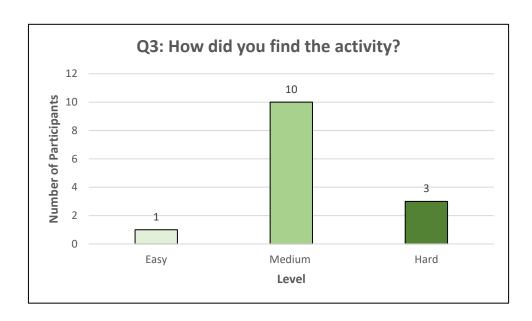


Figure 9: Participants' Responses to Question Three in the Post Q-sort Survey

The graph shows that one participant found the activity 'easy', ten participants found the activity 'medium', and three participants found the activity 'hard'. Qualitative

responses demonstrate that many pupils found the forced choice aspect of the activity difficult because they felt that many of the statements were important in their ideal school. One pupil shared "All of these were important so it was hard to judge them into different sections. It feels impossible to say that some are less important than others" (P12). Another pupil shared "...everything was important, but some were more than others" (P2). These comments indicates that some pupils may believe that there are levels of priority when considering aspects of a school ethos and culture, whereas others may not. Alternatively, some pupils may have difficulty with the skill of prioritisation.

Question 4: Were there any cards that you did not understand?

The graph below demonstrates pupils' responses to their understanding of statements.

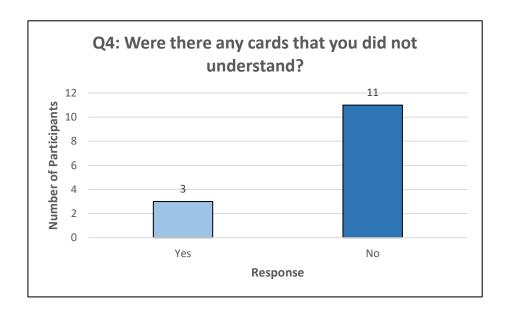


Figure 10: Participants' Responses to Question Four in the Post Q-sort Survey

The graph shows that three participants did not understand at least one card. Eleven participants responded that they did not have an issue understanding any of the

cards. Two out of the three participants who responded 'yes' provided a further explanation. One of the participants shared that they did not understand a card because they had not experienced the concept before. The other participant commented that they did not understand the word 'values' Throughout the activity, there were at least two adults available to every three pupils. I observed the pupils completing the activity and often reminded them that I was able to read out statements and provide examples. Very few pupils asked for support throughout the sessions, suggesting that the majority of participants were able to understand the statements. This is reflected by the number of participants who responded 'no' to question four.

Question 5: Were there any ideas missing from the activity about what makes a positive school environment to learn social and emotional skills?

The survey responses demonstrated that most participants felt satisfied with the Q-set provided. In response to Question five, one participant commented "no because it explained what we think" (P9). Two pupils offered ideas that were already included in the Q-set around teacher support. Another pupil shared that they would have liked to have drawn a picture of their ideal school. One additional idea that was mentioned and not included in the Q-set was the idea of a place to go to when pupils are feeling upset. This was included in one of the early Q-set drafts but was then merged with another card around the idea of a 'comfortable space in school' to help reduce the overall number of statements.

Question 6: Do you have any other comments?

In response to the last question, four participants responded. One pupil commented that all of the ideas were important in their ideal school and another pupil reported

that there should have been more space available to sort cards that were more important to them. Another pupil shared "I enjoyed it since the atmosphere was quite and I wasn't under pressure" (P2). Finally, one participant commented "I really liked this and how it explained everything so well" (P9).

5.4 Factor Interpretation

Each factor interpretation collectively aims to answer the research question:

"What do pupils value as the most important factors of a school's ethos and culture to promote social and emotional learning?"

Based on the consensus from participants that nearly all the statements are important in their ideal school, each factor interpretation will consider rankings based on 'levels of importance' rather than 'most unimportant to most important' when discussing aspects of a school ethos and culture that promote SEL.

Out of fourteen Q-sorts, three Q-sorts did not significantly (p<0.01) load onto any factor and one Q-sort significantly (p<0.01) loaded on to both factor one and two (confounded). The information below is based on ten Q-sorts that significantly (p<0.01) loaded onto either factor one or two. Descriptive and statistical information will be reported, followed by a full interpretation and summary of each factor, based on the crib sheet system (See Chapter 4.0). A commentary style will be employed, whereby each factor will be discussed as one shared viewpoint. Statements and their item rankings will be explicitly stated, alongside relevant pupil comments from the post Q-sort survey (Questions 1-2) to provide a contextual interpretation of each viewpoint. Four dimensions of school climate (Lewno-Dumdie *et al.*, 2020) will be used to structure each factor interpretation in order to provide a coherent and meaningful structure to each commentary. A wider interpretation, using both the

dimensions of school climate and levels of organisational culture (Schein, 1984) will be considered in the Discussion and Conclusion (Chapter 6.0).

5.4.1 Factor One Interpretation: A Supportive and Accepting School Ethos and Culture

Table 7: Descriptive and Statistical Information for Factor One

Descriptive Information				
Number of participants	Six participants (one male and five female) are			
	significantly associated with factor one.			
Year group	Three participants are in Year 5 and three			
	participants are in Year 6.			
Demographic information	The school SENDCo shared that one pupil is			
	'higher ability' (i.e. a pupil who is achieving			
	higher than average in their academic			
	attainment compared to pupils of the same age)			
	and one pupil is a 'young carer' (i.e. someone			
	under the age of 18 who cares for someone in			
	their family).			
Statistical Information				
Eigenvalue	4.19			
Percentage of total study	23%			
variance explained				

Figure 11 represents factor array one, illustrating a visual Q-sort that represents factor one. Factor array one is based on the weighted averages of the six Q-sorts that loaded significantly onto this factor.

Most Unimporta	ant 🛑							Most Important
-4	-3	-2	-1	0	1	2	3	4
1 A large school with lots of teachers and children.	11 I feel my values are similar to other adults and children in school.	2 A colourful school with positive wall displays.	12 A school that changes over time to support everyone.	5 Assemblies, clubs, and school traditions.	6 My family have good relationships with the teachers and are invited to school events, such as sports day.	8 There are fair rules, rewards, and consequences.	18 Children and adults are caring and kind to each other.	15 Teachers support me when I am upset and help me to feel better.
4 A school uniform.	24 Teachers do not just teach they also play games with me.	3 A comfortable and quiet place to learn with all the things I need.	13 I feel proud to be a member of the school.	10 I am celebrated for my success and strengths in school.	7 I feel safe and there is always an adult to help me every day.	9 Teachers listen to me if I have broken the rules and teach me how to do the right thing.	19 Children and adults are honest to each other.	20 I feel accepted for my differences.
	34 I do not compare my learning with other children.	22 Teachers understand what I need to help me learn.	26 I have some responsibility in my class/school.	21 Teachers are positive role models who show good values and do the right thing.	14 I feel valued and included in school.	16 I feel excited to see my friends and I can turn to them for support.	30 Adults in school work together and support each other.	
		27 I learn by working together with other children in class.	31 Adults listen to me and I can make some decisions about the school.	25 I am challenged to try something new in my learning.	17 Children and adults respect each other and the school.	28 I am encouraged to believe in myself and want to be the best that I can be.		•
			32 I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class.	29 The Headteacher is caring and shares their ideas for the school.	23 Teachers give me supportive feedback to help me learn.			
				33 I work together with teachers or children to fix any problems.		Fire	ire 11: Factor (Du - A

Figure 11: Factor One Array

Full Interpretation of Factor One

Interpersonal Relationships

Pupils with viewpoint one highly value supportive relationships in their ideal school to promote SEL.

- 15 Teachers support me when I am upset and help me to feel better (+4)
- Adults in school work together and support each other (+3)
- 16 I feel excited to see my friends and I can turn to them for support (+2)

Receiving emotional support from teachers is the most important aspect of an ideal school to promote SEL. One pupil reported that without this level of support "... you feel like your on your own and have no one to turn to in school" (P11). Similarly, the quality of relationships between teachers is also highly important to pupils with this viewpoint. One pupil shared "because you need to have the teachers to work together and support each other in order for you to have a good education" (P10). Friendships and peer support are also important. One pupil shared "If friends didn't like each other and wouldn't help each other, I would feel like you are on your own. Nobody would like each other" (P12). The importance of both teacher-pupil and peer relationships seems to be linked to the importance of not feeling alone in school.

Working with peers in a classroom is relatively less important in an ideal school for pupils with this viewpoint.

27 I learn by working together with other children in class (-2)

Social and emotional support from peers seems more valuable compared to academic support in an ideal school to promote SEL.

Positive school-home relationships and family involvement is also favoured to an extent. Similarly, a caring and open Headteacher is somewhat important in an ideal school, for pupils with this viewpoint.

- 6 My family have good relationships with the teachers and are invited to school events, such as sports day (+1)
- 29 The Headteacher is caring and shares their ideas for the school (0)

These rankings further indicate the importance of relationships, although teacherpupil and peer relationships are relatively more important compared to school-family relationships, family involvement, and positive qualities of a Headteacher.

Working together to deal with challenges is somewhat important for pupils with viewpoint one. This item was ranked significantly higher compared to those who hold viewpoint two (i.e. factor two).

I work together with teachers or children to fix any problems (0)

The higher ranking may reflect the importance of supportive relationships for pupils who hold viewpoint one.

An ideal school ethos and culture that promotes acceptance, kindness, honesty are very important values to promote SEL, to pupils with this viewpoint.

- 20 I feel accepted for my differences (+4)
- 18 Children and adults are caring and kind to each other (+3)
- 19 Children and adults are honest to each other (+3)

Feelings of acceptance is the highest ranked value. One pupil reported its importance "Because people want to feel accepted and not do things because of

their race and religion" (P8). This comment suggests that acceptance enables pupils to achieve things in school. Another pupil shared "I chose this because everyone has their own differences, and it doesn't matter what they are" (P10). Honesty is also a highly important value for those who hold viewpoint one. One pupil shared "People need to be honest to each other because you won't get anywhere lying" (P8). This comment may suggest that honesty is a core value. Similarly, the value of kindness is important to those with this viewpoint. One pupil shared "If people weren't kind to each other, lessons would be horrible, and nobody would have any fun with their classmates" (P12). This comment suggests that kindness improves the enjoyment of learning and interactions with classmates. This point relates to the importance of peer relationships in school.

For pupils who hold viewpoint one other values are important to an extent.

- 14 I feel valued and included in school (+1)
- 17 Children and adults respect each other and the school (+1)

The value of fairness is relatively less important compared to other values.

I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class (-1)

The importance of sharing similar values to other members of the school system is relatively less important in an ideal school to promote SEL, for pupils with this viewpoint.

11 I feel my values are similar to other adults and children in school (-3)

This ranking is significantly lower compared to those who hold viewpoint two (i.e. factor two).

Safety

A fair behaviour system, being listened to and being taught how to behave appropriately are important in an ideal school to promote SEL, for pupils with this viewpoint. In addition, feeling safe and having teacher support on a daily basis is important to an extent.

- 8 There are fair rules, rewards, and consequences (+2)
- 9 Teachers listen to me if I have broken the rules and teach me how to do the right thing (+2)
- 7 I feel safe and there is always an adult to help me every day (+1)

Learning positive values and behaviours from modelling is relatively less important compared to explicit teachings and a fair behaviour system in an ideal school to promote SEL.

Teachers are positive role models who show good values and do the right thing (0)

This ranking was also significantly lower compared to pupils who hold viewpoint two.

Teaching and Learning

Pupils with viewpoint one believe that it is less important for teachers to play games with pupils in their ideal school to promote SEL.

Teachers do not just teach they also play games with me (-3)

One pupil commented "...you need to learn" (P11).

A focus on learning in an ideal school to promote SEL is linked to the importance of aspiration.

I am encouraged to believe in myself and want to be the best that I can be (+2)

One pupil shared "You need to believe in yourself to achieve your goals" (P11). The value of aspiration and being goal driven may be a reason why a non-competitive environment is not highly important in an ideal school for pupils with this viewpoint.

I do not compare my learning with other children (-3)

Other aspects of learning that are somewhat important include:

- 23 Teachers give me supportive feedback to help me learn (1)
- 10 I am celebrated for my success and strengths in school (0)
- I am challenged to try something new in my learning (0)

Item 25 is ranked significantly higher in factor one compared to factor two. For pupils with this viewpoint, being challenged may be an important part of aspiring to do well in school.

However, opportunities to make some decisions and have some responsibility are relatively less important in an ideal school to promote SEL, for pupils with this viewpoint.

- 31 Adults listen to me and I can make some decisions about the school (-1)
- 26 I have some responsibility in my class/school (-1)

Furthermore, teachers understanding pupils' learning needs is relatively less important in an ideal school to promote SEL, for pupils with this viewpoint.

22 Teachers understand what I need to help me learn (-2)

This ranking is significantly lower compared to those who hold viewpoint two.

Institutional Environment

A number of institutional environmental factors of a school ethos and culture are relatively less important in an ideal school to promote SEL, compared to other aspects outlined above.

- 13 I feel proud to be a member of the school (-1)
- 2 A colourful school with positive wall displays (-2)
- A comfortable and quiet place to learn with all the things I need (-2)
- 1 A large school with lots of teachers and children (-4)
- 4 A school uniform (-4)

A large school is the least important aspect for pupils with this viewpoint. One pupil shared "I chose this card because it might be more distracting if you have more children in your class" (P10). Another pupil shared that "If there are too many people, you may not be taken notice of, and big schools will be very busy" (P12). For those pupils with this viewpoint, a large school indicates a busy and distracting environment. In addition, a large number of pupils may result in individual pupils feeling unnoticed and this view links to the theme of supportive relationships and perhaps more specifically not feeling alone, as described above.

A school uniform is the least important aspect for pupils with this viewpoint. One pupil shared "...a uniform shows what school you go to and doesn't help with learning (P2). Another pupil reported "I chose this card because some people might find the school uniform uncomfortable and school uniform won't help you with your education or what to learn" (P10). These comments highlight the importance of learning once again.

One aspect of the instructional environment that is somewhat important in an ideal school to promote SEL is assemblies, clubs, and school traditions.

5 Assemblies, clubs, and school traditions (0)

This ranking is significantly higher compared to pupils who hold viewpoint two. This finding may be linked to the importance of maintaining supportive relationships via social inclusion activities. This factor links to the importance of family being invited to school events, such as sports day (+1) which is also ranked more highly in factor one compared to factor two.

Summary Interpretation of Factor One

Pupils who are associated with viewpoint one believe that the most important aspects of an ideal school's ethos and culture to promote SEL are supportive relationships, particularly teacher-to-pupil relationships. This is emphasised by one pupil who commented "... sometimes children need supporting and sometimes their parents and friends can't help them so it means teachers can" (P5). Acceptance of diversity, kindness and honesty are highly important values to pupils with this viewpoint. A fair behaviour system, a relational approach towards behaviour and being encouraged to be aspirational are also important to an extent in an ideal school to promote SEL. Institutional environment factors, such as a school uniform and a large school are valued as least important aspects of an ideal school to promote SEL.

5.4.2 Factor Two Interpretation: A Safe and Fair School Ethos and Culture

Table 8: Descriptive and Statistical Information for Factor Two

Descriptive Information					
Number of participants	Four participants (two males and two females)				
	are significantly associated with factor two.				
Year group	Year 6				
Demographic information	The school SENDCo shared that two				
	participants have an identification of Autism				
	Spectrum Disorder (ASD), and one participant				
	has complex medical needs				
Statistical Information					
Eigenvalue	1.21				
Percentage of total study	16%				
variance explained					

Figure 12 represents factor array two, illustrating a visual Q-sort that represents factor two. Factor array two is based on the weighted averages of the four Q-sorts that loaded significantly onto this factor.

Most Unimporta	ınt 🛑							Most Important
-4	-3	-2	-1	0	1	2	3	4
1 A large school with lots of teachers and children.	5 Assemblies, clubs, and school traditions	2 A colourful school with positive wall displays.	3 A comfortable and quiet place to learn with all the things I need.	11 I feel my values are similar to other adults and children in school.	19 Children and adults are honest to each other.	14 I feel valued and included in school.	8 There are fair rules, rewards, and consequences.	7 I feel safe and there is always an adult to help me every day.
24 Teachers do not just teach they also play games with me.	6 My family have good relationships with the teachers and are invited to school events, such as sports day.	25 I am challenged to try something new in my learning.	12 A school that changes over time to support everyone.	10 I am celebrated for my success and strengths in school.	20 I feel accepted for my differences.	15 Teachers support me when I am upset and help me to feel better.	21 Teachers are positive role models who show good values and do the right thing.	9 Teachers listen to me if I have broken the rules and teach me how to do the right thing.
	31 Adults listen to me and I can make some decisions about the school.	4 A school uniform	16 I feel excited to see my friends and I can turn to them for support.	17 Children and adults respect each other and the school.	23 Teachers give me supportive feedback to help me learn.	18 Children and adults are caring and kind to each other.	22 Teachers understand what I need to help me learn.	
		30 Adults in school work together and support each other.	33 I work together with teachers or children to fix any problems.	26 I have some responsibility in my class/school.	28 I am encouraged to believe in myself and want to be the best that I can be.	32 I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class.		•
			13 I feel proud to be a member of the school.	27 I learn by working together with other children in class.	34 I do not compare my learning with other children.			
				29 The Headteacher is caring and shares their ideas for the school.		1		

Figure 12: Factor Two Array

Full Interpretation of Factor Two

Safety

Pupils who hold viewpoint two highly value feelings of safety and the availability of daily adult support.

7 I feel safe and there is always an adult to help me every day (+4)

This point is emphasised by a pupil who commented "I think this one is the most important ones, because it is really important that you feel safe in school" (P1). Another pupil shared "you need someone to help you or to talk to" (P4). This comment indicates the importance of adult support in the form of having someone to talk to.

It is also very important that an ideal school includes teachers who listen and teach pupils how to behave appropriately, as well as the implementation of a fair behaviour system.

- 9 Teachers listen to me if I have broken the rules and teach me how to do the right thing (+4)
- 8 There are fair rules, rewards, and consequences (+3)

In relation to item 8 one pupil shared "...if there was no rules then it would be all hectic and you need consequences to learn from your mistake" (P3). Another pupil shared "...young kids need to know how to behave they can't behave bad" (P4). The importance of understanding how to behave is also reflected by item 21.

21 Teachers are positive role models who show good values and do the right thing (+3)

Learning positive values and behaviours from teachers who are role models is significantly more important for pupils with viewpoint two, compared to those who hold viewpoint one.

Interpersonal Relationships

Social and emotional support from teachers is very important in an ideal school to promote SEL, for pupils who hold this viewpoint.

15 Teachers support me when I am upset and help me to feel better (+2)

One pupil who is associated with factor two shared that teacher support is important "because if your upset or other you might get so mad you get expelled and to just genuinely have a nice day" (P3). This comment suggests that teacher support is important to help to co-regulate emotions and reduce risks of getting into trouble.

The value of other relationships in the school system, such as teaching staff, peer relationships, school-family relationships and their involvement are relatively less important in comparison.

- 16 I feel excited to see my friends and I can turn to them for support (-1)
- I work together with teachers or children to fix any problems (-1)
- 30 Adults in school work together and support each other (-2)
- 6 My family have good relationships with the teachers and are invited to school events, such as sports day (-3)

These relationships are also significantly less important compared to those who hold viewpoint one. However, a caring and open Headteacher is somewhat important in an ideal school to promote SEL, for pupils with this viewpoint.

29 The Headteacher is caring and shares their ideas for the school (0)

A school ethos and culture that promotes fairness, inclusion and kindness are very important in an ideal school to promote SEL, for pupils with this viewpoint.

- I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class (+2)
- 14 I feel valued and included in school (+2)
- 18 Children and adults are caring and kind to each other (+2)

The value of fairness is significantly more important compared to pupils who hold viewpoint one. The value of fairness was also reflected by the high ranking of a fair behaviour system, as outlined above.

Acceptance for differences, honesty and respect are also somewhat important values to pupils with this viewpoint.

- 20 I feel accepted for my differences (1)
- 19 Children and adults are honest to each other (1)
- 17 Children and adults respect each other and the school (0)

In relation to item 20, one pupil shared "I find this very important because if you don't feel happy about being different then you could get bad mental health" (P1). This pupil also shared that "it is not important to be the same as other people. It is good to be different" (P1). These comments reflect the importance of both acceptance and celebration of diversity.

Teaching and Learning

Teachers who understand pupils' learning needs are very important in an ideal school to promote SEL, for pupils with viewpoint two.

Teachers understand what I need to help me learn (+3)

Item 22 is significantly more important to pupils who associate with viewpoint two compared to those who hold viewpoint one. One pupil shared that item 22 is important "because it is fair, and nobody can be perfect" (P9). This comment emphasises the value of fairness once again.

Pupils who hold viewpoint two do not value teachers playing games with them in their ideal school to promote SEL.

Teachers do not just teach they also play games with me (-4)

The contrast in ranking between items 22 and 24 highlights how some pupils view the role of a teacher in their ideal school. One pupil commented "School isn't about playing games. It is about learning and building up knowledge to try and achieve your dream" (P1). This may explain why other aspects of learning are also important to an extent.

- Teachers give me supportive feedback to help me learn (+1)
- I am encouraged to believe in myself and want to be the best that I can be

(+1)

- I do not compare my learning with other children (+1)
- 27 I learn by working together with other children in class (0)
- 10 I am celebrated for my success and strengths in school (0)

Learning in a non-competitive environment and working with peers in class is significantly more important to pupils with viewpoint two compared to those who hold viewpoint one.

Other aspects of learning, however, seem relatively less important.

- 26 I have some responsibility in my class/school (0)
- 25 I am challenged to try something new in my learning (-2)
- 31 Adults listen to me and I can make some decisions about the school (-3)

Being challenged and increased responsibility are less important compared to other aspects of learning in an idea school to promote SEL.

Institutional Environment

The least important aspect of an ideal school ethos and culture to promote SEL is a large school with lots of children, for pupils who hold viewpoint two.

1 A large school with lots of teachers and children (-4)

One pupil shared "It doesn't matter about the capacity of a school or the quantity of people it's about what you do" (P3).

Other aspects that are relatively less important in an ideal school to pupils with this viewpoint include:

- A comfortable and quiet place to learn with all the things I need (-1)
- 2 A colourful school with positive wall displays (-2)
- 5 Assemblies, clubs, and school traditions (-3)

A school uniform is also relatively less important in an ideal school to promote SEL.

4 A school uniform (-2)

One pupil shared "you can get hot easily and it doesn't really resemble anything because you know where you are" (P3). However, this ranking was significantly higher compared to those who hold viewpoint one. One pupil who is associated with factor two commented "It is important that we look smart and feel we can do it" (P9). This comment highlights that school uniform is not completely irrelevant for pupils who hold viewpoint two.

Summary Interpretation of Factor Two

Pupils who are associated with viewpoint two believe that the most important aspects of an ideal school's ethos and culture to promote SEL are feelings of safety and the availability of daily adult support. Being taught to do the right thing and the implementation of a fair behaviour system are very important. Values that are most important to pupils who hold this viewpoint include fairness, kindness and feeling included. Teachers who understand pupil's learning needs are also important in an ideal school to promote SEL. Teachers who play games with pupils and learning in a large school are valued as least important aspects of an ideal school to promote SEL.

5.4.3 Similarities between Factor One and Factor Two

The factor interpretations show some similarities across both factors. Factor one and factor two have a positive correlation of 0.44. This correlation just meets statistical significance at the 0.01 level which demonstrates a level of similarity between factors. The PQ Method software generates consensus statements within the data analysis output. Consensus statements are items that are ranked significantly similarly across both factor one and two. In this study, seventeen consensus statements were identified, twelve of which are significant at a 0.05 level (see Appendix 23). It is important to note that consensus statements were interpreted in the context of each individual factor array. This decision was chosen because similar item rankings across factors may hold a different level of meaning within the context of a factor's overall narrative (Webler, Danielson and Tuler, 2009).

Below is a summary of key similarities between factors.

Safety

- 13 I feel proud to be a member of the school (-1, -1)
- 12 A school that changes over time to support everyone (-1, -1)

Relationships

- 29 The Headteacher is caring and shares their ideas for the school (0, 0)
- 17 Children and adults respect each other and the school (+1, 0)
- 14 I feel valued and included in school (+1, +2)

Teaching and Learning

Teachers give me supportive feedback to help me learn (+1, +1)

- I am encouraged to believe in myself and want to be the best that I can be (+2, +1)
- 10 I am celebrated for my success and strengths in school (0, 0)
- Teachers do not just teach they also play games with me (-3, -4)

Institutional Environment

- 1 A large school with lots of teachers and children (-4, -4)
- 2 A colourful school with positive wall displays (-2, -2)
- A comfortable and quiet place to learn with all the things I need (-2, -1)

The consensus item rankings show that both viewpoints hold more agreement about aspects that are least important in an ideal school to promote SEL compared to what is most valued. Participants who are significantly associated with either factors one or two show that institutional environmental factors are relatively less important in an ideal school to promote SEL. In addition, teachers that play with pupils in school is less important to promote SEL. Similarly, a school that changes over time to meet everyone's needs is also relatively less important to both viewpoints.

Pupils who associate with either factor one or factor two value feeling included, receiving supportive feedback, and being encouraged to be aspirational in an ideal school to promote SEL. Caring and open Headteachers, being celebrated for successes and the value of respect is somewhat important to both viewpoints. The consensus statements demonstrate patterns of similarity across viewpoints on aspects of an ideal school ethos and culture to promote SEL.

5.5 Chapter Summary

This chapter presented results from a mixed methods Q-methodological research study. Observation data and responses from a post Q-sort survey were shared. An interpretation of two factors were offered in the form of a commentary, highlighting key similarities between factors. The final chapter will provide a discussion and conclusion of the overall findings.

6.0 Discussion and Conclusion

6.1 Chapter Overview

In this chapter, a discussion of the main findings will be presented in order to address the research question "What do pupils value as the most important factors of a school's ethos and culture to promote social and emotional learning?". Wider implications for educational psychology practice will be discussed, followed by strengths, limitations, and recommendations for future research. Finally, a conclusion will be shared.

6.2 Main Findings

After gathering the views of fourteen pupils in one mainstream primary school, two distinct viewpoints emerged. The subsections below provide holistic interpretations of each viewpoint, based on demographic information, comparisons, and similarities between each viewpoint. The main findings are compared to the wider international literature around school ethos and culture, and SEL. It is important to note that these viewpoints do not represent all pupils' viewpoints around the subject area. Four pupils' views did not associate with factor one or factor two, demonstrating that other minority viewpoints exist. The findings below offer insight and context around two key viewpoints of pupils in Year 5 and 6, within one mainstream setting.

6.2.1 Viewpoint One: A Supportive and Accepting School Ethos and Culture

Viewpoint (factor) one accounts for 23% of the total study variance and demonstrates the dominant viewpoint in this research study. Six pupil associated with viewpoint one. For these pupils, the most important factor of a school's ethos and culture to promote SEL is receiving emotional support from teachers. One pupil shared that without this level of support "... you feel like your on your own and have

no one to turn to in school" (P11). This comment highlights the importance of offering adult support in school. A positive and supportive teacher-pupil relationship has also been reflected in the wider literature as an important factor to promote SEL.

Research shows that pupils demonstrate improved social and emotional outcomes when they perceive teachers to be supportive, caring and show that they value their pupils (Noddings 1996; Loukas and Robinson, 2004).

The support that teachers provide to each other is also very important to pupils who hold this viewpoint. Teacher support was ranked significantly higher for pupils who hold this viewpoint compared to pupils who hold viewpoint two. Similarly, peer support is also very important to pupils who hold this viewpoint. One pupil shared "If friends didn't like each other and wouldn't help each other, I would feel like you are on your own. Nobody would like each other" (P12). The value of both teacher and peer support seems to be linked to the importance of not feeling alone in school. The literature highlights that positive peer relationships has been linked to positive outcomes, such as reduced aggression, victimisation, and behavioural concerns (Goldbaum et al., 2003; Elsaesser, Gorman-Smith and Henry, 2013). Pupils in this study may value peer support to promote both peer connection and feelings of safety.

The theme around supportive relationships is linked across the school system. Research highlights that positive relationships across the whole school systems can create social cohesion which may reduce conflict and increase the level of tolerance for diversity (Kawachi and Berkmann, 2000). Other research suggests that positive school relationships contribute to positive feelings of school belonging (Rowe and Stewart, 2009) or school connectedness (Aldridge and Ala'l, 2013). Interestingly, 'feeling proud to be a member of the school' was much less important to pupils with

this viewpoint. This finding may suggest that feeling proud may be helpful but not most important. Alternatively, pupils may not associate the feeling of being proud with a feeling of school belonging.

In addition to supportive relationships, pupils who hold viewpoint one share that acceptance of diversity is an important factor of a school ethos and culture to promote SEL. One pupil shared "Because people want to feel accepted and not do things because of their race and religion" (P8). This comment provides a powerful message around the importance of acceptance and not feeling limited in school, based on protective factors such as race or religion (Equality Act, 2010). The pupils who commented on this theme were of a minority ethnic background. Research demonstrates that race can be a significant factor that explains different views around school climate (Koth, Bradshaw, and Leaf, 2008). Other explanations may be related to wider systemic influences, such as the Fundamental British Values (DfE, 2014) which are taught within all schools in England. This wider curriculum may have contributed to the pupils' preferences of an ideal school ethos and culture to promote SEL.

Values such as kindness and honesty are other factors that are important for schools to embed in their ethos and culture to promote SEL. One pupil shared that the value of kindness contributes to having fun with their friends. Values that promote positive relationships seems to be key to pupils who hold viewpoint one.

In addition to a supportive and accepting school ethos and culture, other factors are important to pupils who hold viewpoint one. A fair behaviour system, being listened to when pupils break the rules and being taught how to behave appropriately are important in an ideal school to promote SEL. These factors are linked to feelings of

safety in school (Thapa *et al.*, 2013), which has been linked to improvements in social and emotional skills, positive attitudes, and behaviours in school (Durlak *et al.*, 2011). Clear and fair rules have also been linked to feeling a sense of belonging and school connectedness (Hernadez and Seem, 2004).

Pupils who represent viewpoint one feel that being supported and encouraged to be aspirational is important to an extent in an ideal school to promote SEL. One pupil shared "You need to believe in yourself to achieve your goals" (P11). For some pupils, being supported to have a positive mindset may help to build their confidence and self-efficacy to achieve their goals. This finding demonstrates that a supportive school ethos and culture is related to not only emotional support but also academic support and motivation. A few pupils who represented viewpoint one appeared to demonstrate learning strengths and one pupil was specifically identified as a 'higher ability' pupil (i.e. a pupil who is achieving higher than average in their academic attainment compared to pupils of the same age) by the school SENDCo. This may be a contributing factor to some pupils' views about what is most important to them, based on their current learning development.

6.2.2 Viewpoint Two: A Safe and Fair School Ethos and Culture

Viewpoint two accounts for 16% of the total study variance. Four pupils are associated with viewpoint two, three of which are identified on the special educational needs or disability (SEND) register. Pupils who represent viewpoint two report that the most important aspects of an ideal school ethos and culture to promote SEL is feeling safe and the opportunity to receive help from an adult on a daily basis. One pupil shared that "you need someone to help you or to talk to" (P4). This comment suggests that feeling safe in the form of talking to an adult is highly

valuable to some pupils to promote SEL. Feeling safe is a basic human need and the priority of safety for pupils reflects the priority of safety within Maslow's hierarchy of needs (Maslow, 1943).

Pupils who represent viewpoint two also feel that if pupils break the rules, it is highly important that teachers listen to them and teach them how to do the right thing. This viewpoint suggests that some pupils highly value a relational approach to behaviour management. This approach links to principles of emotion coaching which promotes both empathy (e.g. listening, validating) and guidance (e.g. teaching and collaborate problem solving) when supporting children to regulate their emotions (Gottman, Katz and Hooven, 1996). In addition to this, pupils who hold viewpoint two value fair rules, rewards, and consequences. One pupil shared, "if there was no rules then it would be all hectic and you need consequences to learn from your mistake" (P3). The importance of rules, consequences and learning from mistakes suggests that appropriate behaviour is highly important to some pupils. Similarly, pupils who represent viewpoint two also highly value teachers who are good role models. The importance of rules, norms and behaviour is considered to be an aspect of safety, within school climate literature (Thapa et al., 2013). Research demonstrates that fair rules and support from adults helps pupils to feel safe in school. These factors have collectively been termed 'structure and support' (Gregory et al., 2010). This term aligns with the views of pupils who represent viewpoint two.

Pupils who represent viewpoint two believe that kindness, feeling valued and feeling included are very important in an ideal school to promote SEL. Three out of the four pupils who hold viewpoint two are on the SEND register. Kindness, feeling valued and feeling included may be particularly important for this group of pupils, compared to those who hold viewpoint one. Higgins-D'Alessandro and Sakwarawich (2011)

conducted a study with pupils with SEND and found that feeling included and respected were important factors to promote a positive school climate to support their well-being in school. However, pupils who hold viewpoint one, also value the importance of inclusion (to a lesser extent), suggesting that inclusion specifically may be important to many pupils, but its level of importance may be higher for some pupils with SEND. This is reflected by a recent study conducted in Ireland that highlighted the challenges for pupils with SEND in accessing a 'truly' inclusive environment (Keon, 2020).

Similarly, the value of fairness is significantly more important to pupil who represent viewpoint two, compared to those who represent viewpoint one. For example, pupils who represent viewpoint two value teachers who understand what they need to help them learn, in order to promote SEL. One pupil shared its importance, "because it is fair, and nobody can be perfect" (P9). Similarly, as mentioned above, a fair behaviour system is very important to pupils who hold this viewpoint. It may be that the value of a fair system in school is especially important to pupils who may not always receive equal opportunities.

6.2.3 Similarities Between Viewpoints

In addition to distinct difference between viewpoints, the findings reveal some similarities between factors (consensus statements). The largest similarity between viewpoints is related to the least important factors of a school ethos and culture. For example, both groups of pupils shared that environmental factors of a school ethos and culture, such as the school size, uniform and wall displays were less important compared to other factors to promote SEL. These results link to findings by Wang

and Degol (2016) who were unable to find a direct association between institutional environmental factors and psychological and social outcome for pupils.

Both groups of pupils do not value a teacher's role to include both teaching and playing games with their pupils. One pupil shared "School isn't about playing games. It is about learning and building up knowledge to try and achieve your dream" (P1). This viewpoint suggests that some pupils may believe that playing games and learning are mutually exclusive. This view is interesting as research shows that play is key for cognitive development (Klein, Wirth, and Linas, 2003) as well as promoting SEL (Hromek and Roffey, 2009).

Other areas that seemed relatively less important to both viewpoints were feeling proud to be members of a school and wanting the school to change over time to support everyone. Upon reflection, the latter statement may seem abstract or less relevant for pupils in Year 5 and 6, as this statement reflects long term changes in a school which are not relevant to pupils who will be shortly leaving. An alternative explanation may be that as pupils have experienced disrupted school experiences due to Covid-19, factors such as school belonging and changes over time seem irrelevant or less important to pupils.

Some statements that were positioned on the middle of the scale of importance were similar in both viewpoints. Some of these included, a caring Headteacher who shares their ideas for the school. School culture research particularly highlights the importance of leadership in the literature (e.g. Rutter *et al.*,1979; Stolp,1994; Peterson, 2002). However, from a pupil's perspective, the Headteacher is often positioned as a wider, less direct influence on a daily basis and this may account for

the neutral position in the Q-sort, compared to the importance of teacher and peer influences, as reflected by viewpoint one.

Another statement that was positioned in the middle of the scale for both viewpoints was celebrating pupils' successes and strengths. Research often highlights the importance of celebrating success in order to promote SEL (Roffey and McCarthy, 2013). One explanation for this finding may be that pupils value this factor but not as highly as others. This explanation is supported by the middle position of this factor as it was not placed in the 'most unimportant' part of the Q-sort distribution, for either viewpoint.

Similarities between viewpoints may be a result of wider preferences that can be related to findings within the literature, such as the importance of relational and safety aspects in an ideal school ethos and culture to promote SEL (e.g. Durlak et al., 2011). These findings highlight that some factors are both valued and highly important on a whole school level. In addition, some similarities between viewpoints may be influenced by contextual factors, such as pupils being of a similar age and being educated in the same school. As a result, a shared perception of pupil's current school ethos and culture may have contributed to their views of their ideal school ethos and culture to promote SEL.

6.3 Addressing the Research Question

The research question in this study was as follows:

What do pupils value as the most important factors of a school's ethos and culture to promote social and emotional learning?

The findings from this research study show that within a group of fourteen pupils in Year 5 and 6 in one mainstream primary school, there are at least two distinct viewpoints, with some similarities between both.

In summary, the main findings indicate that the most important factors of school ethos and culture to promote SEL are related to supportive relationships across the whole school community and feelings of safety in school, in the form of support and structure. This was evident across both viewpoints. Wider themes of relationships and safety link to two key dimensions of school climate (Lewno-Dumdie *et al.*, 2020) and have been consistently viewed as key factors to promote a positive school ethos and culture (e.g. Wang and Degol, 2016). These findings link to NICE (2008) guidelines which highlight the importance of a positive ethos and safe environment for primary school children.

Similarly, principles such as acceptance of differences and fairness and to a lesser extent, kindness, inclusion and feeling valued are important school values in an ideal school ethos and culture to promote SEL. These values are also reflected by NICE guidelines (2009) which promote a culture of inclusiveness and communication in secondary schools. Perhaps, pupils in upper primary school value an environment that is also beneficial in secondary school. Many of these factors overlap with Roffey's (2017) ASPIRE principles, which highlight key pedagogy factors to promote SEL in the classroom, such as safety, inclusion, and equity. Viewpoints that included unique perspectives, such as pupils from a minority ethnic background or pupils on the SEND register may explain higher preferences for some values compared to others. Finally, it seems that institutional environmental factors are the least important factor of an ideal school ethos and culture to promote SEL, for those who hold viewpoint one and two.

The main findings in this research study can also be understood within the context of levels of organisational culture (Schein, 1984) and dimensions of school climate (e.g. Lewno-Dumdie *et al.*, 2020) (see Figure 12).

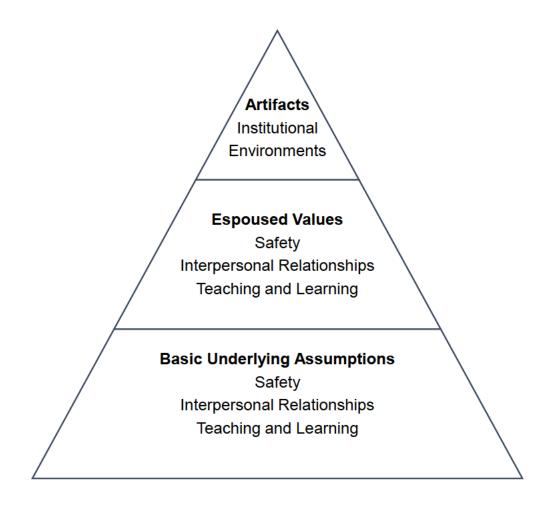


Figure 13: Levels of Culture across Different Dimensions of School Climate Schein's (1984)

The findings reveal that what is most important to pupils is related to the 'Basic Underlying Assumptions' level of school culture and what is least important to pupils is related to the 'Visual Artifacts' level of school culture. For example, the feeling of being accepted for our differences may be considered as a deep rooted and basic assumption. This is reflected by fundamental rights outlined in the Equality Act

(Government Equalities Office and Equality and Human Rights Commission, 2010). This statement was ranked as the most important factor for pupils who held viewpoint one. In addition, visual artifacts such as the wall display, school uniform and the size of a school was ranked as least important factors in an ideal school to promote SEL for pupils who held both viewpoint one and two. Schein (1984) describes artifacts as the most visual aspect of school culture and basic assumptions as core values and beliefs are the least tangible and the most difficult to identify. Institutional environment factors may be an easier area to focus on in school (e.g. updating wall displays or lecturing pupils about correct school uniform). However, based on the views shared in this research study and similar findings in the literature, it is useful for schools to address core values and beliefs and to focus their time, effort, and resources on improving a school ethos and culture by promoting supportive relationships across the school and to ensure a supportive and fair structure is consistently in place. It is important to note that other factors of a school ethos and culture are important in their own right. This research does not assume that factors that promote SEL are separate from factors that promote learning. The current findings are related specifically to what some pupils value as most important and therefore most effective in promoting SEL within their mainstream primary setting.

6.4 Implications for Educational Psychology Practice

Educational Psychologists (EPs) have the skills and opportunities to support children and young people directly (individual level), work with a group of children or key adults (group level), or provide support at a whole school, service, or local authority (LA) level (organisational level) (Fallon, Woods, and Rooney, 2010). Below are some

implications for educational psychology practice, categorised by each level of support.

6.4.1 Individual Level

EPs play a role in gathering pupils views on their school experience when engaging in school commissioned individual case work or when providing psychological advice for an Education, Health and Care (EHC) needs assessments. Q-methodology, or more specifically the Q-sort activity could be a useful tool for EPs to elicit pupil views on a range of topics. The accessibility of the Q-sort allows pupils of different age ranges and abilities to engage in the task. This is particularly useful as EPs support pupils from early years to post 16 (0-25 years old) (DfE, 2014).

Understanding the importance of a whole school ethos and culture can be beneficial for EPs in order to support smaller systems to operate and flourish successfully within their wider organisation. During individual school-family consultations, EPs could gather pupil, teacher, and parent views in order to better understand the shared values or differences within one system to support them to work collaboratively towards the same goal. A specific framework that may be useful during consultation is the matrix model (Wilson, 2014), based on principles of Acceptance and Commitment Therapy (ACT). This framework may guide EPs to support individuals to reflect on their values and what their behaviours looks like when they act in line with their values. Working in this way may help EPs to provide more meaningful recommendations, in line with the wider school ethos and culture of the school.

6.4.2 Group Level

The main findings in this research study reveal that some subgroups of pupils may value specific factors over others, such as fairness and inclusion, based on their individual differences. EPs have opportunities to support smaller groups/classes to create an environment that is specific to the values and needs of pupils. In the literature, this concept is often termed classroom climate (e.g. Pianta and Hamre, 2009). EPs could gather the views of pupils in one class (~30) to better understand their values and help to embed a tailored classroom climate in line with the wider school ethos and culture.

EPs may also provide support to teaching staff at a group level. EPs have the knowledge and skills to offer training to schools to readdress the importance of school ethos and culture to support pupils' social, emotional, and mental health (SEMH). One area of focus could be teacher-pupil relationships, based on the current findings and wider international literature (e.g. Loukas and Robinson, 2004). For example, highlighting the importance of small quality interactions with pupils (e.g. greeting pupils when they arrive or active listening) would be useful to promote positive teacher-pupil relationships. EPs can also offer training on evidence based strategies to promote relational approaches to behaviour management, such as emotion coaching (Gottman, Katz and Hooven, 1996).

The main findings also highlight the importance of teacher-to-teacher support. EPs are well placed to support teacher relationships. For example, EPs often facilitate a problem-solving framework with school staff called Solution Circles (Forest and Pearpoint, 1996). The aim of this framework is to encourage adults within a school organisation to work collaboratively to solve problems. EPs could facilitate Solution

Circles to help school staff to build, maintain or repair relationships in order to promote a culture of positive adult relationships which then can be modelled to pupils.

6.4.3 Organisational Level

EPs also work more systemically at an organisational level. EPs may offer support to revise school policies to help embed a social and emotional ethos and culture. For example, the current findings suggest that some pupils value a behaviour system that is rooted in fair rules and consequences and one that incorporates relational approaches. These findings suggest that creating a social and emotional school ethos and culture includes similar principles to developing a safe and positive home environment, which incorporate qualities of both empathy and guidance (Gottman, Katz and Hooven, 1996). Another finding within this research study highlights the value of peer-to-peer support. Creating a culture of positive and healthy relationships between pupils is useful for schools, particularly as more attention has been given to 'peer-on-peer abuse' in the UK government policy Keeping Children Safe in Education (DfE, 2021). EPs could offer support to schools in developing peer-on-peer school polices as an action to promote a supportive peer culture. This work could be informed by the new Relationships Education (RE) statutory guidance for primary schools (DfE, 2019).

Supporting school to create a positive school ethos and culture has been highlighted by Public Heath England (Public Health England and DfE, 2015) as one of the eight principles to promote whole school well-being. As research-practitioners, EPs may offer support to schools when engaging in whole school projects or research to improve aspects of the school system. For example, EPs could engage in action

research to support a school to negotiate, monitor, implement and evaluate their organisation when addressing school ethos and culture to promote SEL. Evaluation is particularly important during this period as schools across the country adjust and recover from the effects of Covid-19. It is also important to involve pupils more in decision making as their views will help to create more meaningful and espoused values within a school setting.

When supporting pupils it is important to think of the wide ranging influences that can support them, including EPs. EPs can work within their own organisations to continuously reflect and improve practice. Q-methodology could be used to gather EPs and TEPs views around the service ethos and culture. Supporting EPs to reflect on their personal and professional values will help to guide their practice. Anecdotal information indicates that training on Q-methodology is relatively spare on some educational psychology doctoral training courses. However, given the flexibility, accessibility, and small cost of creating and facilitating Q-sorts with pupils, staff, and parents, it would be useful for TEPs to be trained in Q-methodology to support both research and practice.

6.5 Strengths, Limitations and Reflections

A critical appraisal of the qualitative and quantitative aspects of the methodology has been outlined in Chapter 3.0. The information below will address the wider strengths, limitations, and reflections of the research study.

6.5.1 Strengths

A key strength of this research lies in the methodology employed. Q-methodology offered a suitable approach to address the research question. Due to the nature of the topic area, pupils may have found it difficult to express their views on factors of a

school ethos and culture to promote SEL. For example, the exclusive use of a survey may have limited the opportunity for pupils to organise their preferences into a meaningful order, as with the Q-sort task. Q-methodology offered a combination of methods to gather pupils' views, capturing their preferences, level of importance and opportunity for elaboration via the post Q-sort survey. The Q-sort task in particular offered a range of strengths, such as reducing researcher bias, reducing the power imbalance between participants and myself, and anonymity. Q-methodology offered an accessible, reliable, and ethical approach to address the research question in this study.

A second strength is related to the development of the Q-set. A wide range of sources were used to generate the concourse around school ethos, culture, and SEL. Both primary and secondary data were gathered, analysed, and reviewed by pupils (pilot), the school SENDCo and an EP, during an unprecedented time period. The post Q-sort survey results revealed that the majority of pupil were satisfied with the Q-set as it enabled them to share their views on the topic area. This is reflected by one pupil who responded to the question 'Were there any ideas missing from the activity about what makes a positive school environment to learn social and emotional skills?' One pupil commented "no because it explained what we think". The results also showed that the majority of pupils understood the task and the statements written on each card. This result was reflected by the lack of pupils who asked for help throughout the session. Only three pupils shared that they did not understand at least one card. At least two adults were available to support pupils in each task (2:3) and this helped to reduce pupils' ambiguity around the task.

A final strength of this research study is related to gathering pupils' views, particularly on their ideal viewpoints rather than their current experiences. Within the literature, pupils are often approached to share their views about their experiences (Graham, 2012) or measure the effects of an approach/intervention (Goodman *et al.*, 2015). In contract, this research study solely focused on pupil's views around what pupils value and want, which promoted values of respect and agency. This method aligns with my personal and professional values when gathering pupils' views to promote change within their system.

6.5.2 Limitations

A potential limitation of the research study was related to the number of pupils that participated. As mentioned in Chapter 3.0, a large number of participants is not required within Q-methodology studies. The aim is not to explore what everyone thinks about topic X but rather how many viewpoints exist around topic X (Watts and Stenner, 2012). Only fourteen pupils were able to take part in this research study, from which two distinct viewpoints emerged. It is difficult to assume whether two distinct viewpoints exist on this topic area or whether more participants would have contributed to more shared viewpoints. School disruptions, due to Covid-19 related restrictions, may have contributed to the difficulties of gathering more participants. The topic discussed is not a contentious area where one would assume a large range of viewpoints, particularly for a homogeneous sample (Year 5\6 pupils within one school setting). With that being said, if the P-set was larger and included a wider range of pupils (e.g. pupils from minority groups, on the SEN register, from a different school or different age group), this may have provided the opportunity to reveal more viewpoints.

The arrangement of the distribution within the Q-sort task is another potential limitation to the research study. The fixed distribution created a forced choice element which was useful in guiding participants to rank their preferences. However, this approach also limited pupils' responses. During the data collection phase, a number of pupils shared that most of the statements were important to them in their ideal school. Similarly, in the post Q-sort questionnaire, one pupil commented that there should have been more space to sort cards that were most important to them. The difficulty of ranking the cards was reflected in the post Q-sort task. The majority of pupils ranked the activity as 'medium'; one pupil ranked the activity as 'easy' and three pupils ranked the activity as 'hard'. Upon reflection, the fixed distribution was the most suitable choice as a free choice distribution would have resulted in very few 'most' important preferences. As a result, little could be interpreted from the data. As with many TEPs and EPs, time is a limited resource. Within this research study, a lack of time limited opportunities to gather more detailed elaborations around pupils' Q-sorts. A post Q-sort questionnaire was chosen based on time constraints of interviewing all participants individually after the Q-sort task. This method proved to be a limitation as pupils often provided limited responses to questions. If an interview method was employed, I could have prompted pupils further and they may have elaborated on their responses. This was a limitation of using a questionnaire, despite carefully wording the questions and trialling it in the pilot study. As a result of the limited responses, factor interpretation was a challenge. It would have been beneficial to approach participants during or after the data analysis stage to check the interpretation of each viewpoint. This may have increased the credibility of the findings. However, as mentioned above, a lack of time prevented this step. To

overcome this limitation, I reviewed the data analysis and factor interpretations with

an EP who was familiar with conducting research and supervising TEPs who have conducted Q-methodological research studies.

6.5.3 Personal Reflections

Reflective practice was a key part of the research process. The Health and Care Professions Council (HCPC) Standards of Proficiency (HCPC, 2016) state that practitioner psychologists must "11. Be able to reflect on and review practice" (HCPC, 2016). I engaged in 'critical self-reflection' (Finlay and Gough, 2008) and considered my thoughts, feelings, behaviours, background, position, wider system, and context (Finlay and Gough, 2008). This type of reflection is termed reflexivity. Throughout the research process, I reflected upon the factors that contributed to the choices and decisions I made and the interpretations I inferred.

I used Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979) to consider various influences of my research, such as my personal and professional values as a researcher and TEP, the expectations and support from my University and tutors, the local authority I was placed within, and the wider political, health and education changes caused by the Covid-19 pandemic.

My research journey started in 2019 and as mentioned in Chapter 1.0, my initial research proposal was focused around measuring the impact of a class based SEL intervention called Circle Solutions (Roffey, 2020). Based on school closures and the introduction of small bubbles, it was inappropriate to deliver a classroom based intervention or to attend a school at all as a visitor, during the beginning of 2020. This factor contributed to my final research proposal and the methodology chosen. During the revision period of my research proposal, I shifted my thinking to focus more widely on factors that may affect SEL in the environment, rather than to

measure the impact of a specific intervention. I was initially influenced by the work of Roffey (2020), who highlighted the importance of pedagogy and the context when promoting SEL in schools. I am aware that Roffey's work informed my research topic area and some of the literature I engaged with.

Throughout the Covid-19 pandemic, I felt that I adapted well to the ever changing situation and developed an alternative research proposal and methodology that could be conducted during virtual periods of working. It was very difficult to plan when and how data collection would be carried out due to changes to the UK Government restrictions throughout the academic spring term in 2021. I decided to purchase an online Q-methodology software so that pupils could complete the Q-sort virtually. In a turn of events, the week before I collected the data, schools were allowing visitors back in school. I chose to support the Q-sort task in school and still used the online software. Upon reflection, both the pupils and I enjoyed using the laptops to complete the Q-sort. It was accessible for pupils, saved time and provided a safe way to store data electronically. I provided pre-teaching and support during the data gathering stage and wondered how pupils may have interpreted the task differently if I was not able to come into school at all.

Reflecting on the methodology used, I felt that as a critical realist with experience in quantitative based methods over qualitative based methods this approach provided me with confidence and structure to complete the data collection, and data analysis stage. During the more subjective stage of the interpretation stage, I felt less confident as there was not a systematic process. However, the crib sheet (Watts and Stenner, 2012) provided a framework that was useful during this stage.

I am mindful that the information pupils shared is likely to be influenced by their experiences of school during the Covid-19 pandemic. I reflected upon this during the interpretation stage. In future, it would be interesting to gather pupils' views during this recovery stage to explore whether different factors are more important at this time. I am also mindful that pupils' current experiences of their school ethos and culture are likely to influence their viewpoint and what they value. Upon reflection, it would have been useful to ask pupils what their current school ethos and culture is like and how it differs from their ideal views. These questions would be particularly useful in an action research cycle, to inform change within a school setting.

6.6 Future Research

After critically reflecting upon this research project there are a number of recommendations for future research. It may be useful to use Q-methodology to gather the views of pupils in different schools. Pupils from different school organisations are likely to value and prioritise different factors of a school ethos and culture. It would be interesting to gather the views of pupils from a range of age groups, from reception to post 16. When conducting a study with younger pupils it is important to consider the accessibility of the Q-set. Watts and Stenner (2012) state that the Q-set can take the form of statements, symbols, music, and pictures. Finding an appropriate method to gather young children's views should be a key consideration to ensure the reliability and validity of this type of study.

During the development of this research project, all stakeholders within a school system were considered to take part. Pupils were chosen based on the rationale and practical implications. In future, it would be useful to gather the views of teachers and parents around their ideal school ethos and culture to promote SEL, using the same

Q-methodological approach. This information would help to compare and understand different stakeholders' perspectives within a system in order to build a whole school approach to support everyone. In addition, understanding teachers' and parents' views of an ideal home ethos and culture to promote SEL would also be helpful in bridging the gap between the school and home system. This information may help to explore expectations that teachers and parents have about their respective roles in supporting children and young people to promote SEL.

Moving from a wider 'wave one' perspective, other useful areas for future research may focus on current targeted SEL interventions and strategies that are already in place in education settings. Evaluation approaches may be helpful in assessing how school strategies and provision align with a wider ethos and culture to promote SEL. Prior to the effects of Covid-19, a research proposal was developed to assess the effectiveness of Circle Solutions (Roffey, 2020) within a primary school setting. A realistic evaluation methodology could be employed in order to explore the underlying mechanisms behind how Circle Solutions works, and the outcomes produced, within a specific context (Pawson and Tilly, 1997). This approach would help to explore the wider mechanisms of the school ethos and culture that promotes or inhibits a SEL intervention, within a given setting.

6.7 Conclusion

The aim of this research study was to explore factors of a school ethos and culture to promotes social and emotional learning, from the perspectives of pupils. Using Q-methodology, fourteen pupils (Year 5 ad 6) Q-sorts revealed two distinct but overlapping viewpoints. The first viewpoint values a supportive and accepting school ethos and culture to promote SEL. The second viewpoint values a safe and fair school ethos and culture to promote SEL. There were similarities between both viewpoints. Institutional environmental factors of a school ethos and culture are least important factors to promote SEL, for both viewpoints. The views shared in this research study reflect findings within the literature (e.g. Thapa *et al.*, 2013; Wang and Degol, 2016; Wong *et al.*, 2021).

This research provided a unique contribution by applying an alternative and robust methodology to explore subjective and complex constructs. This research applied theoretical frameworks of school climate and school culture and recontextualised them within the current UK context. The findings not only supported but extended the international literature by exploring the topic of interest from the perspectives of pupils.

The significance of this research lies in promoting the empowerment of pupils to share their views on what is 'best' and most valued to them rather than measuring current perceptions (Graham, 2012) or measuring outcomes (Goodman *et al.*, 2015). This information increases the utility of the findings in informing schools on how to prioritise areas for development. In addition, the significance of exploring an optimal school ethos and culture to promote SEL, helps to emphasise the importance of an ecological systems approach, whereby SEL support is focused on creating a safe environment and fostering positive relationships between the school system and

across the wider community. This approach aims to provide sustainable, preventative, and universal support for education systems. More widely, during a global pandemic (where pupils have experienced period of unpredictability and transition of recovery), equipping pupils with the skills to cope and manage by promoting SEL should be a key priority for schools, educational professionals, and local authorities.

It is important to note that the findings from this research study are not aimed to generalise to all pupils' views, but rather to provide insight about how Q-methodology and the current findings can be transferred to similar groups of children and settings. This study offers preliminary findings which provide scope for future research. It would be useful to gather the views of a range of age groups, settings, and stakeholders to increase the transferability of findings to inform useful and context specific changes in educational settings. EPs are well placed to conduct research and offer support to schools to promote SEL approaches by reviewing school policies, offering training, or conducting evaluations to improve a school's ethos and culture. Q-methodology is a useful tool for EPs to help capture the views of pupils and other stakeholders, where the Q-set can be adapted to meet the needs of a wide range of participants. Q-methodology is a respectful, empowering, and inclusive approach to bring about positive change to schools.

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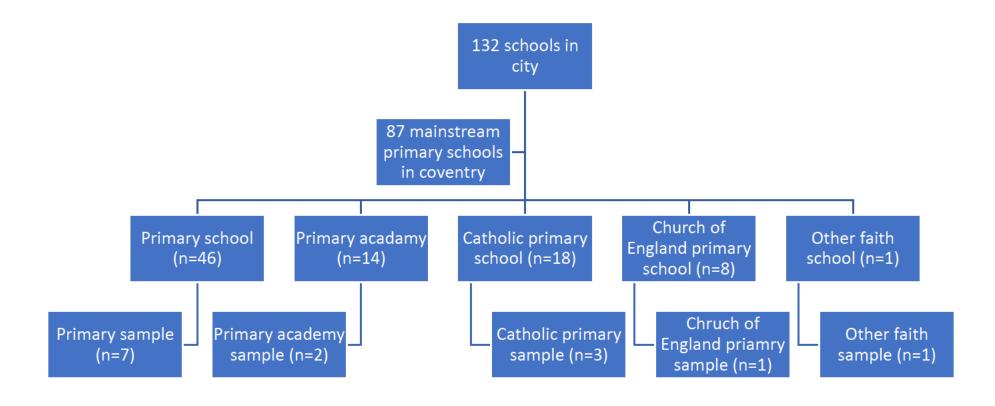
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Appendices

Appendix 1: School Websites



- · Information taken from the city council website
- Selected a sample of schools (~15%) and used a stratified sampling method to select school websites
- 14 school websites were viewed and analysed

No.	Туре	Aims, Vision, Ethos and Values
1	Primary School	Mission Statement: 'Success nurtured through support, challenge and excellence' reflects what the school is now striving to achieve; to educate pupils, whatever the need. At X Primary School we seek to ensure that children leave school with a secure love of learning, curiosity that will inspire success and independence for the future. British values: democracy, the rule of law, Individual liberty, mutual respect and tolerance of different faiths and beliefs
		School's core values: pride, collaborate, responsibility, kindness and resilience
2	Primary School	 Vision: Towards achieving personal excellence Ignite a passion for life-long learning Develop curious, independent individuals who embrace challenge. everybody. Place where all can grow, achieve and endeavour to be the best they can be within a safe and caring atmosphere of teamwork, support, and cooperation. Together we learn Together we achieve more
		Core values: honesty, respect, perseverance, positivity, independence, compassion We feel our core values are very important as they are the principles that guide our lives. To feel valued is a special thing and something we want to make sure everyone experiences
		British values
		Aim: We aim to create positive, self-motivated individuals who take responsibility for their actions and who understand their role in our community and the world they share with

3	Primary School	Seven steps to success:
4	Primary School	Values: Respect Equity Challenge Resilience Responsibility British Values
5	Primary School	 Values and ethos: Education for the community (safe and caring environment, working with pupils, parents, links with other organisations Celebrating diversity (respect and believe other cultures in a multicultural British society) Working together for success (reach potential and work with parents) British values (democracy, British history, human rights, equality)
6	Primary School	Mission Statement: We feel there is no privilege or responsibility greater than guiding the learning of children. At Limbrick Wood we provide a caring, secure and challenging environment, where children and staff can develop fully, sharing their expertise and grow in confidence. In our school community we foster academic, spiritual and physical growth.

		The school environment offers positive support to all, it acknowledges the strengths, abilities and skills of the individual and encourages them to share these and enhance the life of the school community. We provide a structured environment, which encourages self-discipline, recognition of authority, self-esteem, respect for others and the world about us. We recognise the place of our school in the community, the place of our children within that community and value the support it gives us.
7	Primary School	Aims: Our pupils are the feature of our school of which we are most proud. Our aim is to create a happy, caring atmosphere in which pupils and adults show consideration and respect for each other at all times. We aim to provide the highest standards of education within an inclusive environment. We have therefore developed a broad and balanced core-skill rehearsal curriculum, which is led by assessment and meets all statutory requirements, ensuring it challenges and meets the needs and interests of all our children. Our two school drivers of vocabulary and the outdoors are embedded into our teaching. We endeavour to ensure that all of our pupils fulfil their potential, experience success both academically and socially, enjoying their time in our care and developing their vision of themselves as learners. We also have a variety of extra-curricular activities designed to enrich each child's experience, and actively welcome parents into school life. Vision & Values: Our vision underpins our teaching and learning. Through the promotion of positive learning attitudes, we strive to develop ambition, confidence, care, respect and tolerance in our pupils in order to prepare and enable them to become lifelong learners and take an active role in their communities, shaping the future and becoming fully rounded citizens. We believe firmly in using talk, group work and active learning to engage children in their learning, only using ICT when it purposefully enhances learning.
8	Primary Academy	Vision – for the children: Warm, welcoming and caring Exciting and inspiring A promoter of healthy bodies and minds At the heart of the local community

		Values – how we will act and behave:
		Professional and approachable
		Inspirational role models
		Effective team players
		Aware of the physical and mental well-being of everybody
		We could like children to:
		Develop a love of learning!
		Feel safe and happy and secure
		Become independent learners and creative thinkers
		Be resilient, ambitious, and proud of their achievements
		Show an awareness of their physical and mental well-being and that of others
		στο το του του του του του του του του το
		We would like parents and carers to:
		Share a love of learning!
		Feel valued as partners of our school
		Be partners in their child's learning journey
		Develop an understanding of the physical and mental well-being of their whole family
		We could like our Governors and teaching community to:
		Instil a love of learning!
		Be committed to their profession and our children
		Be approachable and positive
		Work as a team
		Be inspired and inspire others
		Promote the importance of physical and mental well-being
9	Primary	Our Mission:
	Academy	We are determined that our children will leave us with the knowledge, skills and personal qualities
	,	that allow them to embrace life confidently and to ultimately achieve the best possible outcomes

		We aim for all children and adults to feel welcome and respected. We value everyone's role in doing the best for our children. We celebrate Radford as a microcosm of society where inclusivity and cohesion is underpinned by strong universal values and genuine compassion for one another Our Motto: High Flyers Values: Unity Respect Determination Care Excellence Responsibility
10	Primary Faith School (Catholic)	Mission Statement: 'To Love One Another As I Have Loved You'. Our School Vision: As a Catholic school that puts Christ at the centre, we are committed to developing independent, successful and confident children who have high aspirations, who gain a sense of achievement and leave our school with a wealth of happy memories. Values and Ethos: We believe that everyone is made in the image and likeness of God and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures. Virtues: Grateful & Generous Attentive & Discerning Compassionate & Loving

		 Faith-filled & Hopeful Eloquent & Truthful Learned & Wise Curious & Active Intentional & Prophetic
		British values
11	Primary	Aims:
	Faith School	To ensure that each child feels happy, safe, valued and loved
	(Catholic)	To provide an exciting, fun and enjoyable educational experience for each child and promote a lifelong love of learning
		To inspire our pupils to aim high, reach for the stars, be the best they can be and make the most of every opportunity that is given to them
		To ensure that each child meets their God given potential and is nurtured academically, spiritually, socially and emotionally
		To encourage each member of the school community to live their life in accordance with gospel values and to make a positive contribution to British society
		 To make prayer, worship and liturgy relevant and meaningful for each individual and to provide a learning environment that will enhance the development of faith of everyone in the school community To work in partnership with parents, the parish, the community and other local schools, in order to provide a wide range of supportive interactions for our pupils
		To have lots of fun, make magical memories and share smiles every day!
		Values: Faithfulness & Integrity, Dignity & Compassion, Humility & Gentleness Truth & Justice, Forgiveness & Mercy, Purity & Holiness Tolerance & Peace and Service & Sacrifice
		Virtues:
		Grateful & Generous
		Attentive & Discerning
		Compassionate & Loving

		Faith-filled & Hopeful Eloquent & Truthful Learned & Wise
		Curious & Active
		Intentional & Prophetic
12	Primary	Our Mission:
	Faith School (Catholic)	In Jesus we learn, grow and pray together.
		Our Aims:
		To follow Jesus in sharing God's love for all creation
		To provide opportunities and experiences for all to reach their potential
		To understand our roles and responsibilities to ourselves and others in a diverse world
		Values:
		Compassion
		Integrity
		• Love
		Forgiveness
		Hope
		Simplicity Professoration for the dead and the least.
		Preferential option for the lost and the least
		Humility Contlances
		Gentleness
		British values
13	Primary Faith School (Church of England)	Vision: Our vision is to provide an education of depth and quality within a Christian ethos provided in a safe and secure, nurturing and aspirational environment so that our children can be the best they can be in all aspects of their development.

		School Motto: Together we learn and grow. Growing together in love and learning, we aim ever rooted and inspired by the teachings of Jesus. Christian Values: Generosity Compassion Courage Forgiveness Friendship Respect Thankfulness Trust Perseverance Justice Service Truthfulness Wisdom, Hope, Community, Dignity
14	Primary Faith School (Other)	Ethos: The ethos of X School will be grounded in the Sikh faith. Core Principles: Service Excellence Virtues Aspiration A faith school for all.

Appendix 2: Staff Group Interview Transcript

Researcher: Hopefully that's working, okay. So there's four questions as I

mentioned and I go through the first one first. So the first question for you all is um what do the terms school ethos and culture just

mean to you really? Anyone can start first.

Teacher: The the collective understanding of the whole school um and and

the attitudes towards being a member of, if it was here [School]

team.

Researcher: Definitely.

SENDCo: Yeah, I think it's kind of that shared understanding isn't it kind of

the core values and beliefs and ensuring that's that they're communicated to the children, the wider community...um and and yeah kind of the the the driving force behind the school of-

Researcher: Yeah.

SENDCo: What we believe in as a core. Those intrinsic values I think.

Researcher: Yeah, I think intrinsic values. Thanks [SENDCo].

Assistant I think for me um the ethos of the school is the general feeling that you get when you when you know you you can, whatever school

you get when you when you know you you can, whatever school you walk into you can feel the ethos of the school as soon as you walk into it and I think it should be evident in everything that you're doing. So the children should be living those values within the school environment but I think it's also important that it's not just the children it's the whole school community so they need to be involved in and living those values as well and that needs to be

picked up and followed up on to.

Researcher: Yeah, that's really interesting.

SENDCo: And I guess and I guess those values are celebrated as kind of

part of the learning journey.

Researcher: Yeah.

SENDCo: So it's about the academic success is but about those values like

[Assistant Head] says and that they're kind of embedded and woven throughout that you know the culture of the school like.

Researcher: Yeah.

SENDCo: If you kind of stick a rock in half and it's kind of through the whole

thing.

Researcher:

Yeah, yeah definitely. It sounds like you're all saying the same kind of thing in the sense that no matter what school ethos and culture is, it's something that's embedded within everything, all parts of school life, the community, the children, the staff. That's what it sounds like you're um saying, thank you. Um so it all sounds very similar to um what's in the research as well. There is like I said some inconsistencies about the exact terminology, and I know in America they actually use the word school climate, I think sometimes in Australia they say learning environments, so there's lots of different pieces of research. But generally speaking the definition of school culture is um refers to the beliefs, values, relationships and the written and written rules that shape and influence every aspect of how the school functions. And that sounds very similar to what you've just said. Um and an example i've got is I used to work at faith school. And you can kind of see from every part of the day to day running's of the school, from the kind of prayers we did at lunchtime, to the hymns in the morning, symbols all around the school, that's how I kind of understood the ethos and culture. So that's the school culture. And then the definition of school ethos, very similar to I think it was [Assistant Head] that mentioned it, and is the general feeling or atmosphere of a school environment. And some researchers believe that the ethos is like the product of the culture, so culture um can be something perhaps more measurable and ethos may be more of a feeling, something you could immediately feel if you step through a school, as [Assistant Head] mentioned and a few other people as well. Um I thought that was really interesting. So after hearing those definitions is there anything else you'd like to add about that or do you agree with those definitions? Is there anything else you would want to add to that?

Assistant Head:

Yeah, I agree I think um I think climate is sort of like, not a feeling word, it's sort of removed, it's not that warm cuddly sort of feel really.

Researcher: Yeah.

Assistant Head:

It's a bit more harsh, you know.

Researcher: It sounds like it's something perhaps more measurable, something

very objective that's needed in perhaps research, maybe that's why the terms are different in different places I'm thinking. I don't

know. Yeah, I see what you mean though, definitely.

Teacher: It's more of the spirit and the life of the school isn't it [laughs].

Researcher: Yeah.

Assistant Head:

Yeah.

Teacher:

That sounds quite American school spirit [laughs].

Researcher:

I know that word is often used as well actually [Teacher]. Yeah, spirit definitely spirit, character, feeling um lots of those words really are very similar. Okay, so there some of definitions really of school ethos and culture. Are we happy to move on to the next

question or is there anything else you'd like to add?

Assistant Head:

No that's fine.

Researcher:

Thank you. Okay, so the second question, um before we go on to the second question i'm just going to say from now on i'm going to we're going to think of the terms ethos and culture one overarching construct. Although they're slightly different in the meanings we'll think of the whole encompassing ethos and culture together for the next bit. So question number two is, what do you think of the main components that kind of define or shape a school's ethos and

culture?

SENDCo:

I guess the core values that are shared um and where they're driven from. You know and I think things have to be driven from top down as well as bottom up don't' they, they have to be kind of driven. Um and and and at a previous school I I I worked at um kind of I I remember speaking to a couple of members of staff who didn't share the same kind of vision for an ethos and-

Researcher: Yeah.

SENDCo:

Actually, I said you know school is really only as strong as the weakest component of that, so actually if you have a a part of that structure that's weak and it doesn't really um...embrace those core values that are driven down and actually that that does, that does undermine the whole structure, um so I think it's um I think things

do have to be driven forward.

Researcher:

Definitely.

SENDCo:

[inaudible 06:02] and celebrated um and they do have to be shared so that the children have an ownership of them as well and that they have, they see the importance of relevance to developing them as holistic being almost.

Yeah. I find that really interesting that you said that um [SENDCo]

about top down and bottom up because there's so much

Researcher:

information that I've read about top down. It has to start with the

leadership if they're not on board it's very difficult but actually rarely you hear about the bottom up part of things and-

SENDCo: And I think it's because kind of from the bottom up those that are

on the ground with the children, day in, day out, so the

management kind of can sit above and obviously interact with the children obviously, but you know from sort of the bottom up though

it has to be that direction also.

Researcher: Two ways, yeah I like that.

Assistant Head:

But I think it's definitely having ownership of it and at at [School] um when we introduced our values everybody was consulted on it.

So the children were consulted-

Researcher: Okay.

Assistant Head:

The parents were consulted, the staff were consulted.

Researcher: Aw.

Assistant Head:

And we sent out questionnaires and we looked at what we wanted as our ideal [School] pupils, what did we want our [School] pupils-

Researcher: Okay.

Assistant Head:

To look like by the end, by the time they got to the end of their primary journey um and the parents had to list the qualities and values that they felt that they wanted their pupils to have and we did it as a staff and we did it with the children.

Researcher: Wow.

Assistant Head:

And then we picked the six core values that everybody wanted to see within school which meant that everybody had that ownership

of it.

Researcher: Yeah.

Assistant Head:

So you know everybody had signed up to it, we looked at what everybody wanted and then that meant that actually they were more on board with it because they've been involved in the

process.

Researcher: They're been involved. Yeah. Can I ask [Assistant Head] when,

when did that happen? When did you-

Assistant Head:

That was 2018.

Researcher: 2018.

Assistant Head:

Yeah.

SENDCo: That aspect of ownership is really, is really key isn't it.

Researcher: Yeah, I think so.

SENDCo: The families, the community as a whole and because it's

something that that isn't just imposed on you, that you didn't have to abide by it, it's kind of developed and children's voices are heard within that and that that kind of is more impactful isn't it.

Researcher: Definitely.

SENDCo: [inaudible 08:24] your own decision making.

Teacher: [inaudible 08:27] agency.

Researcher: Yeah definitely, I think that level of agency is definitely very

impactful and for all stakeholders involved isn't anything it I think. I very much agree with that. Okay, so that was your values and vision. That's so lovely that all, everybody was involved in that and

the six came out of what the children-

Assistant

Head:

Yeah.

Researcher: What the staff and the pupils wanted.

Assistant Head:

And and I think as well [Researcher] it's that constant um revisiting of them as well. You know it's not just saying okay, these are our six words and these are the words that we work towards, you know each half term we revisit each of those values. I do an assembly each half term with a core value. Um we did start before lockdown where everybody did a piece of work and we shared it all in the hall so that it was visible within school as well you know.

Researcher: Yes.

Assistant

Head:

But that's difficult when you're in bubbles and things really but you

know.

Researcher: It's really nice.

Assistant

Head:

They're they've not just words on the wall they're actually within our curriculum, they're within the way the children behave, they're within the way staff behave, they're the way we ask parents to

behave you know we have less control over that but we can always bring it back to those six words.

Researcher: And bring it back. I really like how you say that you re-evaluate it

because I can imagine at a time like this in the past year the environment is so rocky in so many different ways that's really good that you re-evaluate because children might value different things at different times um depending on what's going on, so I was thinking and I when I was hypothesising about this research I though ooo I bet safety is extra important for children perhaps now because of Covid and so yeah it's really good that you um re-

evaluate these. Okay.

SENDCo: And that way they don't become wallpaper do they.

Researcher: Yeah.

SENDCo: [inaudible 10:11] Just meaningless, they kind of have a value to

the children as [Assistant Head] said, if they re-evaluate you know revisited, re-evaluated, celebrated, shared and like [Assistant Head] said with by assemblies and communicated again they it just reinvigorates them. And also, I think when you have children coming into school transitioning in that have missed part of that process or maybe not aware then obviously new children coming

and [inaudible 10:35].

Researcher: That's true, definitely. Okay, thank you. Any other um factors of a

school's ethos and culture, any of the factors that shape it?

Teacher: The rewards that you then get for showing those, those particular

values are linked then with all the learning within school, so the children get rewards that's a that's a main component really

making sure it's embedded.

Researcher: Oh okay.

SENDCo: It's really nice, that I I think that's a really nice feature isn't it of

[School].

Researcher: So so what was that sorry, they get rewards for kind of showing

different?

Assistant Head:

The values.

Researcher: The values.

Teacher: So you're constantly saying it you're constantly.

Researcher: Yeah.

Teacher: [inaudible 11:19] Those words and what they mean.

SENDCo: And sometimes I say some of the children if i'm in year one with

them I, you know you you've earnt a house point what you think that was for and kind of encouraging children to identify within themselves where they're demonstrated perseverance or you

know.

Researcher: Yeah.

SENDCo: Um and and that's quite nice because they can recognise it within

themselves it's just about them reiterating what that looks like.

Researcher: Yeah, that great, especially in the younger years as well because

to some extent maybe in some schools they might not know what the the main values and vision of the school is actually unless

you embed it through all these different strategies so that's great.

Assistant I think it, I think it works both ways though because in my role as Head: assistant head obviously I have to deal with poor behaviour as

well, so sometimes it's it's really useful to to refer to them as a consequence as well so you know if a child has been unkind to another child, bring it back to that one of our values is kindness, do

you think showed that, how could you show that you know so it's it's reiterating it when you speaking the children as well.

Researcher: Yeah, and I was going to kind of ask actually linked to that, how do

you think a behaviour, a behaviour policy or behaviour approach affects someone's school ethos and culture. And that sounds a little bit like what you just said about how actually it's rooted in your values as well. Any other aspects you think really affect a school's

ethos and culture?

Teacher: I think being honest with the children as well when we find

something hard yourself so I don't know perseverance would be an example where you're finding something difficult, I sometime

pretend that's how I feel so that they know that actually

perseverance is difficult and it's even more of an achievement if if you do it. So um or no I wasn't feeling very kind but now I did this now you know that's better so I think it's all looking at it at the flip

side for them as well.

Researcher: So it's like modelling it for them as well.

Yeah, yeah and and showing that it is hard work to kind of aspire

to all of this you've you've got to you've got to try at it and it won't

Teacher: always be easy.

Researcher: Yeah definitely.

Assistant Head:

I think I think another thing as well is outside influences you know.

Researcher:

Yeah.

Assistant Head:

Because you can do all that you can within school but unfortunately when they walk out of that school gate there are lots of other influences that you know affects their behaviour and their their whole ethos as a person you know.

Researcher:

That's really-

Assistant Head:

I worked in the past, in schools in in not such great areas where parents aren't supportive, where there's been a high level of unemployment you know, and and in some of the attitudes of the parents was I don't need to work, I get paid to stay at home, you know and it's very difficult then when you've got a value of aspiration-

Researcher:

Yeah.

Assistant Head:

With the children coming in when actually what they want to aspire to is to sit on a settee in front of the TV just like their parents do all day so.

Researcher:

That's so true.

Assistant Head:

You know, its quite difficult when you've got that outside influence you know.

Researcher:

Yeah.

Assistant Head:

You know bringing that message home at school that actually you know you need to be the best that you can be.

SENDCo:

Yeah to aspire to something.

relationships within the school?

Researcher:

That's so true isn't yeah, you've got the school context and you can do all you to implement at that level and you've the home context and then the wider kinda community, the local authority, you've got all these different interacting systems, haven't you so I definitely agree with that. Okay anything else we got the values, the beliefs, we've talked about the teaching and the modelling, outside influences, anything else we think? I will see If I've got any examples as well here. Um, what about relationships and

SENDCo:

I I think we, we quite often a part of that modelling of repairing relationships [inaudible 15:07] relationships and communication

and...um [Teacher]'s done some work on with staff about communication as well so kind of recognising that it's not all about developing these skills within children but it's also about developing the skills within the adults in in school as well.

Researcher: Yeah.

SENDCo: In terms of our relationships, relationships you know are absolutely

key aren't, they the relationships with each other, with parents,

with them with with themselves you know, our personal

relationships with each other as a being.

Researcher: Yeah, that's very true.

SENDCo: Yeah um and and with the community so I think um...relationships

and um the reparation of those and and what you can gain from a from a positive relationship is what as well as what you can give and how that you know can develop you as a person, and I was speaking to a parent last week about um about their their young child and they were sort of concerned about um how much of an effect as a parent they were having on their child and I sort of said that it it comes back to it taking a village to raise a child so it's

actually all of us-

Researcher: Yeah.

SENDCo: And actually that the responsibility doesn't purely fall to a parent

obviously as primary caregiver.

Teacher: Yeah.

SENDCo: But on top of that there's a lot of other component relationships

that do help to build you know our our sense of self, self-esteem, self-worth, self-value, relationships, you know and resilience that kind of thing. So so I think the relationships in school are are are massive and I I talk to children in school about how it is for adults who might misunderstand their friend's communication or might be [inaudible 16:56] because I think children do need to learn that all of us are in relationships you know within within that sometimes go really well and sometimes have tricky times and it's important that

we that that we can repair where necessary. So I think

relationships are really important aren't they.

Researcher: Yeah I think so. I like what you said about how you supported that

parent as well so it's not just about supporting the pupils,

supporting yourself, supporting stuff but you're also extending that to supporting the parents because that's all within interrelating system of school ethos and culture. I really like that. Yeah, sorry were you saying, were you about to say something was it

[Teacher]?

Teacher:

Oh [inaudible 17:37] nodding along.

Researcher:

Oh sorry, sorry yeah that's really interesting. Um some of the other things i've seen kind of in the literature then, so there's everything you said is all the same things i've read about the values. beliefs um the um the behaviour management, even things at the classroom level culture. I think every teacher might have their own culture within their classroom, their own classroom environment that things i've heard also can affect these things. Kind of the school's tradition and history as well, i'm not too sure much about the history of your current school. I was just thinking back to my my brother who went to a private school and the physical building looked like a castle when I was just reflecting back on that and thinking I bet that has some sort of um history about that that probably affects their culture, whereas sometimes I visit schools that are brand new and it's very new building and I bet to that some extent that also affects with the ethos and culture in their school, so I think things like that affect it yeah um yeah. Is there anything else you'd like to add about that guestion?

Assistant Head:

I think that um the ethos and culture however of a school can be changed. Um I think you know i've been in schools in the past where new head teachers have come in that have different ideas about an ethos or a culture and then that changes the whole ethos and culture within the school and and that can be for the better sometimes or it can be for the worst sometimes. So I think what [SENDCo] was saying about you know it being from the top down, it very much is, you know it depends on somebody's vision for the school.

Researcher:

Yeah.

Assistant Head:

Really.

Researcher:

Yeah, I definitely agree with that [Assistant Head].

SENCo:

I think that's yeah that's that's bang on that is [Assistant Head] isn't it because you can go into one school where kind of the Headteacher you can you can kind of really see their they're kind of like pedagogy of what they believe in, and then you can go to another school and the Head might have a different pedagogy and so the environment int is is different and the drivers are different and-

Researcher:

Yeah that's true, yeah. I think definitely the leadership and kind of what's at the top driving it that is a significant factor of ethos and culture.

SENDCo: The the schools that you go or schools that you've been into where

the Head does have a very clear vision and a very clear-

Researcher: Clear one yeah.

SENDCo: Themselves. It's kind of, you can feel more of a sense of that and I

think sometimes i've I've been in schools where the Headteacher's perhaps just more of a corporate being and actually that does reflect on the school and has less personality, less kind of enrichment embedded throughout because that's not driven

forward.

Researcher: Yeah.

SENDCo: II I spoke to one Headteacher once and it was kind of like that

they they saw, it was very interesting they saw their their school as kind of like a corporate business and what they wanted it to look like, what they wanted it to feel like and then this one parent said to me one time she I just don't understand this school she said they're just more bothered about what it looks like they want this school to be like a a a Waitrose when stores like the Lidl you

know-

Assistant Head:

[Laughs].

SENDCo: It feels like and this is what they wanted it to look like and it was

like yeah they just see kind of like shiny and this, that and the other but actually underpinning that wasn't anything of any

substance.

Researcher: Okay, so it's kind of very surface level, sounds like yeah.

SENDCo: It's very zen and this was very, but actually underpinning that the

children didn't really have a sense of self because the staff didn't

and the school didn't-

Researcher: Yeah.

SENDCo: [inaudible 21:12] identity.

Researcher: Okay.

SENDCo: So.

Researcher: That reminds me of what you all said earlier about actually

someone at the top might have a great um great sense of what they want, vision and values, but if it's not shared by everybody and it's not shared then actually how will everybody else know, how will the staff know about it, how will the pupils know, how will, do they agree with it yeah. That's really interesting that they thought. It sounded like it was the school's, it was their reputation

rather than everything underneath it.

SENDCo: Like imagine.

Researcher: Yes image.

SENDCo: You know it was a sparkly shiny school whereas the one next door

was a little bit rough and ready around the edges because it wasn't

quite as you know, didn't look quite nice.

Researcher: Yeah.

SENDCo: But actually internally the children, the community was far happier,

you know and it was a more rewarding place to be.

Researcher: That's interesting yeah. When you have, not sure when you last

had Ofsted but looking at the Ofsted frameworks do they look for

things specifically to do with ethos and culture?

Assistant Head:

When we had our last Ofsted our values were praised by Ofsted.

Researcher: Oh okay.

Assistant Head:

Because they said um it was evident within the way that the children were acting and living their lives that it was it was core throughout everything the school was doing so.

Researcher: They do generally look at those things now actually. I don't know if

you, you know the history about all the different frameworks of Ofsted, I'm not sure myself but is that something that's always

been in Ofsted frameworks?

Assistant

Head:

I think recently they've they've sort of introduced something called

British values.

Researcher: Yeah.

SENDCo: Yeah.

Assistant Head:

Which generally you know aren't British values, they're values that

you would have anyway you know so.

Researcher: Yeah.

Assistant

You know a lot of a lot of I think the British needs to be dropped really and and just the values needs to be to be looked at within Head:

the school really.

Researcher: And yeah I remember because I was working in a school a few

years ago when it when it came in and some of the kids were

confused about what is exactly British values.

SENDCo: Yeah.

Researcher: That's true actually if it was just called values they do, they do

work with everything don't they. Okay, thank you. Right then so the

third question of the four is what does the term social and

emotional learning mean to you?

SENDCo: I think it's um as vital as well more more important I think because

it's kind of like in terms of that hierarchy, those those very very building blocks and those fundamental um basics that everything else is built on so children being aware of their social um and emotional health and being able to communicate that effectively. I [Teacher] send out a lovely PowerPoint this morning, didn't you [Teacher], about the children being able to name their feelings and understand them and understand what that represents that. I think social and kind of emotional health and literacy is um just a pivotal part of any other learning, I think without that those more cognitive

functions just do not happen do they because-

Researcher: Yeah.

SENDCo: A child isn't secure within.

Researcher: Definitely.

Teacher: Which in nursery and reception when they first start that's what we

concentrate on first because the rest of [inaudible 24:35] won't happen. We can't expect them to get on to the maths and the literacy if they can't interact socially and emotionally because they're not gunna get the same from those sessions as the other children that that can do and it's about [inaudible 24:49] person

isn't it, you've got to learn to be a person.

Researcher: Yeah.

Assistant Head:

The self.

Researcher: Yeah.

Teacher: And without that.

SENDCo: And I've worked with children before that have been incredibly

gifted in say numeracy area but actually the [inaudible 25:03] and the target area was in the social and emotional health and to pin

that because actually um their their communication and and their social emotional health is very, very poor, even though the academic part you know may have been stronger so um I think that is just a foundation...for life.

Teacher: It's everything yeah.

Researcher: I like that yeah definitely.

Teacher: You you you can't exist as a person because you to have an

understanding of the social norms and cues to be able to to

function in society.

Yeah. Researcher:

Teacher: You need to have an understanding of what your emotions mean

or you'll be always overwhelmed by them and you won't be able to

get past that sense of anxiety if you if you don't have an

understanding of yourself.

Researcher: Definitely, I think you're right there, it is very fundamental and

> when you think of any sort of child with a difficulty in that specific area, specifically thinking, for example, people with autism, you can see the effect it has on every aspect of their life and that small

area is um a challenge for them.

Assistant Head:

It's it's an awareness of of self and the relationships with with everybody around you isn't it whether it's adults, children. Um you know it's if you haven't got that in place then it's very difficult to to

access learning really.

SENDCo: And when you do have a a a when children, when adults, when all

> of us have a stronger or or more healthy social emotional state then we are more willing to take risks. So because we're aware that we might fail at that and that's okay, it's part of learning or we're aware that it might be difficult, that's okay it's part of learning. So I think that one of the core things I think that we want for

> children and certainly what I want for sort of my own children personally is just resilience, is to be resilient because actually if you have resilience then you can cope with life just kind of kind of like without it taking without it taking its toll on you emotionally and mentally. Um I think if you do have that sense of sense of being then you are just more willing to take those risks and just kind of

[inaudible 27:15] a little bit.

Researcher: Yeah, I think you're right there. I like how you said it actually links

directly with the foundation but actually links to their learning, they can take risks with their learning if they feel like it's okay to take

risks.

[Inaudible 27:28] I had a, I had a conversation not all that long ago about one of the children in her class that is does struggle with learning but I remember [Assistant Head] saying but actually he has it go everything, he doesn't-

Assistant Head:

[Laughs].

SENDCo:

[Inaudible 27:40] hold him back from having a go um and and even though he knows he finds it difficult, yet I remember saying [Assistant Head] he's is happy, he's smiley he's you know has to go everything your little mf chat. Um but I mean has a go because he does have a a a good sort of sense of self so it's okay to take those risks.

Researcher:

Yeah, definitely thank you.

Teacher:

Teaching children it's okay to be vulnerable as well isn't it and showing them when you feel it when you feel vulnerable and you don't understand so that they can understand it and say well actually this is hard and this is difficult but-

Researcher:

Yeah.

Teacher:

It's okay to feel this way.

Researcher:

Yeah. That's so true actuallty.

SENDCo:

I think children kind of lose that children do need to be reminded like [Teacher] said that adults find things challenging too and that's that's okay because that's part of our learning and our growing and.

Assistant Head:

I think it almost gets harder as you go up the school really.

Researcher:

Okay.

Assistant Head:

The little ones come in and and you know they're more open to like you know accepting when they do things wrong and and whatever and moving on more quicker whereas when you've got the older ones sometimes i've got you know, a couple of children that make a mistake and and it absolutely crucifies them, you know they just cannot move on from the fact that they've done something wrong and actually it's your job to correct them, you know they don't want to take on board advice they don't want it's very difficult for them to move forward.

Researcher:

That's really interesting, I'd never thought of it like that before.

And what we don't want is children to kind of shut down, shut down so they can't kind of manage those emotions.

Researcher:

Yeah, definitely and it sounds like so I just got a definition here of what social and emotional learning is but I think to be honest you've all said exactly the definition but I'll just read it out anyway of what was found in the research. Um so social and emotional learning is the process of gaining knowledge, skills and attitudes that promotes well-being and a readiness for adult life and that's something you all said it's about those life skills that they need, not just the learning but both parts. Um and influential research especially in the USA, there is a lot of work around social and emotional learning and I think this one researcher kind of proposed five key areas of social and emotional learning and these are kind of self-regulation emotions, self-management of their emotions, showing empathy and understanding of others, um establishing and maintaining relationships, setting and achieving goals and then finally making responsible decisions and I think to go to honest you've said all those five different examples. I think a combination of those really helps to develop social and emotional well-being. So before we move onto the the last questions, is there anything you want to add about that guestion now you've heard that definition.

SENDCo:

I think from a SEND perspective the preparation for adulthood outcomes looking all about kind um preparing children to be independent um members of society that can that can manage their emotions, regulate those you know interact with others, hold down jobs, you know communicate outside um familiar units that kind of thing. And I think you're I think you're right those are just key from the very, very, very get go aren't there because those are ultimately the absolute foundations for-

Researcher:

Definitely.

SENDCo:

Healthy adulthood, healthy childhood, healthy relationships.

Researcher:

I think you're right there, definitely the foundations and what I think was [Teacher] said that actually it isn't quite explicitly taught generally more in schools from the early years perspective, it's in the framework. I kind of remember it myself when I used to work with smaller kids and then moving up the school, in some schools don't see it as much do you [inaudible 31:32]. I think when I was at school personally, I remember having PSHE lessons one hour a week we talked about emotions and things but in nursery and reception we had a lot more content on a daily basis, that's interesting that it's more often in the low years but perhaps this is something that needs to be taught more and in the later years when they're struggling but don't want to make the mistakes or they feel it more maybe.

I think its those episodes where it's kind of taught explicitly and then for the rest of the 90% of the time it's kind of woven into every single aspect almost of the modelling of communication to children or when something's gone wrong at playtime, lunchtime and then unpicking, then repairing then moving on and you know, using those kind of social story framework and that kind of thing it's kind of embedded throughout and even though it might not be taught as explicitly I think incidentally it's woven throughout.

Researcher:

And that's the key isn't it to making sure it is woven within the whole environment as you've all mentioned, what' happening at [School] and it's so important and it is in every aspect of the school um.

Assistant Head:

I think with [SENDCo]'s hat on though, just you know like sitting here reflecting really on conversations, is that you know all of those five characteristics that you've listed are so difficult for some of our SEND children, you know so you know the expectations on them to conform to like within school to values and attitudes and ethos and actually if they have a diagnosis of autism those five characteristics are all five characteristics that they find difficult to manage.

Researcher: Find the hardest.

Assistant Head:

So actually you know, it's it's really it's more important that from a SEND point of view that we're working on those skills with those children and giving them the tools to be able to deal with that in life really.

SENDCo:

Yeah, so I mean one of our external agencies is running sort of a communication group with some of our, with some of our autistic children to teach explicitly those skills within that within a scaffolding group so so those can then be translatable outside of that scaffold um for that very reason, as [Assistant Head] said, because we know that by the very nature of it you know some of the neuro disorders that that part is lacking and-

Researcher: Definitely.

SENDCo: So um and and about equipping those children as well for those,

for that next stage in their education journey for secondary nectar, for independent living. Um you know and when you speak to most, well most parents have SEND children that i've had conversations with especially kind of at the EHCP, you know most parents would say what they want is for children to live fulfilling lives as adults.

Researcher: Yeah.

And you know that that is, seems to be the very core of of most parental wishes and um that is about being able to access and interacting in the in society and be a valued member of society.

Researcher:

Definitely, I agree. Yeah, that's interesting that yeah parents views generally as a theme is very much around, when I ask them as well so what do you what do you hope for the long term and it's always for my child to be happy or my child to go out and live life and those kind of things. Um and more often it's that side of things that they talk about rather than specifically the learning, specifically with children with SEND that's the most foundational thing first.

SENDCo:

For those children with SEND where they were they're parents worry that what most conversations I have is what's going to happen if i'm when i'm not here and actually they want their children to be able to be independent because I think parents are very fearful that [inaudible 25:17] children that are very dependent on their parents that that um if anything would happen to the parents then they would know want to know the child could be functioning independently.

Researcher:

Yeah, exactly exactly. Thank you, thanks [SENDCo]. Okay um are we happy to move onto the last question or does anybody else have anything to add? Okay, thank you.

So the last question is um so first I just want to say that so we all equally agree that social and emotional learning is so important and there's been so many interventions that have been developed across the globe actually lots of different ones over the past few years and you're probably come across some of them previously in you times in schools. Um but in addition to that a lot of research suggests that a positive, really positive school ethos and culture can really help promote social and emotional learning for all children as well, so it's a sustainable method. So the final question I just wanted to ask is, what do you believe are the most important aspects of the school's ethos and culture that can really promote social and emotional learning?

Assistant Head:

I think it's ensuring that the values your living in school are ones that are also addressing the social and emotional aspects of learning too so you know, one of our values is respect you know so that's a really important aspect of of you know social and emotional learning really because if you don't have respect within a relationship, then you know you haven't got a relationship really, so it's making sure that those those key values are embedded in your social and emotional learning, as well as being a value in an ethos within the school.

Teacher:

It has to fit where you live as well doesn't, it has to fit those children and their life experiences and what you want most for them and depending on the area and the background of the parents and the children that are attending it it will be different.

Researcher: Definitely, I think definitely the area where they're from is really

going to affect what's important to them and what they value in

their education.

SENDCo: And that sort of goes back [Assistant Head] as well about having

> you know, making sure that children can be aspirational. You know the permission for children to be aspirational and you know and and that's sort of why when we have kind of child interviews and and I kind of in preparation for SEND reviews particularly I ask children what they want to be when they grow older you know and then their responses are so aspirational and you think absolutely, you want children to aspire to that, why wouldn't you. Um also it's about building that respect not only for kind of the relationships are but that they develop respect for themselves, they respect their own body, you know their own safety, they do respect themselves

um and I think that's really important as well um.

Researcher: That's true yeah.

SENDCo: But as [Assistant Head] said if they're kind of woven in and they

> complement each other then it kind of they're they're more in tune the aspirations and the aspects how that correlates to developing

a sense of self and healthy emotions-

Researcher: Yeah.

SENDCo: And healthy social emotionally healthy state of being.

Researcher: Just writing this down. And what would, what would the

relationships look like in a type of school where it really promotes

social and emotional learning?

Assistant Relationships would be strong between everybody, so you know Head:

you would be seeing strong relationships in the classroom

because teachers will have built relationships with the children and will know them well, you know the children on on an opposite keel would know that they can trust their teacher to go to that, you know there's a mutual respect for each other within the school, but then that mutual respect is also amongst staff as well you know

and and that trust is is there too so-

Researcher: Yeah.

Assistant So it's been seen in you know like in every aspect amongst the adults but I think as well you know from parents' point of view as Head:

well, it's building their respect there as well. It's it's more difficult,

with some parents than others. But you know it is you know I think the longer that you're in a school the more parents get to know you and that respect builds really you know so um it's it's living that

culture isn't it so.

Researcher: Definitely. What kind of- Sorry what were you gunna say sorry?

SENDCo: Kind of like the the um those those relationships are reciprocal as

well and you know. I mean I I think that it's important that the children learn that we gain as much from being with them and there what they bring to school as much as they kind of [inaudible 40:08] from us, that actually it's a very reciprocal [inaudible 40:12]

relationship.

Researcher: Two ways.

SENDCo: [Inaudible 40:15] as [Assistant Head] says, you know developing

those links with parents and that that we always want children, don't we to have as many avenues as as they can to to develop a support network. Um and that's what kind you know we need to keep that in school that that they could like you say that they have a place where they feel safe, trusted, listened to, respected that perhaps if they haven't got a voice of their own they know they've got an advocate there, then we'll advocate for them but also that they have the autonomy as well, their own voice and that's heard and listened to and responded to as much as, as much as we can and I think that's where those kind of that having that consultation period to develop those values, you know that the children have

that voice their voice heard.

Researcher: Yeah definitely. Yeah I think-

Teacher: It needs to be honest as well doesn't it. We need to be honest and

allow children to be honest when they're going to say something

that perhaps we won't like.

SENDCo: Yeah.

Teacher: And and we'd be honest and say well you're not going to like what

you're going to hear-

Assistant Head:

tant Yeah [laughs].

Teacher: But i'm going to say it anyway [laughs] because if you've got the

trust like [Assistant Head]'s saying that trust is so important that you have to be able to be honest as well even if if somebody

doesn't really like it [laughs].

Researcher: That's true.

Assistant Head:

That's that's why it's one of our core values.

Teacher:

[Laughs] You sound like you were selling them then [Assistant Head].

Researcher:

[Laughs] It's embedded in everything [laughs]. Thank you, what about, what would the behaviour policy look like in a school that really promotes social and emotional learning?

SENDCo:

Erm, I think it needs to be reflective of the needs of the children in school as well so um obviously there do need to be adaptations made for children um who, whose SEND needs may mean there behaviour is is is different and that one blanket approach isn't always going to fit um because some children are coming from a different kind of um beginning, a different baseline and so some children-

Researcher:

Yeah.

SENDCo:

May well be impacted by um characteristics that are out of their control. So I think it's about being mindful of of individual children and what their behaviour might be trying to show us and that in our behaviour management of them we're not we're not compounding an already negative sense of being or sense of self so I think it's about being...knowing the children.

Researcher:

Yeah.

SENDCo:

And just trying to understand what the behaviour is trying to show us as opposed to just being kind of a blanket approach.

Researcher:

That's true yeah. It's that level of understanding deeper than the behaviour itself, yeah I like that.

Assistant Head:

I think I think it's having a positive spin rather than a negative spin as well isn't it, it's like your constructive criticism isn't it you know.

SENDCo:

Yeah

Assistant Head:

Everybody can accept it if it's delivered in the right way.

SENDCo:

Yeah.

Assistant Head:

If it's delivered in a dismissive way the criticism rather than a constructive way then you're less likely to take it on board so you know it's having that positive positivity when you're dealing with things.

And I guess it's also about them being able to move on so the children have fresh starts whether that's, and some children might need a fresh start every 10 minutes you know.

Assistant Head:

[Laughs].

SENDCo:

It's about having that fresh start for some children might need a fresh start um after you know each day, half day, whatever it is um so that children know that that behaviour that there may well be a consequence but that's not going to be used and held over them as a continual [inaudible 43:58] them with. I think that element of shame in children is something that we want to avoid at every cost because I think shame is just so damaging to children and then it. You know, I used to work with somebody that would send their child out from the class you know and and really, really bellow at them in front of everybody and then expect that child to come back into the classroom and just get on you know where as that child was just feeling so ashamed of their own behaviour that may well have been out of their control for whatever reason that they and then it was then held over them for the rest of the day and it and it was just so heart-breaking to see so it's I know it can be really, really, really hard can't when children are so demanding and you know you're working so so so hard um and then you keep giving more and then you know you might get a negative response back but it is I think it is important to try and have that fresh start so everybody so everybody's feeling that that when moving forward as opposed to keeping on reminding them of it.

Researcher:

Yeah, that's very true isn't it because they feel like they're already looked at in a certain way what where's the intrinsic motivation to then actually the next day, right i'm going to do better, I'm going to follow the rules, i'm going to make sure I listen.

SENDCo:

I think inevitably you know you get the children who's who never get invited to parties because parents have already got a preconceived idea of what they're going to see because children are very very swift at picking up on the child that that might behave in an inappropriate way more frequently and then that get that name goes home, it goes on the playground and then those children that child has never been invited to anything and we can see that sometimes start right from right from early on.

Teacher:

Yeah the children will be blamed for something they weren't even in the room because they've got this reputation.

Assistant Head:

A label.

Teacher: Yeah.

SENDCo: And children [inaudible 42:51] from that you know they say oh it

was so and so and like [Teacher] said well it wasn't because they weren't even in the room but [laughs] you know they've kind of got

a label for themselves so.

Researcher: Bless them.

Assistant Head:

It becomes that self-fulfilling prophecy them doesn't it.

Researcher: Yeah.

Assistant Head:

If i've got that label then I might as well live up to that label you know if that's what i'm going to be thought of so.

SENDCo: It comes back to having that respect for themselves that that they

don't have to become the label that they're sometimes given by

others.

Researcher: That's so true, thank you. Okay, what about in terms of perhaps

the physical environment, what would a physical school look like in terms of kind of the symbols, quotes, things on the walls, logos and things that would promote social and emotional learning?

Assistant Head:

I think I think we touched upon it before really in that you know in each of the classrooms there should be a values poster with the six values that we have in school, like in my classroom it's on my

'good to be green board' which is our behaviour code.

Researcher: Yeah.

Assistant Head:

So you can see that the values links to that so um you know we have an assembly so you know that's being promoted, we've got displays, the value when you walk into the school in the entrance hall it's actually on a board facing the heads office so when the children go to their lunch hall they're passing you know the value every day so they can see, so this half term it's aspiration because it links in with dreams and goals. So you know the start of a new

year it's January, new year's resolutions.

Researcher: Ah okay.

Assistant Head:

So you know you know it's refocusing that aspiration, being the best you can be really so.

Researcher: Ah that's good, that's nice that you didn't realise that you had one

in every classroom the values on the board [inaudible 47:44]

school.

SENDCo: Sometimes have um kind of like the visual representation of that

as well obviously for children that may...

Researcher: Okay.

Assistant Head:

Yeah there's a picture that goes with each one isn't there.

Researcher: Aww, that's really cool.

SENDCo: That's nice that little kind of symbolism.

Researcher: Symbols as well is really key isn't it I think.

SENDCo: Yeah.

Researcher: Definitely. Okay. I think that was every-

SENDCo: You see lots of you see lots of different guotes in different

classrooms, little posters, sayings something about in in lots of different ways you know, keep having to go or you know well something about, I I I can't think of them all off hand but I know.

Researcher: It's okay.

SENDCo: Like in book corners and things like that.

Researcher: Yeah.

SENDCo: You know 'Gerald found his own dance' or whatever it might be-

Researcher: Yeah.

SENDCo: [Inaudible 48:35] But he found his own voice and that kind of thing.

I think there's quite a lot of that around school in different

classrooms as well. Those inspirational quotes and I think adults use those too don' they if they are having a rough day and someone sends you a bit of a motivational quote you can just.

Researcher: Yeah, I know I do all the time [laughs].

SENDCo: Like those [Name] ones at the minute you know actually if you look

at lots of those they're really quite good.

Researcher: They are really good. Yeah I use guotes a lot.

SENDCo: I read one the other day that said you know storms get tired too so

hold on and I thought yeah you know we do need that kind of that

kind of reminder that we can all find things challenging.

Assistant Head:

I think as well you know from like with my PE hat on you know from a sport point of view when you go out and you playing sport or the children are involved in you know inter school competitions or whatever its you know showing those values then to you know respecting the other team and it is something that is particularly done well at [School] because it is flagged up when we go out you know when we go out on trips, very often members of the public will comment on how well behaved the children are or how polite they are-

Researcher:

Yeah.

Assistant Head: Or how they're behaving properly or you know and when we play sport and very often when we go to tournaments they won't win it but they will win the fair play-

Researcher:

[Laughs] yeah.

Assistant Head:

Award you know and that's another another sort of reward that shows that actually what we're doing is making a difference you know because it is in everything else that we do.

Researcher:

Yeah, it sounds like because it's so embedded into your school context when you transfer it to somebody, somewhere else they can generalise it to their school trip or going to a tournament at a different school.

SENDCo:

[Inaudible 50:19] More independently embedded doesn't it because of that themselves without being reminded or scaffolded and it's kind of like you know you can encourage your children to make the best decisions by modelling and all the rest of that but actually until they're put in that situation out when you're not with them and they make that correct decision themselves because that's their own belief.

Researcher:

Yeah.

SENDCo:

It shows that all that hard work has translated into them being able to make and act on becoming you know a a positive member of society.

Researcher:

Definitely, I agree with that as well. There's clearly something that they have learnt but they also instil that in themselves, they believe that as well if they are doing that in different contexts as well. That's lovely, thank you. Um is there anything else, so that's the last question really, is there anything else that you think can be quite relevant to share about this topic that we've discussed yet. What do you think would be helpful before I am speak to the pupils?

Assistant

No, I just hope that like everything we've said comes from them

Head: now.

Teacher:

[Laughs].

SENDCo:

[Laughs].

Assistant

Head:

Otherwise actually what I do think is happening and is going on,

isn't.

Researcher:

[Laughs] No, I'm sure it would, I'm sure it would. It sounds like as a school because your not one of my schools so I pick a school that wasn't my school so I didn't know anything about it, but from just listening to all three of you today and you're all saying very similar things it sounds like you do so much in terms of this area and I hadn't realised you had um a consultation with the pupils, and the parents and you develop this with them. That that sounds so good I think it's going to definitely show when I speak to the pupils I think and what they say. It's just nice to hear their views really because I wasn't sure to what extent pupils knew about their own school ethos and culture but from listening to you three it sounds like they're definitely going to know already [laughs] what their ethos and culture-

Assistant Head:

I hope so, I hope they'll be able to name them anyway.

Researcher:

[Laughs].

Teacher:

[Laughs].

Researcher:

Yes, so if I prompt them, what are the values they might tell me, honesty. So yeah, so that's all my questions really. Have you got anything to ask me before we finish?

SENDCo:

No, I don't think so. I'll I'll chase those permissions back from the.

Researcher:

Yes.

SENDCo:

I tried to choose a cross section-

Researcher:

Thank you.

SENDCo:

And to kind of representative of you know a cross section of the community so hopefully you'll get feedback.

Researcher:

Thank you so much for trying to organise that, yeah i'm just thinking actually I needed to ask you, has anyone come back yet

but I didn't know if they were coming to me.

SENDCo:	Yeah, so i've got a draft ready to go so i'll send it.

Appendix 3: Staff Group Interview Schedule

Introductions (10 mins):

- Hi everyone, it is lovely to meet you
- My name is Priya Dhanjal, and I am a trainee educational psychologist on placement with the Coventry Educational Psychology Team at the SEND Support Service
- I want to start off by saying thank you for taking some time out this afternoon to participate in this group interview
- So as part of my doctoral training course, at the University of Birmingham, I
 am conducting a research project to explore the key factors of a school ethos
 and culture that will ultimately promote social and emotional learning, from the
 perspectives of pupils themselves
 - But before I do this, I want to gain other points of view first to help inform my work with pupils
 - So that is what the aim of today is really to gather staff views on this topic area
- Thank you for sending your consent forms back, I just want to reiterate that as
 this is a group interview it is difficult to withdraw any individual data, but you
 can leave at any point of the interview if you want to
 - Also, just to remind you that interview will be video, and audio recorded so that I can focus on what's being said rather than transcribing during the session
 - Is that okay with everyone?
- The concepts we are going to discuss can seem quite abstract and there has been some inconsistency within the research too so there are not right and wrong answers.
- I am actually more interested in your views from your own experiences of working in school settings
- However, you do not have to refer to your current school or previous schools you have worked in as my questions are hypothetical, so it could be an ideal school or school in general
 - But if you feel like providing examples from your current school will help to answer a question then please feel free to share and that will also be interesting
- Do you have any questions before we start?

Interview begins (turn on video and audio recording)

Topic	Questions	Prompts	Probes
School ethos	What do the terms	Other related terms:	Can you tell
and culture	school ethos and	school climate or the	me a bit more
	culture mean to you?	learning environment.	about that?
	(1:10pm, 10 mins)	School Culture: The	Can you give
		term school culture	me an
		generally refers to the	example?

*Provide a definition of school ethos and culture.

To what extent do you agree with these definitions?

Is there anything else you would like to add about what these terms mean to you? beliefs, values, relationships, and written and unwritten rules that shape and influence every aspect of how a school functions.

So for example when I used to work at a faith school the underlying beliefs and values were embedded within how the school ran on a day to day basis, from lunchtime prayers to daily hymns and symbols they have around the school

School Ethos: the general feeling or atmosphere of a school environment (Rutter, 1979). Some researchers believe that school ethos is the product of school culture.

For example, you may feel the ethos of a school from when you walk into their reception area, such as the work displayed on their walls.

Some researchers overlap the terms school ethos and culture and use them together so for the purpose of our discussion let's think about the terms as one overarching concept.

Does that make sense?

Anything else?

What do you think are elements, factors... Can you tell me a bit more the main components describe, characterise, about that? that define or shape a identify... school's ethos and influence, build, shape, create, contribute... What does culture? (1:20pm, 10 this look like? mins) For example, the values and beliefs Can you give around behaviour me an management? example? Social elements: Anything else? Leadership style Relationships e.g. (between staff, between pupils, staff-pupils) Pupil involvement Parent involvement Physical elements: The physical environment (e.g. building) Values and Beliefs: Vision and values (e.g. British values, diversity, inclusion) High expectations of achievement and behaviour School expectations (e.g. bullying policy) School rules Behaviour management (e.g. rewards and sanctions) Extra-curricular opportunities

Classroom level:

Social and emotional learning	What does the term social and emotional learning mean to you? (1:30pm, 10 mins) *Provide a definition of social and emotional learning. Is there anything else you would like to add about what social and emotional learning means to you?	Culture at a classroom level Grouping Teaching and learning: Teaching practices Traditions and Rituals: school's history Social and emotional learning: Social and emotional learning is the process of gaining knowledge, skills and attitudes that promote well-being and readiness for adult life. Influential research in the USA has proposed five key competencies of social and learning. This includes: - Self-regulation of emotions - Showing empathy and understanding of others - Establishing and maintaining relationships - Setting and achieve goals - Making responsible decisions	Can you tell me a bit more about that? Can you give me an example? Anything else?
	There are a number of social and learning interventions that have been developed over the years and that you may have	(CASEL, 2013) What type of school ethos and culture promotes social and emotional learning? what do relationships look like?	Can you tell me a bit more about that? What does this look like?

		A stive involvement from Convey of						
	these. In addition to this,	Active involvement from pupils, the wider community?	Can you give me an example?					
	research suggests that a positive school ethos and culture can	Time dedicated within the curriculum.	Anything else?					
	also promote social and learning for all	What types of values?						
	pupils.	What type of behaviour policy?						
	What do you believe are the most important aspects of a school ethos and culture that promote social and emotional learning for all children? (1:40pm 10 mins)	A safe environment a sense of community						
Further information/ questions (1:50pm, 5 mins)	Is there anything else you would like to share that you think would be relevant to these topics?	Anything about school ethos and culture? Anything about social and emotional learning?	Anything else?					
	Is there anything you would like to ask me?	About any part of the research process?	Anything else?					

Concluding the interview (turn off video and audio-recording) (5 mins):

- Thank you all for taking the time to engage in this discussion today
- It has been really interesting to hear your views and moving forward it will be nice to hear the pupils' views too
- Once I have transcribed the information from today's video, I will delete it immediately
- It was lovely to meet you all, have a good week
- Thank you, good bye

Group Interview ends (2pm)

Appendix 4: Pupil Focus Group Transcript

Researcher:	[Sha	res	scr	een	with	P	ower	Point]	What	else	do	you	think	is re	eally

important to learn about?

Assistant Head: Apart from lessons at school.

Researcher: Yeah.

Assistant Head:

What things do you think are really important that we learn about?

Pupil 1: Social skills.

Researcher: [Types] Yeah, who said that? I couldn't hear that then.

Assistant Head: [Pupil 1].

Researcher: Was that [Pupil 1], thank you [Pupil 1]. So let me see if I can share

the screen again. We can write this as you talk [Pupil 1]. Okay, can

you see that?

Pupil 1: Yep.

Assistant Head:

Yep.

Researcher: So what about does that mean [Pupil 1], social skills?

Pupil 1: So like you get along with people because if don't get along with

people it's not gunna be very good.

Researcher: Yeah.

Assistant Head:

Good answer [Pupil 1].

Researcher: Very good [Pupil 1], yeah that's really good isn't it because I think

as well as learning things to help us to think different things, we need to know to interact with everybody because in school there's lots of different people, and then later in life you need these skills as well. Very good. Anything else? What life skills do you think

you'd need?

Pupil 3: Understanding that there is someone to if you're feeling sad.

Researcher: Amazing, well done [Pupil 3]. Understanding [types] there is someone to talk to. That's really lovely, to know that you've got

people around you isn't it, to feel to feel like you are heard when feel upset as well. [Pupil 2] have you got your hand up?

Pupil 2: Yeah and also like on to learn about online safety.

Researcher: Yeah [types] to learn about online safety. To be aware of your

environment isn't it, kind of what's going on on the computer but in real life as well, so a kind of fancy word for that is being socially aware okay. Anythign else, These are great. There is a little example here I've got [points to emotion picture on Power Point] as a reminder. I've got this little circle with the word emotions around it. Anyone else think. Oh [Pupil 4] you've got your hand up

thank you.

Pupil 4: Um learning how to express your emotions properly.

Researcher: Yeah excellent [types] express your emotions properly. And why is

that important [Pupil 4]?

Pupil 4: It's important because then teachers and your pupils around you

can understand how you're feeling.

Researcher: Yeah, lovely answer, thank you. I think learning how to understand

and manage how you feel is really important isn't it, on a day to day basis. These are all really important things to help you in life.

Okay and [Pupil 1].

Pupil 1: Learn about adulthood and prepare.

Researcher: Preparing for adulthood, great [types]. What kind of things would

you need to learn about adulthood [Pupil 1].

Pupil 1: You need to learn all types of subjects because if you don't it will

be hard to get a job.

Researcher: Yeah, it's very true isn't it, so it's learning about that balance about

all the subjects you need to learn as well as learning about being socially aware, getting on with other people, managing your emotions and knowing who's around to help, all the things you just said. Excellent. Now all together all the things that you just said are called, there's a big umbrella term, and these are called social and emotional skills and I think you've already said half of it there, I think [Pupil 1] said social skills well done. So when we're thinking about kind of create a really great positive school we need to think about a school that can you can help you to learn, so your maths, english, science, but also a place that might help you to learn these life skills, these social and emotional skills. Does that make sense. Give me some nods if it makes sense. Does anybody have

any questions so far?

Okay, perfect. So rather than sharing...let's see. Am I still sharing screen? Can you still see the screen? Brilliant perfect, thank you.

Okay, so i've got an activity for you to do now. So you all have a very important mission. I want you to create a brand new school, to build a brand new primary school. One that has a really, really positive school environment, so it's like your ideal school. One where you can learn, but also feel happy, safe and motivated, have good friendships and all those social and emotional skills we're just discussed. So what I want you to do is, I want you to draw the school building, so think about what the school looks like. I want you to draw the playground, so the outside of the school. I want you to draw at least two pupils, at least two teachers, and then finish off with about three school rules, so what's really important in that school. Um so have a think about things like how the pupil's will be standing, how they are interacting, do they get along with their teachers or their friends. These kind of things you can think about when you're doing your drawing. So you've got 10 minutes to do this drawing and I'm hoping you've all got blank piece of paper with you. Has anybody not got any paper with them?

Pupil 2: Me.

[Pupil 2], is your teacher nearby [Pupil 2]? Researcher:

Pupil 2: Yeah.

Researcher: Yeah and get some pens or pencils that you need. So you can use

> felt tip pens, pencils, crayons, anything you like to use. Um you can be as creative as you want. So you don't have to think about your current school, it could be any school, your most ideal, best school. Okay, and it's all about thinking what makes it really positive. Does anybody have any questions about this game? Does anybody not have any pencils or crayons at home? Do you need anything? Hopefully [Pupil 2] will get some resources there. So you've got 10 minutes to do this and I'll let you know when you've only got a few minutes left. What I'm going to try and do and not sure if this is going to work, I'm going to try and put some relaxing music on while you're drawing and colouring okay, but let me know if you can't hear it. So let me have a go. Can people hear

that? Can't hear the music.

Assistant Head:

No.

[Laughs] Okay. Um share sound okay [clicks share sound]. Can Researcher:

you hear that now [relaxing music playing]?

Pupil 3: Yes. Researcher: I'll put the volume down a little bit, I don't want to distract you. I'll

keep it on for you. I'll let you know when you've got a few minutes

left so your time starts now [pupils start drawing].

Researcher: Guys just to let you know there's three minutes left.

Researcher: How did you guys find that. Are you nearly finished or did you

need some more time?

Pupil 5: Need some more time.

Pupil 4: More time.

Researcher: A little bit more time, okay shall we, because we are a little bit

ahead of time. I'm going to give you all five more minutes okay and then we are going to spend the rest of the session talking about your views about this. Okay, so i'll give you five more minutes and then we'll definitely stop there. So carry on and I'll share the screen again [shares screen of Power Point]. Okay five more

minutes and then [pupils start drawing].

Researcher: Okay guys, you've got one more minute left to finish your drawing.

Researcher: Okay, that's enough time. I'll stop sharing that. It's okay if it's not

finished [inaudible 24:18]. Have we got everyone back. So we've got [Pupil 1], [Pupil 4] [Pupil 3], [Assistant Head], we 're got [Pupil

2] and [Pupil 5] as well perfect. How did you find that task?

Pupil 4: Good.

Pupil 3: I found it interesting.

Pupil 2: Half my school is coloured in, half of it is not.

Researcher: Sorry say that again [Pupil 2].

Pupil 2: Half my school is coloured in and half of it is not.

Researcher: It's okay, don't worry leave it for now. What we're gonna do is

we're going to talk about this topic now and then you can go back

to colouring it afterwards if you need to. That's fine.

Okay, so what we're going to do now is for the last bit of our session is we're going to talk about what you think makes a really positive school environment. Okay so i've talked today about what this means and you've had some time to think about this hopefully while you did your drawings. I'm just going to ask you some questions and feel free, if you're answers are different that's completely fine and if they are similar that's also fine, okay. So

who wants to show their picture up and talk a bit about their school? I think [Pupil 4] had her hand up first. Do you want to show us, just turn it, turn it upwards like this [pretends to hold picture up] so everyone can see it and talk a bit about it. Nice.

Pupil 4: [Holds up drawing] I didn't get to actually colour the people in.

Researcher: It's okay.

Pupil 4: But um I don't really know what to say really about it. I just started

colouring and then I just let my mind just take control.

Researcher: That's fine. So talk a bit about who, who are the pupils in your

school, let me see the pupil. Who have you got here?

Pupil 4: I haven't really given them names because I didn't have chance

but this is one of the teachers.

Researcher: Okay.

Pupil 4: Student.

Researcher: That's nice.

Pupil 4: These people were really quick because it was towards the end.

Researcher: Ah, don't worry.

Pupil 4: This is another student and this is another teacher.

Researcher: Nice, I like the school, the school is very grand and big. That's

quite good and you've got the teacher standing next to the pupil that's really nice. So what are some of the rules in your school? It okay if you haven't written them down, what kind of things would you, if you could have your ideal school what would some of the

rules be?

Pupil 4: There is a dress code, but you don't have to wear uniform.

Researcher: Okay.

Pupil 4: Um bullying is is not allowed no matter what. Um...and if you don't

finish all your work at school, on Friday, whatever hasn't been completed you will take home for the weekend and that will be

homework.

Researcher: Okay, so school work is really important, and if you fall behind you

have to make sure that you take it home with you to finish.

Pupil 4: Yeah.

Researcher: Okay, and then you said bullying is absolutely not allowed at all so

its really important that you're very caring and kind to each other, it

sounds like in your school.

Pupil 4: Yes.

Researcher: Sounds lovely. How do the children feel when they go to this

school of yours?

Pupil 4: Um they're really happy and um they only have a couple of

teachers but I only actually managed to draw two.

Researcher: It's okay, don't worry and how do they get along with their

teachers?

Pupil 4: Um quite well.

Researcher: Quite good, that's really nice, thank you. Is there anything else you

want to share about your school?

Pupil 4: Um I don't know why but I gave it a rainbow sign and a pink door.

Researcher: Aww that's quite nice, quite colourful. It looks very welcoming.

Assistant I was going to ask why the door was pink. Probably unicorn colour

Head: hey [Pupil 4] [laughs].

[Laughs] Who can go to your school, can anybody go to your

Researcher: school?

Pupil 4: Anybody can go to my school.

Researcher: Aww that sounds lovely, that sounds very nice. Thank you [Pupil

4]. Okay, who else would like to share their picture? I think [Pupil

1]'s up, hand was up next. Do you want to show us next.

Pupil 1: [Holds up drawing].

Researcher: Ooo, looks nice and grand as well. I love the school. Do you want

to tell us a bit about your school [Pupil 1]?

Pupil 1: It's in different shapes because and you don't just have to be like

one type of person to join you can be anyone.

Researcher: Oh wow, it's really interesting. Very creative.

Pupil 1: And then it's all different colours because you don't have to be the

same colour to join the school, you can be any.

Researcher: That's very welcoming. Pupil 1: And then the...the school yard, where there's a teacher playing with the kids, the teacher doesn't just teach they do other things. Researcher: Aw, what kind of other things do they do? Pupil 1: They can help you with some work, they can play with you, they can help you with [inaudible 28:56]. Researcher: Sorry [Pupil 1] I didn't hear that last bit then. Pupil 1: Um they can basically help everything that you need. Researcher: Aw, that sounds lovely. Sounds like a really nice school. Did you have any um school rules for your school? Pupil 1: Yeah, I did four. Researcher: Ooo, let's listen to them then. Pupil 1: The first one is we keep thoughts and hands to ourself. Assistant [Laughs]. Head: Pupil 1: The second one is care for everyone and everything. The third one is for everything used put back in place. And the last one is you

Pupil 1: The second one is care for everyone and everything. The third one is for everything used put back in place. And the last one is you always will be safe in school.

Researcher: Very nice. What to safe mean to you in school [Pupil 1]?

It means that um the teachers always have an eye on you, so if

Pupil 1: anyone's like picking on then [inaudible 29:48].

Yeah sounds lovely. It sounds similar to what somebody said earlier, I think it was [Pupil 3] or [Pupil 5] who said, people know where to go if you need, if you need some help. That sounds really nice. I really like your rule about putting things back where they go, it sounds like a nice, tidy school and I like that [laughs]. I want to make sure a place is always tidy. Is there anything else you want to share [Pupil 1]? We'll have more time to talk as well afterwards.

Pupil 1: For my rules I put it like going down so there's like an actual message there.

Researcher: Oh, what does it say?

Researcher:

Pupil 1: It's like just at the star-

[Reads pupil's drawing] We care for you. Wow, that's very creative. Did you think about that before you were writing it then to make sure it all had a big message. So that sounds like the biggest kind of belief or message in your school doesn't it [Pupil 1] and sometimes, when we talk about these things, in research it's called a school ethos, that's another word for the school environment and it sounds like that's your ethos [Pupil 1]. Sounds lovely.

Researcher: Anybody else want to share their school? Go on then, I think you

were next and then I think it was [Pupil 2]. Okay [Pupil 3] do you

want to share yours.

Pupil 3: [Holds up drawing] This is my school.

Researcher: Oh lovely, you're got all the pupils coloured in as well, lovely okay.

What do you want to share about your school?

Pupil 3: I have a school building with a PE building attached. I have a

playground of different activities and a little hut. There's a certain

uniform.

Researcher: Okay.

Pupil 3: And not very many teachers and all the teachers get along with the

pupils.

Researcher: Aw lovely. Why is there not that many teachers, is It a smaller

school or.

Pupil 3: Yeah.

Researcher: Ah nice, okay so it's a smaller school, a smaller number of children

and teachers? Ah okay and how many children will be in a class

then, in your school.

Pupil 3: Probably around 15 children.

Researcher: Ah okay okay. So it's a bit like half of what you have now isn't

because I think maybe schools are around 30 now aren't then, up

to. That sounds like a nice calm, quiet classroom lovely.

Pupil 3: Um my rules are respect each other and treat others with kindness

and how you want to be treated and be honest.

Researcher: Lovely and I like that honesty, and if i'm right in thinking [Assistant

Head], is that one of your actual school values in your current

school.

Assistant

Head: Yeah and the kindness one is and the respect is so.

Researcher: Ah so it seems like you're all kind of thinking the same thing which

is great. I've not actually been to your school before guys, so I don't know any of your values, but I did speak to [Assistant Head] last week and she shared some of them with me. So that's really lovely [Pupil 3]. Is there anything else you want to share about

your school [Pupil 3]?

Pupil 3: Not really.

Researcher: Okay, excellent, perfect. Okay, I think [Pupil 2] had his hand up

just after [Pupil 3] so do you want to share your screen [Pupil 2].

Pupil 2: [Holds up drawing].

Assistant

Head:

Good clock.

Researcher: Nice. Okay, do you want to share something about your school

[Pupil 2]?

Pupil 2: My school is like [inaudible 32:59].

Researcher: Sorry can you say that again.

Pupil 2: So my school is like a big school so it has lots of pupils in.

Researcher: Ah okay.

Pupil 2: Anyone's allowed. Yeah and erm like I want like like everyone

to feel safe in it. To people to know that the teachers are there for

everyone.

Researcher: What does safe mean to you um [Pupil 2]?

Pupil 2: It means like that I know like there's someone that I can go to.

Researcher: Yeah lovely, that sounds very nice and safe and similar to what

[Pupil 1] said as well lovely. Anything else you want to share.

Pupil 2: My rules are be kind to like so be kind and like don't hit anyone

physically or or like make people feel bad about themselves. And then like let other people speak as well because like you may just know every answer to everything but it's nice nice if you let like some other people say stuff as well which usually don't like speak

a lot.

Researcher: Yeah, that's really nice isn't it [inaudible 34.22].

Pupil 2: Yeah.

Researcher: Really nice [Pupil 2], I do like that, lovely. Is that, is that all your

rules then [Pupil 2]. Yeah, sorry I think it crackled a bit, I didn't hear it. That's really lovely. Is there anything else you want to

share about your school?

Pupil 2: Erm no, not really.

Researcher: That's fine, we can talk a little bit more in a minute.

Pupil 2: Yeah, but I tried to draw Mr [inaudible 34:45] teacher.

Researcher: You tried drawing your teacher [laughs]?

Assistant Head:

I can, I can tell which ones him, [Pupil 2].

Researcher: [Laughs] that's funny, thanks [Pupil 2].

Pupil 2: [Laughs].

Researcher: Last but not least, I think it's [Pupil 5], if your free to share.

Pupil 5: So I'm not the best at drawing but I did draw [holds up drawing].

Researcher: It's okay.

Pupil 5: That's mine.

Researcher: Nice, nice grant school. I like the blue slide.

Pupil 5: Yeah. And I, it's a big school and everyone everyone can like

come. Um th

ere's a lot, there's a lot of equipment in the playground. There's

hopscotch, a monkey bars and a slide and hula hoops.

Researcher: Aw cool.

Pupil 5: A chalk board so you can write stuff and draw stuff and it's nice

and its nice and sunny.

Researcher: [Laughs].

Pupil 5: And then the rules are on a piece of paper here. They are be kind

and honest, be respectful, don't judge people and don't bully.

Researcher: Ah, very similar to the school rules at your school as well, nice. I

like that there's similarity between what you're all saying, and they

sound like very nice rules to be honest. I'd like to go to your

schools [laughs]. Is there anything else you want to share about your school [Pupil 5]?

Pupil 5:

No.

Researcher:

Okay. Now we've just done a quick whiz through of everyone's pictures I just want to ask you more broadly now, for the rest of the last 10 minutes, just some more open questions about your ideal school and then you can just put your hand up to answer. Okay, so what would happen at your school, and you might have different answers, when somebody breaks the rules at your school, what would happen. [Pupil 2].

Pupil 2:

So they would have to, a bit like our school because we have to be [inaudible 36:28] and if they break a rule they will have a warning card and then if they keep on doing it like four times and then um and then will get a red card. If you do it even more then like they'll will get a call to [inaudible 36:46].

Researcher:

So that's similar to your current school, that's what's happening at the moment. Sounds fair. Did someone else have their hand up, I think it was [Pupil 4].

Pupil 4:

Um, if somebody breaks the rules first of all, depends how bad it was if it was. If it was quite bad then they would stay in and talk to a teacher about it and like explain what happened and then if it was with another person they would also get the other person in their who was involved with it. If it was only minor they would get like a [inaudible 37:21] card or something and if they did that again then they would get a warning which means take off time from their golden time, which is on Friday.

Researcher:

Okay.

Pupil 4:

And then...

Researcher:

So it depends, that interesting, it depends on what what's happened, that's what the consequence will be. Okay, sounds like you've got a system there. And [Pupil 3] as well before we go onto the next question.

Pupil 3:

Erm for mine, if you only break a rule once then you will be spoke to by a teacher but not very badly disciplined. If you carry on doing it you'll have to be sent out of the classroom and miss a break time and if you still do it then, then it's a call to home and you need to have um be suspended for a couple of days depending on what yo-

Researcher: Thanks [Pupil 3] and again you've got a system there haven't you

of different thing. What happens if someone's upset in your school,

what happens or where could they go to? [Pupil 2].

Pupil 2: Yeah so like our, the nurture nest. So like you can just go there if

you are feeling upset then there's always someone there which you can always talk to and they always comfort you and make you

feel better.

Researcher: Have you got a place called nurture, is that what you said. What

do you d-

Pupil 2: Nurture nest.

Researcher: Oh nurture nest, what's a nurture nest then, what's that?

Pupil 2: So, there's Miss X, um Miss Y and dunno the rest.

Assistant Head:

Mrs Z.

Pupil 2: Yeah, and then so like if you're feeling like sad about something

and you're worried about something that going to come up in the future and or like you're a bit angry about something then you can always go up to them and they make you feel better and they like

take your worries away.

Researcher: Sounds lovely, I like that, thank you [Pupil 2]. Let's, let's have a look

at the next question, let's have a look what's on here. Okay, so who makes decisions, decisions in your school. In different schools, who makes decisions, is it just one person or can anybody else? [Pupil

3].

Pupil 3: Um in my school the teachers will work together to make decisions

and if they can't agree then they'll have um decisions from other

people so [inaudible 39:47] who work with the school.

Researcher: Okay, so it's the teachers that make decisions in your school.

Okay thank you, and they work together to make the decisions

across all the teachers. Okay. [Pupil 4].

Pupil 4: In my school there would be a certain group of teachers that

whenever something like that comes up, they would all meet in a certain room and there would be a big table and there'll be a certain amount of seats for the certain amount of teachers and then um they would discuss it and if they couldn't settle it, they would, if it was to do with the children they would speak to the

children about it.

Researcher:	Okay.
Pupil 4:	And then the group of teachers change every term.
Researcher:	So everyone gets a chance to speak, it sounds like, different teachers and they can also talk to the children as well, that sounds good. So everyone has a voice a little bit.
Pupil 4:	Yeah, cool.
Researcher:	Did anyone else just have their hand up then, did I miss it. Oh [Pupil 5].
Pupil 5:	So in my school there would be the head teacher and the deputy head, and it depends what it is, so if it was like something serious it will just be the head teacher and maybe some of the other teachers as well as the deputy head but usually it will be the school council to make decisions and things. Um and they'll just talk about it and see what other people's opinions are and then decide on one thing.
Researcher:	And who, who makes up the school council. Is it adults or children or a mixture of both.
Pupil 5:	I'm not really sure I think it's just gunna to maybethe teachers.
Researcher:	The teachers, okay. So you feel safe knowing the teachers make the decisions.
Pupil 5:	Yeah.
Researcher:	That's good, thank you, excellent. [Pupil 4] did you have your hand up or was that from before [laughs].
Pupils 4:	That was one from before.
Researcher:	Oh that's okay, don't worry, don't worry.
Assistant Head:	Who makes up our school council at school children?
All pupils:	Teachers, children and teachers, the pupils.
Pupil 5:	Teachers would usually pick what child.
Assistant Head:	Well the children-
Pupil 5:	Or sometimes we have a vote in the classroom.

Assistant Head:

You vote, you vote for who you want to be your school council

representative, so you make the decisions don't you.

Pupil 3:

It's my dream to be in school Council.

Assistant Head:

[Laughs].

Pupil 4:

I was in the school council once.

Researcher:

It feels good doesn't it. Oh sorry, I think someone spoke then, was

that [Pupil 5]?

Pupil 5:

Yeah.

Researcher:

Yeah, sorry I was just going to say [Pupil 5] it's nice isn't it to have your voice heard, a little bit like today it's nice of you to share what you think and its really lovely to hear, to hear your views. Let's see what other questions I've got about your schools. What else can quiz you about. I want to ask you, how do you think teachers feel

at your school when they come to school.

Pupil 4:

Teachers, my teacher in my school feel safe because they know that they can talk to the other teachers and like about that worries

for the school and even if it's outside of school.

Researcher:

Yeah, sounds like they support each other, that's lovely isn't it. A little bit like what you said about the children. Anybody else, how do you think teachers feel in your school and you might all have different answers? [Pupil 3].

Pupil 3:

I think teachers in my school would feel confident with how they're going to teach the students but also a little bit worried whether they're going to have the children be happy with them but they'll definitely do a good job.

Researcher:

Aw, so it sounds like your teachers care about what the children think and they want to do a good job for them, sounds good. And [Pupil 5].

Pupil 5:

Well, the teachers at my school they'll feel very determined every day and they'll start off determined and happy and if anything happens throughout the day, the mood might change to happy or to sad or to angry but every single day they will start off

determined and happy.

Researcher:

That sounds nice, I like that.

Assistant Head:

Let's hope its not too much of the angry, hey [Pupil 5].

Researcher: [Laughs]. Pupil 5: [Laughs]. Researcher: And how do the children feel at your school when they kind of come in, how do they feel? Maybe [Pupil 2] or [Pupil 1], I'm not sure if I've heard from you yet recently. You can have a think about it. When they enter school how do they feel or maybe when they've just finished their day how do they feel? [Pupil 3]. Pupil 3: I think my students will feel very confident with their learning and very proud to be pupils of that school. Researcher: Aw, very proud, I like that its nice isn't it. Its nice to feel like you belong and feel proud in a, in a school doesn't it. That's nice. [Pupil 4]. Pupil 4: My students feel confident and safe coming in to school because the teachers would wait outside the gate for them to walk in. Then if like anything was happening outside of school like say someone was being mean to them, they, the teachers would be able to see it and then deal with it. Researcher: That's good, they're got the support from their teachers, thank you. And [Pupil 2]. Pupil 2: I think that might they'll feel like happy to come to school. Researcher: Feel happy, that's what we want. Pupil 2: They know they have people there for them every day. Researcher: Aw, it sounds like there's a lot of support in your schools, for the teachers and the children. How to children get along with other children In your schools? Sorry [Pupil 2] first. Pupil 2: So in the school, so the children they, some children get along with each other, but some children don't because that's alight because some people don't get along with each other. But like if they can just try to like not like get like don't not to like argue with them every day and like not say mean things about them if you can. Researcher: Yeah, sounds you're right actually [Pupil 2], not everyone might get along with each other but that sounds like what you're saying as long as they respect each other that's good isn't which kind of matches your rules. Okay and what about you [Pupil 1], any, any thoughts?

Pupil 1: [Inaudible 46:15] my students come to school I think they'll be

excited because there's new stuff to learn and to meet their friends

again.

Researcher: Yeah that's quite nice to be excited to come to school. What sorts

of things would they learn in school, in your school?

Pupil 1: I think they'd be like different teachers for a different subjects so

they can learn all types of things.

Researcher: Yeah lovely. Okay and then thinking who else have we got their

hand up. [Pupil 3].

Pupil 3: I think my students would not everyone would get along, but most

of them would because some people like different things to others and that could make them not get along as well, but there are some students who still don't get along even though they like the same things but there are students who like different things and get along and students who like same things and get along, so it's

a bit of a mix.

Researcher: Yeah, that's true, it's realistic as well isn't it. Thanks [Pupil 3]. Let's

see what other questions we're got here because I know we're running a little over a bit now. We should be done soon. Okay. So what sorts of things go on outside of lessons in your schools? Think about things like before school or after school, maybe the

types of trips they go on. [Pupil 4].

Pupil 4: At lunchtimes and break times the students have a choice of

either, they always have to get their lunch of course because it

would be against the rules if we starved them.

Researcher: [Laughs].

Pupil 4: But students would have a choice either to go outside for an hour

or go outside for half an hour and then do like an extra club in the other half an hour, either at the start or in the second half an hour because [inaudible 48:01] like you do art or drama or dance or

[inaudible 48:07].

Researcher: Sounds good, lots of options there, thank you. [Pupil 3].

Pupil 3: Erm for like in between lessons there's probably be a break in

between, around 12 o'clock, around 10 o'clock and around some time in the afternoon, so that there's some time away from doing all the lessons and stuff to get some fresh air, but before and after school they'll probably be some clubs, some are before and after

school and some are just before and just after.

Researcher: What type of clubs would you offer at your school?

Pupil 3: Probably things like art club, drama, gymnastics.

Researcher: So creative things. Aw good, thank you. What would be perhaps

one or two of your schools most important values, which is another word for saying what the school believes in. A few examples are things like respect, fairness, friendship, those kind of things. Have you got any ideas, I think [Pupil 2], did you just have your hand

up?

Pupil 2: Yeah, I had it up for the one before.

Researcher: It's okay can answer that question.

Pupil 2: Yeah so um like cus some people's parents need to get to like

work early in the morning and they get back late so there's a like a morning like like a morning like club which like give you breakfast and stuff which can like and people go there because like people's mums and dads go to work early and sometimes. And then during, like break time and lunch time you can go into like the hall or something and there will be a new task on every day, which you can do, or you can just play outside so be like football, gymnastics and like just something that you don't want to go outside you can

just do inside.

Researcher: Sounds good, lots of options there. Thank you, [Pupil 2], thank

you. Okay, what question did I just ask. What is your schools most

important values or beliefs? [Pupil 3].

Pupil 3: Um my school would probably be for kindness because you'd want

the students to get along with their teachers and you'd want to students get along with each other so like it's not like everyone's always arguing all the time and stuff if you want them to get along.

Researcher: Yeah, lovely because exactly how can you learn if you don't get

along with each other. That's really important isn't it. Thank you. Anyone else got any key beliefs or values for their school? Have a

think about it. [Pupil 4].

Pupil 4: Everyone's kind to each other. Um if another child has a problem

with another child um the teachers will either try sort it out or first step the children try to sort it out and if they can't sort it out the

teachers will get involved.

Researcher: Kindness and supporting each other, that's a really good theme.

Are you okay [Pupil 5], I didn't realise you were kicked out of the

meeting then [laughs].

Pupil 5: My iPad died.

Researcher: Oh no, it's okay your back. It's okay we're nearly finished now

anyway. I was just gonna say, talking about if you think of any values or beliefs in your school. what would be the most important

things in your school?

Pupil 5: Like beliefs and stuff?

Researcher: Yeah so things could be like fairness, a few people just said

kindness, it could be courage, honestly.

Pupil 5: I think honesty cus nobody would like to lie that's just bad and kind

of like respecting others in a way like if somebody has a disability or they are different race or a different culture that shouldn't be a problem and it shouldn't affect anybody in any way, so I feel like they should all respect each other for who they are and if there's

like different cultures or they've got a disability.

Researcher: That sounds lovely, I really like that. Thank you [Pupil 5].

Pupil 5: That's okay.

Researcher: [Pupil 1].

Pupil 1: I think responsibility would be most important because if there was

no responsibility [inaudible 52:25].

Researcher: Excellent, thank you [Pupil 1].

Pupil 4: I have another.

Researcher: Yep.

Pupil 4: Um say if you had a disability or something that's different to all the

children...um nobody, it wouldn't be allowed for someone to judge or and if say with me, I have to go and get quite a lot of medicine, well not a lot, but some medicine in the day, um that would be

possible too.

Researcher: Kind of a school that's so open and honest that actually everyone

has different things that they need to do, and they make and it's

called catering for your needs is what we call it.

Pupil 4: Yeah.

Researcher: Yeah, it sounds lovely. It like sounds, good sounds. It sounds very

similar to what [Pupil 1] said earlier as well, and a few other people said that, for example, everybody's allowed at your schools, anyone can go and it sounds like it's very, very open. Another word for that is called inclusive, that's a word that we use

sometimes in research. It means we can include everybody. Okay,

I know sorry we're gone a bit over now so we'll finish in one minute [inaudible 53:31] last question. I think we might have talked about everything already. Okay, I think the last one is what would be on some of the walls in your kind of display board when you go to your school, what would people see when they came over? Okay [Pupil 3].

Pupil 3: Mine would probably show things to help children with their work

and stuff like that with different subjects but also show like we have star of the week but different so like children who have done well that day or that week or that term, so like the rewards system.

Researcher: Nice. So it's kind of like part of your reward system, its on your

walls. Lovely. Erm [Pupil 4].

Pupil 4: In the front of the school, but where the reception is there would be

this big board and I don't know why but it would have a rainbow boarder around it and it would have certain things on it like there would be a map like some of the older children that if you need

help you can go to.

Researcher: Okay.

Pupil 4: The main teachers that you need to know. Um how many year

groups there are and how many children there are.

Researcher: Ah so it gives you all the information when you first come so you

know what your prepared for. Lovely, thank you. [Pupil 1].

Pupil 1: Mine would have an ethos um saying like, if it said like 'we care for

you' maybe there's [inaudible 55:27] like like I'd let children like write down all the things where how they've helped someone,

around it.

Researcher: Lovely, so you'd get the children to make the board in the front of

the display and you'd have your ethos, did you just say as well.

Great so your ethos is 'we care for you' isn't it.

Pupil 1: Yep.

Researcher: As, that sounds really good, excellent, thank you. [Pupil 3].

Pupil 3: I've just had another idea.

Researcher: Yep.

Pupil 3: So there could be a display boards that had like a chart for each

classroom and students will need to vote who has done like the best in their learning that week and whoever gets the most votes

or gets some form of reward.

Researcher: Ah nice, that's guite motivational as well isn't it, if you can see it

and everyone can see that on the board. Great, thank you. Okay so we'll finish off there because I know we've gone over by 10 minutes. But before we finish is there anything else that somebody wants to share about what makes a really positive school or a positive school environment, something that we

haven't talked about yet?

Pupil 4: Respectful students.

Researcher: Respectful students, thank you.

Pupil 4: But not just respectful to the other children but respectful to the

teachers and the staff and the equipment and the actual school

itself.

Researcher: Yeah to everything, everything embedded within the school isn't it

[Pupil 4]. Thank you.

Pupil 3: Everybody having a confident attitude towards their learning.

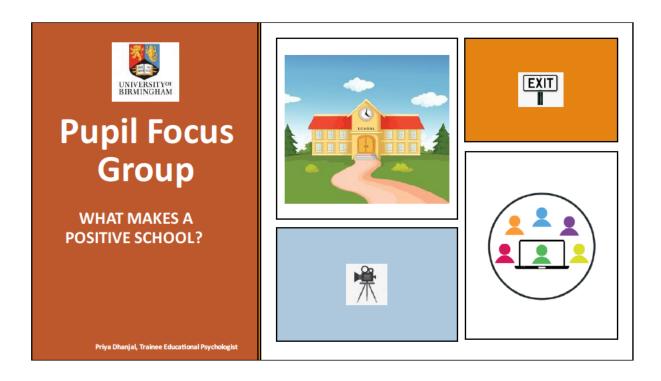
Researcher: Nice, it's good isn't it, when you feel like you believe that you can

do it you're more likely to go and have a go aren't you. I like that thank you. Okay anybody else want to share a last thought ...no...perfect. Okay that's fine. Thank you so much everybody for sharing all that information. That was so helpful and if you've got a bit more time to finish your drawings um after the session do that because i'm thinking is if, if your parents can I'd like them to take a picture of it and send me an it on an email. So I might email your

parents later to see if they can do that so it'd be great to have your

drawings, if your happy for me to have them.

Appendix 5: Pupil Focus Group PowerPoint





Ice-Breaker Game

- Pass the imaginary ball'
- When you hold the imaginary ball:
- Share your name
- Share one of your favourite hobbies
- Share one place you would like to visit
- PASS THE IMAGINARY BALL...











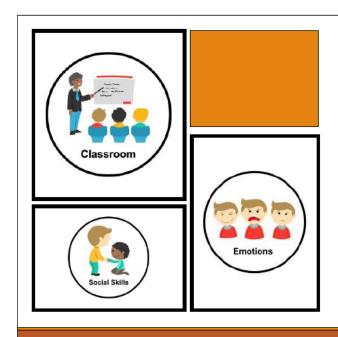




All school are different...

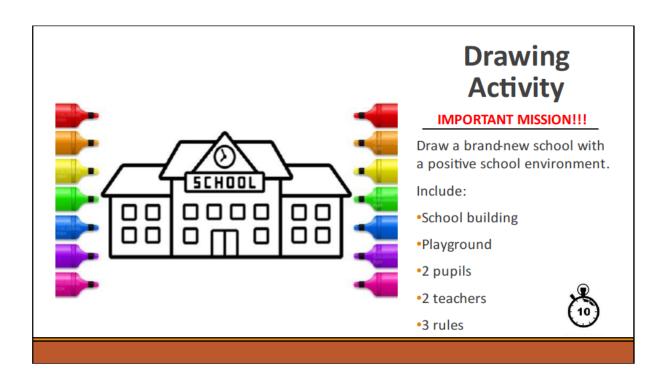
They all have different headteachers, teachers, pupils, rules and values

These things make up the school's environment



What things are important to learn about?

- 1. Social skills get along with people
- 2. Understanding that there is someone to talk to
- 3. To learn about online safety
- 4. Learning how to express your emotions properly
- 5. Prepare for adulthood





Discussion

What do you think makes a positive school environment?

Appendix 6: Pupil Focus Group Interview Schedule

Introductions: (2pm, 10 mins)

- Hi everyone, it's nice to meet you all
- I want to start off by saying thank you all for agreeing to take part in my research project
- My name is Priya and I am a trainee educational psychologist
- This means I visit and work in different schools to help children with their learning and help them to feel happy and safe in school
- And a trainee mean I am still training to be an educational psychologist and I study at the University of Birmingham.
 - As part of my training I am carrying out a new and interesting research project to find out what children think make a really good positive school
 - But before I ask lots of children about this question, I wanted to ask a small group of children first to hear what you all think makes a really positive school and this will help me figure out what to ask the other children afterwards
 - This small group session today is called a focus group
 - So you have all been specially chosen to share your views and I am really looking forward to hearing what you think
- Now, I have got all your consent forms from your parents to say you are happy to take part in this focus group today
- I just want to remind you that you don't have to answer any questions you don't want to today and you can leave the call at any time
- Also, I won't be able to write everything down today, I am going to record this
 focus group but don't worry this video won't be shared with anyone and I'm
 going to delete it once I've written up what everyone said today
- Now if this is okay with you all please give me a thumbs up to show me you're still happy to take part today
- Does anyone have any questions before we start?

Focus group (turn on video and audio recording) (2:10pm, 5 mins)

- Okay I am going to start the recording now guys
- Let us start off by making a few golden rules to make sure that this is a safe space to talk and everyone respects each other
- Okay, can anyone think of a rule for our focus group?
 - Respect each other (accepting each other and their views even if they are different)
 - Listen when someone else is talking
 - Physically put your hand up when you want to talk
 - o If you have any issues with their computer, laptop or tablet ask an adult
 - o Be kind to others we do not put down other people's views
- These sound great guys and we have made these rules together which is excellent so let's remember and follow these together in our session today

Ice-breaker: (2:15pm, 10 mins)

- Now, I don't really know you very well and you don't know me so let's do a fun ice-breaker activity
 - We're going to play a game call pass the imaginary ball
 - Now one at a time we are going to hold an imaginary ball, when you hold the ball, I want you to share your name, a favourite hobby and a place you'd like to visit
 - When you have finished, I want you to throw the imaginary ball to someone else in the group
 - Now it's up to you how you throw your ball everyone's ball may be different
 - You can bounce your ball like a basketball, throw a fast curve ball like in cricket or throw it overheard like in netball, you could even use an imaginary bat
 - Be really creative and use your imagination

Definitions: (2:25pm, 5 mins)

- Now we all know each other a little better we going to talk about the main topic of our session today
- The topic we are going to talk about is what makes a positive school environment
- Now all schools are different because they have different buildings, different headteachers that lead their school, different rules, different values (which is another word for what the school beliefs in) and they also have different teacher and pupils
 - So because all schools are different, they all have different school environments, and all feel a bit different
- Does that make sense?
- Now at school we learn lessons to help us with reading, writing, and learn maths
- But there are other things in life that are important to learn too
- What do you think they could be?
 - How to feel good and help us
 - Learn what to do when you feel upset
 - Helping your friends when they feel sad having empathy
 - Being motivated and set goals for yourself
 - Learn how to make good decisions make the right choices
 - Learning how to play and get on with other people
- These are called social and emotional learning skills
 - o Does anyone have any questions?

- So thinking about how to create a positive school environment, there are lots of things to consider
 - We need to things about a place where you can learn useful things like reading, writing and maths but also a place where you can learn important social and emotional skills

Drawing activity (2:30pm, 10 mins)

Topic/Activity	Possible Questions	Possible Prompts	Probes
Ideal school - Drawing activity	Now I have an activity for you to do.		
	I have a very important mission: You have the power to build a brand-new primary school and in this school you want to create a really positive school environment - one where you can learn but also feel happy, feel motivated, have good relationships with teachers and friends and make good choices.		
	So, your task to draw this brand- new school. I want your drawings to include the school building, the playground, at least 2 teachers, at least 2 pupils and I want you to write down 3 school rules.		
	I want you to think about what things would make sure it has a really positive school environment. Have a think about what the school looks like, what the pupils are like, what the teachers are like, how they get along and treat each other and how pupils feel in school.		
	You have 10 minutes to do your drawings. You can use a pencil, pens, crayons or felt tips its completely up to you. Does anyone have any questions before you start?		

Exploration	Now I want to ask you all some	What would	Can you tell
and	questions, as a group, about	visitors see and	me more?
elaboration	what you think would make a	hear as they	me more:
questions	positive school environment –	walked around	What do
,	one where you can learn but	the school?	you mean
	also feel happy, make good		by that?
	choices, and have good	How would the	
	relationships with teachers and	pupils get along	Can you
	pupils.	with other pupils?	give me an
			example?
	You can use your drawings to	Can pupils or	l
	help you (2:40pm, 20 mins)	parents make	How does
	4 Dana amusus usantta	decisions in the	everyone
	1. Does anyone want to	school?	else think about it?
	describe their school?	How would	about it?
	2. How would everyone get on	teachers and	Do others
	with each other in this	pupils get along	feel this
	school?	with each other?	way?
	Who can make decisions in		1
	this school?	How would the	Does
	4. Who can attend this school?	teachers get	anyone
	(Can any child attend this	along with each	think the
	school)?	other?	same or
	5. What would be the school's		different?
	most important values	Respect,	A
	(Values are what a school	fairness, honest,	Anything else?
	believes in)?	friendship, being listened to.	eise?
	6. How would pupils feel in this	feeling safe	
	school?	How do pupils	
		behave at this	
	7. How would the teachers feel	school?	
	about working at this school?		
	8. What are the rules at this	What do the	
	school?	classrooms look	
	How do children get	like?	
	rewarded for doing		
	something good at this	How would it deal	
	school?	with bullying for	
	10.What happens if pupils break	example?	
	the rules?	What would be	
	11. If a child feels upset in this	important to learn	
	school, what or who could	about?	
	help them?		
	12. What would lessons be like in	Are there any	
		clubs?	
	this school (interesting,		
	challenging, hard)?		

	13. How would pupils be supported in lessons? 14. What would be on the walls at the school (display)? 15. What goes on in this school outside of lessons?	Why would that be important?	
Further Questioning	Is there anything else you would like to share about what would make a really positive school - one where you can learn but also feel happy, motivated, make good choices, and have good relationships with teachers and pupils? Does anyone have any questions for me?	About any part of the research process?	Anything else?

Concluding the focus group (turn off audio-recording)

- Thank you for taking the time this afternoon to share your views
- It's been really interesting to hear what you all have to say
- it was lovely to meet you all have a good week
- Stay safe and take care
- Bye

End of focus group (3pm)

Appendix 7: EP Interview Transcript

Researcher: Okay that's recording. Okay, so the first question is, from your own

research, practice and experiences what to the terms school ethos

and culture mean to you?

EP: Um, I think generally speaking, there's quite a lot of overlap between

them. Um but for me if you're going to sum it up in a way that's understandable, then I would say that a school ethos is the values that the school um is..um espousing and the culture is the way people are with each other and of course that to some extent is based in the ethos um but culture for me is how do people feel

about being in that in that place.

Researcher: Yeah. Thank you. Yeah I think you're right when I kinda think about

the terms together some people use them together, they use them interchangeably and research, when I read things and I think they are also similar to school climate, classroom climate, they're always interchangeable terms in different countries. Have you hear the terms differently internationally, internationally where you've been.

EP: Um I think [cough] excuse me I think there's a lot of people who use

Um I think [cough] excuse me I think there's a lot of people who use the terms interchangeably. I do think that the word school climate or learning environment are often interchanged. Um there's quite a lot in America, there's a, a special organisation that's about school climate that you might like to sort of look up. Um i'm trying to remember the name of the guy who runs it, [Name]f somebody I've

forgotten.

Researcher: I think I've seen it online, yeah the website yeah.

EP: Yeah, if you have a look at the [website name] website it's probably

in there somewhere. The um...quite often culture is what grows up over time and people sometimes say 'this is the way we do things

around here'.

Researcher: Yeah, yeah.

EP: And, and changing school culture is guite difficult to do and it needs

to be um..from two directions really it needs to be from the top down. So school leadership is phenomenally important around um what a school culture is, both in terms of the values that are

espoused or not espoused.

Researcher: Yeah, that's true.

EP: The vision that a school leader or school executive have of their

school and what's important. But also, whether they model it. I've seen school leaders who are very enthusiastic about a certain way of being in a very pro the children but are a bit too dictatorial when it

comes to teachers. So it's about everybody which is why the agency in [model] because it's about everybody having a voice.

Researcher: That's true.

EP: And it takes time to do that and you can't just do it from the top

down. You need a, you need a team. So when I think about you know getting well-being to be the heart of the school's endeavours, which is as much as anything else about the quality of relationships across the whole school and that's teacher to teacher, teacher to

child, child to child-

Researcher: Yeah.

EP: School to family, it's the lot.

Researcher: Yeah, of course.

EP: The quality of executive to staff. Um it's..it's important that there's

um a team that are actually discussing all of this and moving again from the bottom, from the bottom down. If you don't have the leader on board it's hard to move things along because they can be

dictatorial and stop things in their tracks and that's happened to me as an EP. We thought that we got everybody on board for an antibullying program, but we hadn't engaged the the Headteacher as much as we needed to and she left, she let the PD day go ahead, you know the training day go ahead the beginning and then she said we're not doing anything else about this our priorities now is to get

higher grades.

Researcher: So it's what you said about the vision, the vision is not there.

EP: And and it's it's important to have even if you know that your vision

will never be fully achieved, if you don't have one you don't know

which direction you're heading in and-

Researcher: Yep.

EP: And it's important to get other people on board with a similar set, of

a similar vision basis and a similar set of values and concerns really

about relationships.

Researcher: Very true, yeah. I think I agree with you there, the data quality

relationships are so important, and I like that you broke it down into every aspect of inter-relationship, even thinking from the senior to

the staff, staff members and to the home as well.

EP: And and also i'd like to say this cause it's been really important in

my work as well [inaudible 05:04] staff and the caretakers and it's

actually about, and the dinner ladies you know.

Researcher: Dinner ladies, yeah definitely. I definitely agree with that.

EP: Everybody in school understanding what your talking about and as

far as possible to have a similar language so when people use

language they know what they're talking about.

Researcher: That's true, yeah. I you're right there.

EP: That's also so really quite important. I think what's difficult at the

moment in schools, is that we have..a government who are being advised by people who have a very different perception of what education is. Yesterday, when I was on this round table there were 57 participants at [University]...it became clear that it wasn't just me saying we need a reset for education. It can't just be academics, it can't just be for economic well-being, it has to be for you know a diverse population with different strengths and their, their entire well-being, which makes it hard for some school leaders um to fulfil their

roles as dictated to by the government-

Researcher: Yeah.

EP: But also follow their values and ethics. Now I know that there are

people doing that and I think I think the voice is getting for well-being

and for emotional, the positive is getting louder.

Researcher: I think it is as well.

EP: It's getting louder, I still think that you know, when you hear some

people talk about, I mean you hear some people talk about behaviour as if kids behave because they're determined to be

difficult you know.

Researcher: Yeah.

EP: And they should be punished, you still hear this you know even

though every psychologist knows about the impact of ACEs.

Researcher: Definitely.

EP: And how many teachers do too.

Researcher: | I've experienced that as a trainee speaking to individuals and how

they talk about behaviour and sometimes it's like oh quite shocking

and myself hearing.

EP: It is quite shocking, you know.

Researcher: Yeah.

EP:

And in a way that's what, you know if anything drives me, that's what drives me, you know. It's a, it's a social justice is[EP] for me.

Researcher:

Yeah, and what you said about kind of driving the kind of agendas from government versus kind of personal values, just seeing in the news today, there were two things about kind of you know, the fact that children have missed school and it's all about the learning, the gaps in learning and not giving the other side of the scale really.

EP:

That's what people were also saying on this roundtable. I have to say it was very uplifting for me um because there was there was a chat function but also people were saying, talking and there were people from Wales and Northern Ireland and Scotland who says different things an-

Researcher:

Yeah.

EP:

They do, and they were saying that we've got to stop the language of catch up we've got to stop that language, you know because it's not and somebody said i'm nothing against summer schools so as long as they are used for sport, drama, art, creative activities so they're actually fulfilling um the dimensions of children that have been missing so badly. They've been doing assignments, academic assignments but I don't think hardly anybody's been doing the other things that are so critically important.

Researcher:

So true. It's the it's the foundation really. I think we were having a team meeting about kind of the levels of importance of different aspects of cognitive functioning so you have to have the attention first before you even think about the second section but thinking more broadly before you have the learning you need to have the attitudes and that foundation of well-being before you can get to the learnings. I think there's just there is a hierarchy um before starting those kind of things and I think you are right there.

EP:

Exactly and it's like you can do learning while promoting positive emotions. Now you know that a lot of my works based in positive psychology with you know a bit of an overlap with community psychology.

Researcher:

Yeah, that's why I was kind of drawn to your work because I feel I'm in a very similar area, I love positive psychology, humanistic psychology and i'm learning more about community psychology on this course.

EP:

Community psychology is basically about power and politics and how they impact you know. It's um it's it's an interesting it's an interesting area and I if you ever want to-

Researcher: I need to read more about this yeah definitely.

EP: There's some really good straightforward ones to read.

Researcher: Oh thankyou yeah definitely.

EP: And it's, I can't remember what I was talking about now.

Researcher: Don't worry it's fine. I was just going to say you've probably already

answered parts of the next question already but the second question is what do you think are the main components that define or shape an ethos and culture. I know you're already mentioned two, the quality of relationships and leadership. What are some of the other

kind of components that you think?

EP: I think I think it's also about having a vision for um the whole child in

all their um

aspects of their, all dimensions of their development right and at the moment we are so focused on um cognitive skills um without actually addressing all the other developments of a child that are so important. I don't know if you've seen my Ted talk um around

I think I might have I'm not is it a recent one or one from a while

education as um needs to model um healthy child development.

ago?

Researcher:

EP: I did it a couple years ago now.

Researcher: I think I might have seen that one then yeah.

EP: Yes I haven't done another one. Um and it was..an it's like why why

am I not doing this you know and at the moment it's all incredibly focused on competition and life isn't on, isn't only just about competition. I mean sometimes it is but it is and we've got a whole load of kids feeling that they're losers, we've got a whole load of kids who feel that what they have to offer isn't valued, we've got a whole load of kids who come to school with a whole range of negative emotions um and we know because of all the work that's been done in positive psychology that negative emotions shut down learning, shut down cognitive pathways so why aren't schools developing a) positive relationships b) valuing diversity c) increasing collaboration and reducing competition and e) promoting wherever possible positive feelings that enable kids to engage in learning. I mean for

me this is such a no brainer.

Researcher: It is.

EP: I have to also and I have it's worth saying this if you don't engage

teacher well-being in the mix [inaudible 11:51] lead to nothing.

Researcher:

It's really interesting you say that [EP] I thought that was going to come up in my teacher interview but it didn't come up I don't think. Thinking about that now it's so it's so important isn't it. Child well-being the teacher well-being, the leadership, quality of relationships you mentioned and the vision and values as well, yeah I think that they're all-

EP: And diversity you know.

Researcher: Diversity.

EP: It's not just whole school well-being it's whole child well-being, you

know. Otherwise what are we doing. Oh and we can see it in the in the pandemic you know. We have valued the people who come and

collect our garbage, the people who service in the shops-

Researcher: Yeah

EP: The people who deliver and yet they're not valued because at

school they're seen as failures.

Researcher: Yes, it's very true actually.

EP: It's shocking. How come you're only a success in your life if you you

know get really high scores, you go to a good university, you get a status written job and lots of money and it does not bring you

sustainable happiness apart from anything else yes.

Researcher: Yes, so it's kind of thinking about the culture outside of the school

institution how that influences kind of the national and the wider

culture and what what is success [inaudible 13:07].

EP: We're sold a lie about where happiness comes and apart from

anything else things are changing at a rate of knots. The world is changing at a rate of knots. You know the jobs that were there 10 years ago aren't then now, you know people need to be thinking about doing different things and being flexible and things like um racism, family violence, all of that stuff is about what creates the culture of the world we live in or the country we live in and if we don't pay attention to that in schools then, you know the negative will hold sway and I think it's a moral, it's a moral obligation to do

this really if we want to have a world we all want to live in.

Researcher: No, thankyou. That's really, that's really true. I just had another

question which I hadn't planned on here but just thinking that you have worked in lots of different countries and few schools, do you ever notice um subtle differences between cultures of schools in

different countries.

EP: Um...yes but it's more true that there are different cultures between

schools in the same country actually. That's more noticeable.

Researcher: Okay.

EP: There are some great schools here in England, people are really

doing their level best under I have to say quite challenging

circumstances. It's easier to have the sort of school that you and I

think is is best for kids.

Researcher: Yeah.

EP: Where the government are also sort of on your side. Um i've worked

in guite a lot of international schools and they are often have

incredibly positive um school climates.

Researcher: Ah okay.

EP: I mean that been guite, that's been guite interesting.

Researcher: Yeah, you've got all different cultures interwoven into one system.

EP: Absolutely and there's also, there's also is[EP]s when you get

cultural clash because i've worked in schools where there's been a

lot of aboriginal students.

Researcher: Ah yeah.

EP: And...there isn't enough understanding of the aboriginal culture and

enough as far as I can see there's not. Um...so it's you know there's there's an expectation that you know that the the aboriginal children will behave in the same way, they'll have the same priorities, they'll think it's important to get good marks and a good you know, a good you know good job when in fact family is most overriding important

to them.

Researcher: Ah okay, that's interesting.

EP: Other things and it's also not a competitive culture, it's a

collaborative culture so asking somebody to be proud of doing better

than somebody else is asking them to be ashamed.

Researcher: Wow. It's different.

EP: So those sorts of differences when you come up against people who

clash.

Researcher: Yeah.

EP:

I mean you know within the same you know school environment that's quite interesting.

Researcher:

That's interesting. Yeah because mostly when I was looking at the literature myself I was looking at more kind of closer factors within the school like like think like you said, the leadership, the values, the individual values of people. Thinking slightly more broadly about the culture but at that level that's really interesting and I haven't read anything about that before.

EP:

And [inaudible 16:30] that I think it's worth saying is that you know sometimes a you know, when i've done circle training with with people and i've asked them what's what's your school's vision and what's your head teacher's vision or principle's vision and they've said don't known um and that's not uncommon. Um what's interesting to me is that if you actually do want to start thinking about cultural change then and and school leaders want to do that then how they communicate that is really important. There's no point in just having a vision that you keep all to yourself and don't do anything about.

Researcher: Yeah.

EP: How'd you get other people on board, how'd you convince them it's

a good idea, how do you take things step by step, review review

your steps.

Researcher: Reviewing it. Yeah, that's important actually isn't it. Yeah it's about-

EP: Change is hard for people you know. I mean I think using the word

development is better.

Researcher: That is nice.

EP: But it's, you know and some people want to run before they can

walk and some people say I don't like the way it is but it's familiar

and you know you're comfortable with what's familiar.

Researcher: Yeah, I think thinking back um having a focus group with the pupils I

asked them a question about oh in your ideal school who makes decisions and quite a few of them just said the adults. One of two did say, oh the children can make decisions too and I thought actually are these children just familiar with the fact that adults do make all the decisions so there's thinking of their ideal school yes we just listened to the teacher say rather than thinking outside the box that they could actually have a voice in their school as well.

That's interesting.

EP: [Researcher] I've just written and you might be interested in seeing it

you might not but you know that we're publishing a book called

[book title].

Researcher: Ooo, I would like that.

EP: That comes out the end of next month.

Researcher: Oh okay, next month okay that's going to be quite valuable than.

EP: It's less than 20 quid which is wonderful-

Researcher: Is it on Amazon, can I get it from Amazon?

EP: It's on Amazon, it's on Routledge. If you haven't, if you can't find the

discount code let me know and I can give you a discount code to get

five quid off.

Researcher: Thank you that would be great.

EP: And i've written the chapters on childhood education and

relationships and the chapter on education is about um what's taught, the curriculum, what the kids need to learn, how its taught,

the pedagogy, how kids learn best, and the environment.

Researcher: Ooo, that will be very interesting. Yeah, thanks [EP] i'll definitely

read that.

EP: It's quite radical you know but actually we need radical.

Researcher: You do. How do you have time to write all these books and articles

so quickly? [laughs] It's great.

EP: Well, I mean I have spent I mean it's been, it's been a labour of love

this book there's [number] authors.

Researcher: Wow.

EP: There's [number] authors and we haven't always agreed.

Researcher: I can imagine, everyone kind of coming together it's going to be

some sort of differences there isn't there.

EP: But we've done it, it's there and we're quite proud of what we've

done.

Researcher: Very looking forward to that, yeah that'll be very interesting to read.

EP: And the more people know about it the better because otherwise

there's not point, there's no point in.

Researcher: Yeah everyone needs to read it, definitely. No thank you [EP]. I'll let

people know and at work as well yeah.

EP: It's in, i've put the link in my signature.

Researcher: Oh, okay perfect I'll check it out, thank you. Okay so the third

question out of the four is from your own research, practice and experiences what does the term social and emotional learning mean

to you?

EP: How long have you've got?

Researcher: You're got as much time as you want [laughs].

EP: Right um...I think in a in a nutshell it comes back to the pillars of

learning that [Psychologist] was talking about in the [Organisation] publication, [Title] and he talk then about four pillars of learning they've now changed it to five pillars of learning which the and the

last one is about creating a society.

Researcher: Oh okay.

EP: First, the first two um are learning to know and learning to do, which

is the curriculum that is about knowledge and skills, which we need.

Researcher: Yeah.

EP: But the second two a learning to be and learning to live together. So

it's about how you understand yourself, it's how you understand who you are within a group, it's understanding what you need to be able to function well, it's understanding how to regulate your emotions, to understand things like the importance of tuning in both to other people and situations, it's about...all of the things that are to do with relationships [coughs]. Now, in the [book title] book um I have

moved away, no i've moved on from not away from, I moved on from

the [Organisation] model. You know about [Organisation]?

Researcher: Yep.

EP: The [Organisation] model is five dimensions of social emotional

learning and I have done [in book] of social and emotional learning.

Researcher: Yes.

EP: And what i've done there is two things, one is i've separated things

out a bit. So it's about emotional knowledge is a separate dimension

from emotional skills.

Researcher: Oh okay.

EP: Because people need to know how emotions work in their body

before they can learn how to regulate them. I've also put in

something called [in book] because-

Researcher: Yeah.

EP: Whereas the [Organisation] model is very largely based on skills

acquisition.

Researcher: Yeah.

EP: Mine is not just skills, it's about perceptions and attitudes and

understandings because if you don't have those then our social skills can be very [inaudible 22:39]. You look at politicians, you know going around shaking hands and having good social skills. I wouldn't

trust them as far as I could throw them, half of them.

Researcher: [Laughs].

EP: So it's about actually how you view other people and within that

along with the belonging that is so important in the in the inclusion bit of [principle in book]. It is about how do you see other people as part of your world and you focus on what you have, you value there's differences because we need to be different which also say we have more um in common with each other than what separates

us out.

Researcher: Yeah.

EP: So my one of my dimensions is [in book].

Researcher: Yeah.

EP: Another one which I haven't seen in the [Organisation] model is

about having a [in book].

Researcher: Yes, I read that and I really like that.

EP: Which is I mean originally um somebody said to me, I worked a lot

with [organisation] and I and I became very, very close friends with some absolutely amazing people, one of whom was writing the relationships policies for [organisation] and she had four children one of whom was gay, is gay, so for her that was you know a challenge. And she had wonderful ideas about things very, very

liberal ideas alongside being [Religion]. What was I what was I

saying about.

Researcher: [Laughs].

EP: And she said to me, [EP] you need to have maybe spiritual in there

and I don't mean spiritual as in religion, I mean spiritual in as much

over and above the self.

Researcher: Yes.

EP: So it's about and i've put that down as really as as meaning

meaning.

Researcher: I did I did really like that when I read your book and it reminded me

of aspects of the [model name] model as well, kind having that meaning and when [Psychologist] talks about it in well-being and I though tha's so lovely. That's something on a personal level I've

always thought about, that's great in here for children.

EP: And and i've always felt very I felt very privileged to have been in the

world that i've been in you know as a teacher in the cycle and all the

rest of it.

Researcher: Yeah.

EP: Because however difficult a day has been [laughs] and sometimes

they are difficult aren't they?

Researcher: Yeah [laughs].

EP: But you know that you're doing something with your life every day

that's meaningful.

Researcher: | Meaningful, and I suppose actually now more than ever in the past

year that's probably needed more so..and a lot of things towards resilience and well-being, supporting their learning and as adults.

EP: And I use this wonderful, if you ever get the chance to look it up,

there was an Australian story um about a guy um [name] trying to

remember.. I've got a shocking memory for names.

Researcher: [Laughs].

EP: But he was in the he was in the..film industry and he was in LA and

very successful, big house, big garden, beautiful women, yacht, you

know the lot.

Researcher: [Laughs].

EP: Very rich and he was head hunted and he asked for some time um

to have a bit of a break between one between working from the sunny and then [Company] something like that. And he went to [Country] and he saw children living on rubbish heaps and on that spot he decided to leave the film industry to use his influence and his money to have he says, I wanted to get as many kids to have a roof over their heads, health cover and an education as I could. And he was interviewed for this program, I" see if I can find the name. It's wonderful, you can still see it online it's really great. And he said I thought I knew what happiness was and he said I had no idea until.

Researcher: | [Laughs] It's so true isn't it. You hear so many lovely story when-

EP: I love that story.

Researcher: You hear so many lovely stories that people kind of use their skills at

success or to to serve others and serve the community and watch

how well-being and happiness just rises [laughs].

EP: You should see children run up to him and sort of hug him.

Researcher: Aww.

EP: And it's wonderful it's really wonder- I'll look it up and send you the

link.

Researcher: Yes please, that would be so lovely and I was really impressed

when I saw that dimension in your book and I very much agree with that. That is important and it isn't in the [Group] model actually yeah, you're right. To what extent do you think the [Psychologist] [model] model overlaps with that because when I was doing my literature review I was trying to get my head around both models. They're very

similar but then some parts.

EP: Emotional literacy?

Researcher: | Emotional intelligence.

EP: Don't know it.

Researcher: Oh okay I wonder if it's just a...

EP: Oh [Psychologist], [Psychologist]?

Researcher: [Psychologist], sorry [Psychologist].

EP: [Psychologist] yes, yes i've. I mean what he's done I think is he's

brought the importance of this dimension of our being to the

forefront I mean I don't think that in he's not saying anything very

much that's actually new.

Researcher: Yeah.

EP: I mean he's just, I mean basically [Psychologist] a journalist not a

researcher and what he's done you have to give him huge credit for

because he's also written a book on [book].

Researcher: Yeah okay.

EP: Which that's also worth a read you know you and it's and it's full of

great stories that illustrate what he's talking about.

Researcher: Oh okay, I'll have to look into that, yeah because...

EP: And it's about you know it's about tuning into um it's about tuning

into yourself, it's about tuning into situations, and in fact that's one of my dimensions of emotional literacy, it's about [inaudible 28:15] emotional literacy. You know it's like there are times when you should choose not to say something because it's not the right time, you know. When people don't learn that, you know. I mean I think I mean all credit all credit to him I think he's quite often knocked by,

by academics.

Researcher: Okay.

EP: Um because because academics sort of think that he's getting

[inaudible 28:45] for all the hard slog they do and I can understand

them.

Researcher: Yeah.

EP: But on the other hand which is why we've written the book that

[inaudible 28:53] in the way we've written it you know and it's what i've been basically you know tub thumping about and saying there is no point in writing this book if it's an academic book. You know it

has to appeal to somebody who just wants to read a book.

Researcher: That's very true yeah.

EP: And that's what [Psychologist] has done.

Researcher: Okay, the only reason I came across him and when I was doing my

literature review is when I read about the [Title] approach, the [Title] initiative that came out previously in the UK. I think they based on on his model and so I was just trying to think what was the difference with the [Organisation] model and his model, they seem to overlap

quite well.

EP: It's a long time since I looked at his work I'd need to revisit.

Researcher: Yeah, yeah.

EP: And you know you know what i'm saying about social emotional

learning.

Researcher: It sounds similar to everything you've said you said, yeah so I can't

see the difference yeah.

EP: But loud and clear the reason the [Title] program well, apart from the

fact that the government, the [Party] Government didn't fund it anymore, they let it fall into disrepute really. But the primary evaluations weren't bad, the secondary evaluations were nothing to

write home about and we also had the book from um from

[Psychologist] and [Psychologist] around the [Title] and um although I think they threw the baby out with the bathwater and that was a bad idea, they had a point and that's why I have been pushing and pushing and pushing for [model] because if you don't think about the

pedagogy, if you don't think about how you do something.

Researcher: Yeah.

EP: You know, you're not going to get the outcomes that you want.

Researcher: That's very true.

EP: Pedagogy works, I know it works. Because you're asking kids,

you're not you're doing away with competition, you're not asking them to talk about things that are too personal, you are asking them to come to solutions together in role plays and hypotheticals, you're promoting positive feelings in the sense of inclusion, you know, they laugh, they play games. What is there not to like and some people have said to me I didn't think that kids could learn so much by

playing games.

Researcher: Aww that's lovely. Playing games are the way to a children's heart

really and the best way to learn and I think yeah that's always why I

am so inspired by the [model] because there are so many

interventions you read about. I think you look at evaluations from kind of teacher perspectives it's like yes we we understand the intervention but how do we implement it, why is it not going ahead, why is it not working the way we've had in the training, the one off

training that we've had, why is it now not working.

EP: [Inaudible 31:49] You might [coughs] you might do it really well

because you know you're a teacher and you know you know how to do things. But for lots of people, you know the kids are being, I've even seen in some of the videos that came out about [strategy] you

know which I used for a little while I stopped using them because I thought, no, no, this isn't right, you know and one little girl being asked you know what was the happiest day you ever had and she passed the first time around and then their teacher went back to her and said tell us the hap- and you can see that that little girl was having a really, really tough time you just got to see her face and she just looked down said when I went on holiday and you think she was under pressure to say something that was just not appropriate for her at that time and teach it should and it was in the film, you know. And they were also talking about bullying and for me, I don't talk about bullying. I talk about friendship and inclusion and responsibility and all of those things that if you haven't with those you don't need an anti-bullying policy.

Researcher:

That's so true. It's being, really working from that proactive level actually isn't it, what you're saying there. It sounds lovely. Okay, let's scroll onto the last question now if I can find it. Um so the last question [EP] is, so as you're already aware, research suggests that a positive school ethos and culture really um promotes social and emotional learning for children. So the final question is what do you believe are the most important aspects of a school ethos and culture that really promotes social and emotional learning for all children?

EP:

Well one of the things that it's harking a bit back to before but i'm going to address what you you said is that social and emotional learning for one less than once a week might do something, but it needs to be embedded in everything. So basically if you've got, i've got this great cartoon of of a teacher in you know mortarboard and gown shaking this child and says we will not have and bulling in here.

Researcher: I

[Laughs].

EP:

That's like we have to embed it in the curriculum, so people are talking about it when they're talking about history and maths all all subjects have an element of social emotional learning.

Researcher:

Yeah.

EP:

We need to get kids to work together over many, many subjects not just one and teach them how to work together so i'm a great fan of co-cooperative learning um and there's some there's been some great work um done by the [Psychologist] and [Psychologist] in the [Country] and they've go-

Researcher:

Okay.

EP:

Cooperative learning. And it needs to be modelled all the time by all school staff.

Researcher:

Yeah.

EP:

So unless you've got positive emotions, positive interaction and also encouraging parents to understand what the school is doing because one of the reasons that kids are so phenomenally anxious at the moment is because of conversations that are happening at home and when you've got parents who don't know how to handle their own anxiety and they're saying how awful it is, how terrible it is rather than saying it's tough let's see what we can do to make it better today and parents aren't haven't been taught that in schools so they're not teaching it to their kids and it's like, how do we get this out to the community, you know because there's loads and loads of things that can be done, I mean one of the things i've actually thought about doing I you know i've tried to contact another couple of people to just offer some social and emotional learning half hours with kids online a couple of times a week for nothing i'm not interested in in having money for it.

Researcher:

Yeah.

EP:

Because I see this gap, you know.

Researcher:

Yeah definitely, I really agree with you there I feel like the home system, the family systems, often gets forgotten when you are thinking about all the things to do to support the school system and I feel like that's been highlighted in the past year, how important it was to have supported the home system because now they've been at home on and off for a whole year, where's that connection actually.

EP:

And and and the difference it's made you know I mean in some families, you know you know I see my little seven months old grandchild and she is surrounded by love and warmth and stimulation and everything.

Researcher:

Aww.

EP:

You know she needs. And then I think of families where they're short, they're short tempered with their kids or they don't give them any attention, or they spend all their time on the phone talking to other people so they don't talk don't talk with their kids and I don't think people have learned how to talk not only with their kids but with each other, let alone know how to listen and it's like, how can we actually, it feels like this enormous great wall of ignorance because of the education system hasn't addressed all this and it's now coming to fruition in families, you know.

Researcher:

Yeah. I agree with that thank you. So specifically what type of ethos and culture kind of the type of values, type of relationships, um the

behavioural policy, physical building, kind of things kind of promote

social and emotional learning in schools.

EP: Um I think having a flat hierarchy helps.

Researcher: Um yeah.

EP: I think having high social capital helps because high social capital

enables people to be vulnerable in themselves and to ask for help.

So they can ask for things. I think it's about having really um

inclusive, I think i've said most of it [Researcher].

Researcher: I mean you have yeah, it's probably been said already throughout.

EP: Minimally competitive. Competition in groups is fun. Competition

between individuals is not, apart from the people who always win

and even for them it's not necessarily good either.

Researcher: That's true. I don't need to ask you what type of pedagogy because

think I know what you're gonna say [laughs] i've got that written down. Thank you, this is so insightful honestly [EP] so this is the last question um and the final question is is there anything else you'd like to share that you think is relevant to these topics before we

finish, that we haven't already discussed.

EP: I think I think the one word that I would add at the end of this is

courage.

Researcher: Courage, that's interesting.

EP: I think we all have to have more courage in speaking out for kids.

Researcher: | Wow. I really like that because that's the one theme that's not been

picked up once in any of my other interviews, courage um...

EP: And it's hard to do it on our own, you know so we need to do it

together.

Researcher: Yeah, no I like that, courage, thank you. Um and is there anythigh

you want to ask me as well I can probably.

EP: | would, I would love to see what comes out of all this.

Researcher: Definitely.

EP: And you know i'm I'm sorry that you know we we haven't been able

to move forward with all the social and emotional [intervention] stuff. It's very dear to my heart and it's dear to my heart because I know it's the one practical thing that makes a difference for kids and

teachers and schools.

Researcher: Yeah. I think so and I'm looking forward, I know we can't do it right

now but i'm looking forward to kind of going further with the other part of the training so that I do become qualified I can use them in

schools, when when we can go back.

EP: The more the better you know. I just wish I was 10, 15 years

younger and you know and and gathering a whole team around

me. I mean I do have-

Researcher: Aww you probably already do [laughs].

EP: You know it needs, it needs a lot of younger people to take, to take

this mantle up and run with it really.

Researcher: Yeah and I know [Supervisor] is on board in [EPS] and it'll kind of a

part of her agenda so i'm hoping to support her in that whenever I

can really.

EP: That's fantastic. I'm about, I'm about to think about how I can

support trainers. Um i've been very bad at it because you know I mean I mean basically i've written four books and three chapters in

the last two years [laughs].

Researcher: | Wow [laughs].

EP: Which has been great but it's been a bit over the top really.

Researcher: | I can imagine.

EP: And and there's other things that I think need to be more of a priority

and supporting people who are already trained has to be one of

them.

Researcher: Definitely. Thank you so much let me stop the recording.

Appendix 8: EP Interview Schedule

Introductions (10 mins):

- Hi, it's lovely to meet you again
- How are you doing
- What's work been looking like for you in the past year?
- I want to start off by saying thank you for taking some time out this morning take part in my research project
- So I am in my third year of the EP doctoral training course now at the University of Birmingham
- After finding out I was not able to complete my first research proposal on the X
- I went back to the drawing board and looked at the literature on SEL again
- There were lots of research highlighting that the learning environment is key to a successful SEL intervention and SEL learning in general
- I am really interested in whole school approaches I thought it would be interesting to explore what is school ethos and culture and what aspects or factors of it really promote SEL in school
- And there is not that much research around pupils' perspectives of this abstract concept either
- So my new research project is exploring what are the key factors of a school ethos and culture that will ultimately promote social and emotional learning, from the perspectives of pupils themselves
- I am using a q-methodological approach to ask pupils to complete a card sorting activity about different statements about a school's ethos and culture
 - Their job is to rate these statements on a level of importance
 - But before I do this, I have been gathering some preliminary data to inform what to put on these cards
 - I have spoken to some school staff
 - o I have carried out a focus group with some children
- And today I would like to gather your views about this topic area because my aim is to capture all possible viewpoints on this topic area before narrowing down to a select number of statements cards
- Thank you for sending your consent forms back, I just want to reiterate that this will be video, and audio recorded so that I can transcribe the interview after the session, but then it will be deleted
 - o Is that okay?
- Do you have any questions before we start?

Interview begins (turn on video and audio recording)

Topic	Questions	Prompts	Probes
School ethos	From your own	Other related terms:	Can you tell
and culture	research, practice,	school climate or the	me a bit more
	and experiences,	learning environment.	about that?
	what do the terms		
	school ethos and	School Culture: The	Can you give
	culture mean to you?	term school culture	me an
	(10:10am, 10 mins)	generally refers to the beliefs, values,	example?
		relationships, and	Anything else?
		written and unwritten	/ any aming close.
		rules that shape and	
		influence every aspect	
		of how a school	
		functions.	
		Cohool Ethan, The	
		School Ethos: The	
		general feeling or atmosphere of a school	
		environment (Rutter,	
		1979).	
		,	
		Some researchers	
		believe that school	
		ethos is the product of	
		school culture.	
		Is there anything else	
		you would like to add	
		about what these terms	
		mean to you?	
		,	
	What do you think are	Elements, factors	Can you tell
	the main components	describe, characterise,	me a bit more
	that define or shape a	identify	about that?
	school's ethos and	Influence build chance	What does this look like?
	culture? (10:20am, 10 mins)	Influence, build, shape, create, contribute	Can you give
	111113)	orcaic, contribute	me an
		Social elements:	example?
			Anything else?
		Leadership style	
		Relationships e.g.	
		(between staff, between	
		pupils, staff-pupils)	
		Pupil involvement	
		i apii iiivoiveiiieiit	
			I

		Parent involvement	
		Physical elements: The physical environment (e.g. building)	
		Values and Beliefs:	
		Vision and values (e.g. British values, diversity, inclusion)	
		High expectations of achievement and behaviour	
		School expectations (e.g. bullying policy) School rules	
		Behaviour management (e.g. rewards and sanctions)	
		Extra-curricular opportunities Classroom level:	
		Culture at a classroom level	
		Grouping	
		Teaching and learning:	
		Teaching practices	
		Traditions and Rituals	
		school's history	
Social and emotional learning	From your own research, practice, and experiences, what does the term social and emotional	Social and emotional learning: Social and emotional learning is the process of gaining knowledge, skills and	Can you tell me a bit more about that? Can you give
	learning mean to	attitudes that promote	me an example?

you? (10:30am, 10	well-being and	A
mins)	readiness for adult life.	Anything else?
	Influential research in	
	the USA has proposed	
	five key competencies of social and learning.	
	or obolar arra loarring.	
	This includes:	
	- Self-regulation of	
	emotions	
	- Showing empathy and understanding of	
	others	
	- Establishing and	
	maintaining	
	relationships	
	- Setting and achieve	
	goals	
	- Making responsible decisions	
	uecisions	
	(CASEL, 2013)	
	Is there anything else	
	you would like to add	
	about what social and emotional learning	
	means to you?	
Research suggests	What type of school	Can you tell
that a positive school	ethos and culture	me a bit more
ethos and culture can promote social and	promotes social and emotional learning?	about that?
learning for all pupils.		What does
What do you balloys	What do relationships look like?	this look like?
What do you believe are the most	IOUN IINE!	Can you give
important aspects of	Active involvement from	me an
a school's ethos and	pupils, the wider	example?
culture that promotes social and emotional	community?	Anything else?
learning for all	Time dedicated within	7 any aning cise:
children? (10:40am	the curriculum.	
10 mins)	What types of values?	
	What type of pedagogy?	

		What type of behaviour policy? A safe environment a sense of community	
Further information/ questions (10:50am, 5 mins)	Is there anything else you would like to share that you think would be relevant to these topics?	Anything about school ethos and culture? Anything about social and emotional learning?	Anything else?
	Is there anything you would like to ask me?	About any part of the research process?	Anything else?

Concluding the interview (turn off video and audio-recording) (5 mins):

- Thank you all for taking the time to engage in this discussion today
- It has been really interesting to hear your views
- Once I have the transcribed the information from today's video, I will delete it immediately.
- It was lovely to meet you again, have a good weekend
- Thank you
- Stay safe and take care
- Good bye

Group Interview ends (11am)

Appendix 9: Example Thematic Analysis From Pupil Focus Group

Theme	Sub-theme	Code	Page
Relationships	Someone there for you if you're feeling sad	understanding that there is someone to if you're feeling sad.	1
Learning	Learning about online	learn about online safety.	1
Learning	Learning about emotions	learn how to express emotions properly	2
Learning	Learning about preparing for adulthood	Learn about adulthood and prepare.	2
Learning	All subjects for a job	You need to learn all types of subjects	2
Norms	Dress code	There is a dress code, but you don't have to wear a uniform.	5
Relationships	No bullying	bullying is is not allowed no matter what.	5
Importance of completing work	Consequence for not completing work homework	if you don't finish all your workyou will take homeand that will be homework	5
Safety	How children feel	Um they're really happy	5
Teaching / safety	Few teachers	they only have a couple of teachers	5
Environment	Colourful school (exterior)	I gave it a rainbow sign and a pink door	5
Diversity	Everyone is welcome	Anybody can go to my school.	6
Environment	Exterior of school	It's in different shapes	6
Inclusion	All people are included	and you don't just have to be like one type of person to join you can be anyone.	6
Environment	Colourful school (exterior)	it's all different colours	6
Diversity	Every race can attend	you don't have to be the same colour ton join the school, you can be any.	6
Teaching	Teacher's playing with children	where there is a teacher playing with eh kids, the teacher doesn't just teach they do other thing.	6
Teaching	Teachers help children with their work	They can help you with some work	6
Relationships	Teachers help children with everything that they need.	they can basically help with everything that you need.	6
Rules	Respect others	we keep thoughts and hands to ourself.	6

Rules	Everyone cares about others and things.	care for everyone and everything.	
Rules / safety	Children feel safe in school.	you will always be safe in school.	6
Relationships / safety	Teachers are looking out for children	teachers always have an eye on you, so if anyone's like picking on then.	6
Environment	PE building (resources)	I have a school building with a PE building attached.	7
Environment	Outdoor equipment (resources)	I have a playground with different activities	7
Environment	Outdoor building	and a little hut.	7
Norms	Dress code	There is a certain uniform.	7
Teaching /safety	Few teachers	Any not many teachers	
Relationships	Positive teacher-pupil relationships	all the teachers get along with the pupils.	7
Safety / environments	Fewer children	Probably around 15 children.	7
Rules	Respecting each other	Um my rules are respect each other	8
Rules	Kindness	treat others with kindness and you wanted to be treated	8
Rules	Honesty	and honest.	8
Environment	Large school	So my school is like a big school	8
Safety	Lots of children	so it has lots of pupils	8
Inclusion	Everyone can attend	Anyone's allowed.	8
Safety	Feeling safe	everyone to feel safe.	
Relationships / safety	Teachers support everyone	to know that the teachers are there for everyone.	8
Safety	Someone always available	I know like there's someone that I can go to.	8
Rules	Be kind	My rules ate be kind	8
Rules	No physical bullying	and like don't hit anyone physically	8
Rules	No emotional bullying	like make popel feel bad about themselves.	8
Pupil voice	Every child to have a voice	let other people speakits nice nice if you let like some people say stuff as well which usually don't like speak a lot.	8
Environment	Large school	it's a big school.	9
Inclusion	Every child can attend	everyone everyone can like come.	9
Environment	Outdoor equipment (resources)	there's a lot of equipment in the playground. (hopscotch, monkey bars, slide)	9
Rules / values	Kindness	They are be kind	9

Rules / values	Honestyand honest.		9
Rules / values	Respect	be respectful	9
Rules / values	Non-judgemental	don't judge people	9
Rules / relationships	No bullying	don't bully.	9
Rules	Systematic behaviour system	they will have a warning cardthen will get a red care. Then they'll will get a call to	10
Rules	Relational behaviour system	they would stay intalk to a teacheralso get the other person in there who was involved with it.	10
Rules	Behaviour system take someone away)	get a warningwhich means take time off their golden time	10
Rules	Behaviour system (take something away)	it's a call home and you need to have um be suspended for a couple of days depending	10
Relationships / emotional safety	Someone always there to talk to	if you are feeling upset then there's always someone there which you can always talk to	10
Relationships / emotional safety	Someone to make you feel better	they always comfort you an make you feel better.	10
Relationships / emotional safety	Someone to make you feel better	if you're feeling like sadworrieda bit angrythen you can always go up to them and they make you feel better and they take your worries away.	11
Agency	Teachers work together to make decisions	the teachers will work together to make decisions	11
Agency	Children are involved in some decisions	if it was to do with the children they would speak to the children about it.	11
Leadership	Senior staff	there would be a head teacher and a deputy head	11
Agency	School council		
Teachers / safety	Feel safe	my teacher in my school feel safe.	12
Professional relationships / safety	Teachers support each other	they can talk to the other teachers and like about that worries for the school and even if it's outside school.	12
Teaching	Teachers feel confident	I think teachers in my school would feel confident with how they're going to teach the students	12

Teaching	Teachers worried about making children happy	but also a little bit worries whether they're going to have the children be happy with them	12
Teaching	Teachers doing a good job	they'll definitely do a good job.	12
Teaching	Determined teachers	the teachers at my school they'll feel very determined every day.	12
Teaching	Teachers may express different emotions throughout the day	if anythign happens throughout the day, the mood might change to happy or to sad or to angry	
Teaching	Determined and happy teachers	they will start of determined and happy.	12
Learning	Children are confident about their learning	I think my students would feel very confident with their learning.	12
Safety	Pupils are proud to be a part of school	and very proud to be pupils of that school.	12
Safety	Confidence	My students feel confident	12
Relationships / Safety	Feeling safe (emotionally)	and safe coming in to school because the teachers would wait outside the gate for them to walk in	12
Relationships / safety	Teachers to deal with problems	the teachers would be able to see it and then deal with it.	12
Safety	Feeling happy to come to school	I that that might they'll [children] feel like happy to come to school.	12
Relationships/ safety	Someone to support them everyday	They know they have people there for them everyday.	12
Relationships	Not all children get along.	some children get along with each other, but some children don't	13
Relationships	Not arguing or being mean to each other.	But if they can likenot to like argueand like not say mean things about them if you can.	14
Learning	Feel excited to learn new stuff	my students come to school I think they'll be excited because there's new stuff to learn	14
Relationships	Excited to meet friends' school	and meet their friends again.	14
Teaching	Different teachers for different subjects	I think they'd be like different teachers for different subjects so they can learn all types of things.	14
Relationships	Some children get along and some do not.	I think my students would not everyone would get alongbut most of them wouldbut there are some students who still don't get alongso it's a bit of a mix	14

Norms	Choice about playtime	But students would have a choice either to go outside for an hour or go outside for half an hour	
Environment	Extra-curricular clubs at lunchtime	and then do like an extra club in the other half an hourlike you do art or drama or dance	14
Norms	Break in between lessons for fresh air	Erm for like between lessons there's probably be a break in betweenso that there's some time away from doing all the lessons and stuff to get some fresh air	15
Environment	Clubs before and after school	before and after school they'll probably be some clubsprobably like art club, drama, gymnastics	15
Environment	Breakfast club	like a morning like club which will give you breakfast	15
Environment	New options every day to play at lunchtime.	at lunchtime you can go into like the hall or something and there will be a new task on everyday	15
Environment	Different activities at lunch	or you can play football, gymnastics	15
Environment	Options to play inside at lunch.	like just something that you don't want to go outside you can just do inside.	15
Relationships	Positive teacher- student relationship	Um my school would probably be kindness because you'd want the students to get along with their teachers	15
Relationships	Positive pupil-pupil relationship	you'd want to students to get get along with each other so like its not like everyone's always arguing all the time	15
Values	Kindness	Everyone's kind to each other	15
Norms / relationships	Dealing with conflict	first step the children try to sort it out and if they can't sort it out the teachers will get involved	15
Norms	Honesty	I think honesty cus nobody would like to lie that's just bad	16
Norms / values /safety	Respect for differences (tolerance?)	kind of like respecting others in a way like if somebody has a disability or they are a different race or different culture that shouldn't be problem.	16
Norms / teaching	Responsibility	I think responsibility would be the most important	16
Norms /safety/ relationships	Non-judgemental (tolerance?)	if you had a disabilityit wouldn't be allowed for someone to judge	16

Environment / learning	Information to support learning	Mine would probably be show things to help children with their work and stuff	17
Norms / values	Celebrating success	but also show like we have star of the weeklike a reward system	17
Environment	Colourful interior	where the reception is there would be this big boardit would have a rainbow boarder	17
Environment	Information about the school on the walls	there would be a map like some of the older children that if you need help you can go to.	17
Environment	Information about the school on the walls	The main teachers you need to knowyear groupsand how many children there are.	17
Environment / values / norms	School ethos on the walls	Mine would have the ethos um saying like, if it said like 'we care for you'	17
Environment	Agency to children on the walls	like i'd let children like write down all the things where how they've helped someone, around it.	17
Environment	Public competition, or celebrating success.	So there could be a display boards that had like a chart for each classroom and students will vote who has done like the best in their learning that weekthe most votes get some form of reward.	17
Norms / values	Respectful to others, equipment, and the school.	Respectful studentsnot just respectful to other children but respectful to the teachers and the staff and the equipment and the actual school.	18
Learning / norms /values	Confidence towards their learning	Everybody having a confident attitude towards their leaning.	18

Appendix 10: Concourse Themes

Below are the columns from the Excel spreadsheet that was created to record themes across all sources of data (primary and secondary) to develop the concourse.

Virtues

grateful

generous

attentive

discerning

compassionate

loving

faith-filled

hopeful

eloquent

truthful

learned

wise

curious

active

intentional

prophetic

Behaviour

avoid shame
reflect child's needs
rewards for showing values
warning card
talk to teacher
call home
suspended
take time off golden time
consistent discipline
high expectations
restorative approaches
empathy and guidance
solution focused approaches
set appropriate consequences
celebrate good behaviour

Feelings

safe (physical, emotional, psychologically)

cared for

supported

valued

challenged

secure

happy

inclusive

interested

structured

warm

welcoming

exciting

inspiring

celebrated

memories

loved

share smiles

emotionally supported

excited to meet friends

listened to

positive emotions

engagement in learning

included

connected

accepted

feel significant

capable

Relationships

teachers talk to other teachers

teachers comfort you and make you feel better

teachers are there for everyone

not all children get on with all children

trust

positive relationships

repair relationships

relationships with self, others and community

friendships

quality relationships

positive interactions with all stakeholders

teacher-pupil interactions

Learn

role of the community

academic

spiritual

physical

socially

healthy bodies and mind

aware of well-being in self and others

knowledge

skills

personal qualities

emotionally

positive contribution to society

faith

understand roles and responsibilities of ourselves and others in diverse world

they don't just teach you things

communication skills (staff and pupils)

SEL within the curriculum

generalise SEL in other contexts

well-being

how to problem solve

teach SEL

Working with

parents

organisations

pupils

governors

teachers

senior staff

council

gov on your side

support staff

everyone to be involved

British values

democracy

human rights

equality

British history

Purpose

fulfil potential

life long learners

fully rounded citizens

best possible outcomes

live long love of learning

successful

develop holistic beings

vision for the whole child

a common purpose between teacher and pupil

Staff

professional

approachable

inspirational role models

team player

aware of physical and mental well-being of everybody

confident

determined

safe

happy

worried

care

play with kids

advocates for the child

staff modelling it

headteacher pedagogy

need a team

courage to speak out for all children

pedagogy

teacher well-being

teachers taking an interest

praise for good choices

strengthening core competencies for staff

Dress code

uniform

no uniform

Leaders

flat hierarchy clear vision communication similar language head is always available honest and caring leadership

Parents

feel valued
share love for learning
partners on journey
understand family well-being
build respect
values at home
develop links
supporting families
encourage them to understand what's going on

School

large school
small school
a little hut
PE building attached
lots of outdoor equipment
rainbow border
pink door
colourful school
different shapes school
school cleanliness

Outside of School

morning and afterschool club clubs different activities on the playground lunchtime play inside, play outside assemblies fun rituals and traditions food for dinner

Environment

school map school ethos learning information teacher's names Year group information star of the week best work of the week

Rules

put things back in their place thoughts and hands to ourselves don't judge don't bully let other children speak positive rules

Appendix 11: Concourse Statements

Organisational Levels of	Dimension of School	Theme	Statements
Culture	Climate		
Visual Artifacts	Institutional environments (physical	Large school size	An ideal school where I learn in a large school with lots of children.
	surroundings, school	Exterior of school	An ideal school that is bright and colourful.
	connectedness and social inclusion)	Comfortable environment	An ideal school where I feel comfortable to learn in the classroom (e.g. good lighting or good temperature).
		Clean environment	An ideal school where the environment is clean.
		Healthy school	An ideal school that offers healthy food at snack and lunchtime.
		PE resources	An ideal school where there is an extra building for PE.
		IT resources	An ideal school that offers electronic equipment for learning (e.g. computers).
		Outdoor resources	An ideal school where I have the opportunity to play with lots of outdoor equipment.
		Safe space	An ideal school where there is a safe space to talk to an adult if I am upset (e.g. nurture nest).
		Small class size	An ideal school where there is only a small number of children in my class.
		Small number of teachers	An ideal school where there is only a small number of teachers in school.
		Flexible seating plan	An ideal school where I get to sit in different seats in the classroom.
		Dress code	An ideal school where I wear a uniform.
		Movement breaks	An ideal school where I can have a break in between lessons and get some fresh air.
		Extra-curricular activities	An ideal school where I can join extra-curricular clubs or teams in school (e.g. drama, art, and football).

		Offer extra time	An ideal school where I can join a
		at school	morning or afterschool club.
		School information	An ideal school where I can see information on the walls about the teachers, pupils, and school (e.g. map).
		Celebrating success	An ideal school where I can see pupil achievements on the wall (e.g. star of the week).
		Posters about school values	An ideal school where I can see posters about the school values in my classroom.
		Positive quotes	An ideal school where I can read positive quotes on the walls.
		School assemblies	An ideal school where I attend assemblies about school values.
		Parent involvement	An ideal school where my parents/family are invited to school events (e.g. sports day).
		Similar language	An idea school where I hear teachers and children talk about the school in a similar way.
		Rituals and traditions	An ideal school where I can take part in fun rituals and traditions that are part of this school.
		Act in line with school values	An ideal school where I see children and adults who follow the values and rules in school.
2. Values	Safety (rules and norms, physical safety,	Physical safety	An ideal school where I am not hurt (e.g. hit) or physical bullied by other children.
	social and emotional safety)	Social safety	An ideal school where teachers help me to feel better when I am upset.
		Emotional safety	An ideal school where I am not teased (e.g. call names) or bullied by other children.
		No Bullying	An ideal school where I do not tease (e.g. call names) or bully others.
		Emotional safety / well- being	An ideal school where I feel safe and happy.
		Fair rules	An ideal school where I feel there are fair rules for everyone to follow.

	Consistancy	An ideal school where I can be
	Consistency	
		sure that the rules will always be
	Evacatations	in place. An ideal school where I
	Expectations	
		understand what is expected of
		me.
	Systematic	An ideal school that has a fair
	behaviour	behaviour system when children
	system	break the rules.
	Behavioural	An ideal school where I will get a
	approach	consequence if I break the rules
		(e.g. lose part of golden time).
	Behavioural	An ideal school where I get
	approach	rewarded for good behaviour (e.g.
	(behaviour)	a house point).
	Relational	An ideal school where teachers
	approach	teach me how to do the right thing
		if I break the rules.
	Avoiding public	An ideal school where teachers
	shame	do not tell me off in public when I
		have done something wrong.
	New	An ideal school where every day
	opportunities	feels like a fresh start.
	Valued	An ideal school where my ideas
	contributions	are valued.
	Celebrating	An ideal school where I am
	strengths	celebrated for my strengths.
	Shared vision	An ideal school where I feel that
	and values	my values and goals are similar
	ana valace	to other adults and children in
		school.
	Celebrating	An ideal school where my hard
	success	work is celebrated in class/school
		(e.g. a star of the week).
	•	,
	Agency	An ideal school where I can have
		some choice about what I do at
		playtime.
	School pride	An ideal school where I feel proud
	Oction bline	to be a member of the school.
		to be a member of the solidor.
	Inclusion	An ideal school where I feel
		included in the class/school.
	Belonging	An ideal school where I feel like I
	3 3	am a valued member of the
		school.
	i .	1

	Non-	An ideal school where I feel that I
	judgemental	am not judged by other children
	judgementar	or teachers.
	Parent support	An ideal school where teachers
	r archit support	can support my family to help me
		learn.
	Parents are	An ideal school where my family
	valued	feel a part of my school.
	valueu	leer a part of my school.
	Link with	An ideal school where adults
	organisations	outside of school are welcome to
		help me to learn.
Interpersonal	Whole school	An ideal school where I feel
relationships	relationships	different members in the school
(social support-	•	get along with each other,
adults, social		including children, teachers,
support-		dinner ladies and the caretaker.
students,	Genuine	An ideal school where teachers
respect for	interest from	take an interest in my life.
diversity)	adults	
,,	Adult support	An ideal school where I feel that
		an adult is always available to
		help me.
	Trust teachers	An ideal school where I feel I can
		trust my teachers to share how I
		feel.
	Advocates for	An ideal school where I feel that
	children	teachers stand up for me to
		support me.
	Children are	An ideal school where teachers
	heard	listen to me.
	Having fun with	An ideal school where teachers
	teachers	play with me.
		'
	Friendship	An ideal school where I am
	•	excited to see my friends.
		,
	Peer support	An ideal school where I can turn
		to my friends for support.
	Door comment	Applied all adeas to the second second
	Peer support	Ann ideal school where I can ask
		my friends for help with my
	Oalf #======	learning.
	Self-respect	An ideal school where I learn how
		to respect myself.
	Pooncet	An ideal asheal where I recorded
	Respect	An ideal school where I respect
		other children, adults, and things.

		Respect	An ideal school where I feel other children and teachers respect me.
		Kindness	An ideal school where I treat others with kindness.
		Kindness	An ideal school where I feel that others are kind to me.
		Honesty	An ideal school where I am honest to my friends and teachers.
		Honesty	An ideal school where I feel that others are honest with me.
		School-parent relationship	An ideal school where teacher and my family get along.
		Acceptance of diversity	An ideal school where I welcome and accept others and their differences (e.g. gender, race, culture, or disability).
		Accepted	An ideal school where I feel welcome and accepted.
	Teaching and learning (support for	Academic learning	An ideal school where I can learn academic knowledge (e.g. Maths, English and Science).
	learning, social and emotional learning)	Social and emotional learning	An ideal school where I can learn about my body, emotions, and relationships
		Citizenship	An ideal school where I can learn about the world and my role in the community.
		Moral/character development	An ideal school where I learn about important values and what is right and wrong (e.g. ethics).
		British Values	An ideal school where I can learn about British history and British rules.
	Transition	An ideal school where I can learn to be prepared for secondary school.	
		Prepare for adulthood	An ideal school where I can learn about things to prepare me for the future.
		Learning about IT	An ideal school where I can learn about online safety.

Tolerance	An ideal school where I learn
Tolerance	about and accept different faiths
	and beliefs.
High	An ideal school where teachers
expectations	believe that I will be successful
expediations	with my learning and behaviour.
Importance of	An ideal school where I finish my
completing	work at home (e.g. homework) if it
work	is not completed at school.
Expert	An ideal school where I have
teachers	different teachers to teach me
	different subjects.
Confident	An ideal school where I feel the
teachers	teachers are confident.
Motivated	An ideal school where I feel the
Teachers	teachers want to do a good job.
Positivity	An ideal school where I feel that
	teachers are positive.
Modelling	An ideal school where I feel that
	teachers are good role models for
	learning and behaviour.
Support	An ideal school where I feel that
individual	my teacher understands what I
needs	need to support my learning.
Constructive	An ideal school where I feel
criticism	teachers give me supportive
	feedback to help me learn.
Love for	An ideal school where I feel
learning	curious and excited to learn.
Aspirational	An ideal school where I feel
	motivated and want to do best
	work I can.
Problem	An ideal school where I am
solving	encouraged to solve some
	problems by myself.
Creativity	An ideal school where I can learn
	to think creatively.
Challenged	An ideal school where I am
	challenged to help me learn.
Taking risks	An ideal school where I feel
	confident to try something new in
<u> </u>	my learning.
Pupil voice	An ideal school where I have the
	opportunity to share my views in
	class.

		Self-belief	An ideal school where I learn to believe in myself.
		Courage	An ideal school where I feel brave enough to try something I did not know I could do.
		Resilience	An ideal school where I learn how to handle things when they get difficult.
		Perseverance	An ideal school where I am supported to not give up.
		Co-operative learning	An ideal school where I can learn by working with other children.
		Teamwork	An ideal school where I can learn to work in team with other children.
		Responsibility	An ideal where I can have some responsibility in my class/school.
		Independent	An ideal school where I learn to be independent.
		Proud of learning	An ideal school where I feel proud of my learning.
	Staff Only (leadership and	Approachable Headteacher	An ideal school where I feel that the Headteacher is open and caring towards others.
	professional relationships)	Shares vision	An ideal school where I feel that a Headteacher shares their ideas for the school.
		Flat hierarchy	An ideal school where I feel the Headteacher makes decisions with the teachers.
		Collegiality	An ideal school where I feel the teachers work together as a team and support each other.
		Reviewing school vision and values	An ideal school where things may change to make the school better.
		Teacher well- being	An ideal school where I feel that the teachers are happy and healthy.
		Teacher development	An ideal school where teachers can learn new skills to support me in the best way.
3. Assumptions and beliefs	About human nature	Not in competition	An ideal school where I feel that I am not in competition with other children.

About human nature	Equity	An ideal school where I have the same opportunity as other children to do the best I can.
About nature of education	Whole child well-being	An ideal school where I feel that I can grow in all areas of my learning (e.g., learning lessons, being healthy making friends).
About the nature of relationships	Love and care	An ideal school where teachers care about me.
About making decisions/ power and responsibility	Agency	An ideal school where I can make some decisions about the school.
About making decisions/ power and responsibility	Adults make decisions	An ideal school where the adults make the decisions in school.
About dealing with conflict	Dealing with conflict	An ideal school where I work together with teachers or children to find solutions to fix any problems I have.

¹²⁰ Statements - After looking at primary data, school websites, Government docs, academic literature, and general media.

Appendix 12: Pilot Study

A pilot was conducted to assess the accessibility and adequacy of the initial Q-set in supporting pupils to share their views about school ethos, culture, and SEL. Due to time limitations, only two pupils in Year 6 (one boy and one girl) took part in the focus group. These pupils also took part in the pupil focus group during the development of the concourse. Participants took part in an online Q-sort activity and were asked to rank a set of 34 cards. The instructions included:

"Imagine you have the power to create your ideal school".

"What do you think would be the most important things to create a positive school environment, one that would help you to learn and also help you to build relationships and understand emotions?"

Pupils were asked to rank the 34 cards on a scale from '*least important*' to '*most important*' (further details of the activity are outlined in the next section). Pupils then completed a post Q-sort survey and took part in a focus group. The session took place face-to-face in the school setting. The SENDCo was also present. Questions asked in the focus group were as follows:

- How did you feel about the activity?
 - a. What was good about the activity?
 - b. Was the difficult about the activity?
 - c. What would make it better/easier in future for other pupils?
- Are the instructions clear enough?
- Were any of the words a bit complicated?
- Were there any statements that you did not understand?
- How do you feel about the number of cards to sort?
- Are there other statements to describe a positive learning environment that were not included?

Pupils provided helpful feedback to inform the main study. They shared that on the whole, the activity was "pretty good", they liked working in a quiet room and enjoyed the concept of creating their "dream school". They commented that the number of cards was not an issue and that they preferred having a range of cards to choose from. They explained that less cards would have made the decision making process more difficult for them. Pupils commented that the Q-sort activity was a bit challenging as many of the statements were important to them in a "good school". When asked if there were any ideas missing from the Q-set, the pupils discussed the opportunity to have more lunch options and more time to eat their food.

During the focus group, I provided pupils with the Q-set and some coloured pens. We explored whether any words / statements were difficult to read or understand. One pupil commented that the words 'competition' and 'academic' were difficult to read. I asked the pupil what wording would be more appropriate, and they offered the phrase "useful subjects". They also shared that the statement relating to family involvement in school was difficult to understand. One pupil suggested that some

examples on the cards would be helpful. A final comment was related to the lack of space available to write their response on the post Q-sort survey.

Based on the feedback from pupils, a few changes were made to the Q-set, the post Q-sort survey and the instructions for the task. As pupils shared that it was difficult to rank their level of important of statements, I choose to change the label of the negative scale from 'least important' to 'most unimportant'. This decision was made to reduce the level of ambiguity of the task. The consistency of the word 'most' at both ends of the scale is also cited by Watts and Stenner (2012). I also refined the instructions of the task to focus pupils' views about the ideal aspects of a school environment to promote SEL rather than both learning and SEL. This decision was chosen to help pupils focus their preferences and to reduce the level of difficulty of the activity.

Appendix 13: Pilot Q-Set

A large school with lots of teachers and children.	Children and adults are honest to each other.
A colourful school with positive wall displays.	I feel accepted for my differences.
A comfortable place to learn with all the things I need.	I can learn different academic subjects.
A school uniform.	I can learn about my body, emotions, and relationships.
Assemblies, clubs, and school traditions.	I learn about important values, being prepared for secondary school and my role in the community.
My family feel part of the school.	Teachers are positive, confident, and want to do a good job.
There is always an adult to help me.	Teachers understand what I need to help me learn.
There are fair rules, rewards, and consequences.	Teachers give me supportive feedback to help me learn.
Teachers listen to me if I have broken the rules and teach me how to do the right thing.	I am challenged to try something new in my learning.
I am celebrated for my success and strengths in school.	I can have some responsibility in my class/school.
I feel that my values are similar to other adults and children in school.	I learn by working together with other children.
A school that changes over time to support everyone.	The Headteacher is caring and shares their ideas for the school.
I feel included and a proud member of the school.	Adults in school work together and support each other.
Teachers support me and play with me.	Adults listen to me and I can make some decisions about the school.
I feel excited to see my friends and I can turn to them for support.	I have the same chances as other children to do the best I can.

Children and adults respect each other and the school.	I work together with teachers or children to fix any problems.
Children and adults are kind to each other.	I am not in competition with other children with my learning.

Appendix 14: Final Q-Set Process

Organisational Levels of	Dimension of School	Theme	Source	Statements	
2. Visual Artefacts	Climate Institutional environments (physical surroundings,	School size	Primary data (pupil)	A large school with lots of teachers and children.	
	school connectedness and social inclusion)	School design	Primary data (pupils)	A colourful school with positive wall displays.	
		Space and resources	Primary (pupils) and secondary data (online media)	A comfortable and quiet place to learn with all the things I need.	
		Dress code	Primary data (pupils)	A school uniform.	
			Social inclusion	Primary (staff) and secondary data (online media)	Assemblies, clubs, and school traditions.
		Family involvement	Primary data (staff and EP) and secondary data (academic literature)	My family have good relationships with the teachers and are invited to school events, such as sports day.	
*Values	Safety (rules and norms, physical safety, social and emotional safety)	Physical, social, and emotional safety	Primary (pupils) and secondary data (academic literature. School websites and Government documents)	I feel safe and there is always an adult to help me every day.	
		Behavioural approach	Primary data (pupils)	There are fair rules, rewards, and consequences.	

	Relational approach	Primary (pupils) and secondary data (academic	Teachers listen to me if I have broken the rules and teach me how to do the
	Celebrating success and strengths	literature) Primary data (pupils) and secondary data (academic literature)	right thing. I am celebrated for my success and strengths in school.
	Shared vision and values	Primary data (EP) and secondary data (academic literature)	I feel my values are similar to other adults and children in school.
	Reviewing school vision and values	Primary data (staff) and academic literature	A school that changes over time to support everyone.
	School pride	Primary data (pupils) and secondary data (academic literature)	I feel proud to be a member of the school.
	Inclusion and belonging	Primary data (EP) and secondary data (academic literature)	I feel valued and included in school.
Interpersonal relationships (social support-adults, social support-students,	Teacher support	Primary data (pupils and staff)	Teachers support me when I am upset and help me to feel better.
respect for diversity)	Peer support	Primary (pupils) and secondary data (academic literature)	I feel excited to see my friends and I can turn to them for support.
	Respect	Primary (pupils, staff, and EP) and secondary	Children and adults respect each other and the school.

		data	
		data (academic literature)	
	Kindness	Primary data (pupils)	Children and adults are caring and kind to each other.
	Honesty	Primary data (pupils and staff)	Children and adults are honest to each other.
	Acceptance of diversity	Primary (EP) and secondary data (academic literature and school websites)	I feel accepted for my differences.
	Teacher collegiality	Primary (EP) and secondary data (academic literature, school websites)	Adults in school work together and support each other.
Teaching and learning (support for learning, social and emotional learning,	Teacher modelling	Teacher modelling	Teachers are positive role models who show good values and do the right thing.
leadership)	Support individual needs	Primary data (pupils) and secondary data (academic literature and Government documents)	Teachers understand what I need to help me learn.
	Constructive criticism	Primary data (staff)	Teachers give me supportive feedback to help me learn.
	Role of teacher	Primary data (pupil)	Teachers do not just teach they also play games with me.

		Taking risks Responsibility	Primary (EP) and secondary data (academic literature and school websites) Primary data (pupil) and secondary data (academic literature)	I am challenged to try something new in my learning. I have some responsibility in my class/school.
		Co-operative learning	Primary data (EP)	I learn by working together with other children in class.
		Confidence and aspirational	Primary (staff) and secondary data (websites)	I am encouraged to believe in myself and be the best that I can be.
		Approachable Headteacher	Primary (EP) and secondary data (academic literature)	The Headteacher is caring and shares their ideas for the school.
3. *Assumptions and beliefs	Institutional environment	Agency	Primary data (pupils, staff and EP) and secondary data (academic literature and gov documents)	Adults listen to me and I can make some decisions about the school.
	Safety	Equity	Primary data (EP) and secondary data (online media and Government docs)	I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a

			chance to speak in class.
Interpersonal relationships	Dealing with conflict	Primary data (pupils)	I work together with teachers or children to fix any problems.
Teaching and learning	Non- competitive environment	Primary data (EP)	I do not compare my learning with other children.

- 120 Statements on 21/03/21
 - After looking at primary data, school websites, Gov docs, academic literature, and general media on 22/03/21
- 61 statements on 23/03/21
 - By removing duplicating
 - Merging overlapping sub themes
 - Removing some statements that weren't explicitly discussed by the children /staff or the EP
- 49 statements on 23/03/21
 - After merging some overlapping themes
 - Removing some themes that are provided in other statements
- 34 statements on 25/03/21
 - Removing some statements that were not directly discussed with pupils, staff or EP
 - Merging some statements
- 34 statements on 30/03/21 post pilot
 - o Changed the word academic, competition
 - Provided examples for lesson and family statements
 - Changed the sentence of equality statement and non-competitive environment
 - Checked the data analysis again to make sure all themes and sub themes are included

Appendix 15: Final Q-Set

Number	Statement
1	A large school with lots of teachers and children.
2	A colourful school with positive wall displays.
3	A comfortable and quiet place to learn with all the things I need.
4	A school uniform.
5	Assemblies, clubs, and school traditions.
6	My family have good relationships with the teachers and are invited to school events, such as sports day.
7	I feel safe and there is always an adult to help me every day.
8	There are fair rules, rewards, and consequences.
9	Teachers listen to me if I have broken the rules and teach me how to do the right thing.
10	I am celebrated for my success and strengths in school.
11	I feel my values are similar to other adults and children in school.
12	A school that changes over time to support everyone.
13	I feel proud to be a member of the school.
14	I feel valued and included in school.
15	Teachers support me when I am upset and help me to feel better.
16	I feel excited to see my friends and I can turn to them for support.
17	Children and adults respect each other and the school.
18	Children and adults are caring and kind to each other.
19	Children and adults are honest to each other.
20	I feel accepted for my differences.
21	Teachers are positive role models who show good values and do the right thing.
22	Teachers understand what I need to help me learn.

23	Teachers give me supportive feedback to help me learn.
24	Teachers do not just teach they also play games with me.
25	I am challenged to try something new in my learning.
26	I have some responsibility in my class/school.
27	I learn by working together with other children in class.
28	I am encouraged to believe in myself and want to be the best that I can be.
29	The Headteacher is caring and shares their ideas for the school.
30	Adults in school work together and support each other.
31	Adults listen to me and I can make some decisions about the school.
33	I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class.
33	I work together with teachers or children to fix any problems.
34	I do not compare my learning with other children.

Information Sheet

Title of Research Project

Using Q-Methodology to Gather Pupils' Views around School Ethos and Culture to support Social and Emotional Learning.

What is my role in the research project?

My name is Priya Dhanjal and I am a trainee educational psychologist, studying the Applied Educational and Child Psychology Doctorate course, at the University of Birmingham. This research project will contribute to my doctoral thesis.

What is the research project about?

The aim of the research project is to explore pupils' views around school ethos and culture (i.e. learning environment or school climate). Ethos can be defined as the general atmosphere within a setting and culture refers to the norms, expectations, and core values of a setting. The research is particularly interested in exploring key factors of a school ethos and culture that ultimately supports social and emotional practices and learning.

Social and emotional learning is a key aspect to overall well-being. Research has found that the success of social and emotional learning can be influenced by its context and the learning environment. To understand factors of a school ethos and culture that will promote social and emotional learning, it is important to seek the views of key stakeholders within the school community. Gathering views from pupils can provide them with a sense of independence and school belonging.

In this current climate, where pupils have been away from school for a significant part of the academic year, exploring views around the school ethos and culture can be very valuable. The information gathered may result in some preventative and universal strategies to enhance the current ethos and culture of a school to adapt to the current needs of pupils, as they transition back to their school community.

Who is being asked to participate in the research?

I am looking to recruit pupils in Year 5 and 6 (~30-40 pupils), within a mainstream primary school setting to take part in the research. I am also looking to hold one group interview with key members of staff (one senior member of staff and a Special Educational Needs Coordinator, SENDCo) to share their views on the current ethos and culture of the school and their views regarding factors that would support social and emotional learning. Participants who wish to take part will be provided with information about the research and a consent form to sign. Informed consent from a parent/carer will be also be required for pupils to take part.

What is involved?

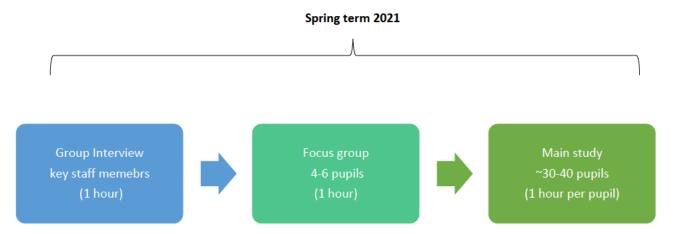
For Staff

One small group interview will be conducted with staff to share their views around the factors of a positive ethos and culture that promote social and emotional learning for pupils. The session will last up to one hour and will be held virtually, using Zoom.

For Pupils

One focus group (4-6 pupils) will be conducted to gather pupils' views about how to create a positive learning environment to support social and emotional learning. The session will last up to one hour and will be held virtually, using Zoom. After this, around 30 to 40 pupils will take part in a sorting activity, whereby pupils will be asked to sort statements about the school ethos and culture of a school into columns based on their level of agreement. This task is called a Q-sort. Once pupils have organised their statements to reveal what they perceive to be the most and least important aspects of school ethos and culture to promote social and emotional learning, they will be asked to complete a post Q-sort questionnaire to provide more details about their views. This task will be carried out online on an interactive sorting game website.

In order to gather a variety of viewpoints and gain perspectives of different students I ask that pupils who are chosen for either the focus group or main study vary in gender, academic achievement (i.e. below, on target or above target), and development (i.e. on the SEND register or not). Pupils who have a strong opinion on this topic area are also suitable. As you know the pupils well, I ask that you chose the participants based on this information, and I can support you on this decision.



Can participants withdraw from the research project?

Participants who take part can withdraw from the research project before, during or after the data have been collected. Participants can also choose not to answer questions they do not wish to. If participants want to withdraw their data from the study, they have up to three weeks after final data have been collected. Pupils can speak to their class teacher, who can contact me via email or telephone. Unfortunately, focus group data or group interview data cannot be withdrawn after taking part as it can be difficult to follow a conversation if sections are missing. However, participants can leave at any time during the session. Participants will be made aware of this in their consent form and verbally at the beginning of each session.

What will happen to the data collected?

Data received from participants will be treated as confidential and I will not share identifiable information with other stakeholders. The data will only be viewed by myself and professionals supporting my research, such as my supervisor. Confidentiality will only be breached if a safeguarding concern arises. If this occurs, I will follow the school's safeguarding policy to minimise further risk. Names of participants, or other identifiable information will be made anonymous. In line with General Data Protection Regulations (GDPR), the Data Protection Act (2018) and the University of Birmingham's Code of Practice for Research I will ensure safe storage and disposal of data. Pre and post Q-sort questionnaire data (e.g. demographic information) will be entered into a password protected

spreadsheet and saved onto my personal laptop which is also password protected. The group interview and focus group data will be electronically recorded in a word document which will be password protected. Video and audio recordings of the group interview and the focus group will be temporarily stored onto the Zoom cloud and then immediately transferred to my personal laptop, which will be password protected. Once the transcripts have been electronically recorded all recordings will be permanently destroyed. Hard copies of data (e.g. consent forms) will be stored in a locked storage box, which can only be accessed by myself. Electronic data will be retained for 10 years in the BEAR Archive (a secure data system recommended by the University of Birmingham). After 10 years, the data will be destroyed securely. Once hard copies of data will be shredded and disposed appropriately, using the Educational Psychology Service's shredding system.

How will findings be reported?

After the analysis of data has taken place a briefing document will be sent to the school, outlining the findings from the research project. Participants (and parent/carers) will also be provided the opportunity to contact myself if they wish to discuss the findings further. Participants' individual data will be presented collectively, and it will not be possible to identify individual responses.

The final write-up of the research project will form part of my doctoral thesis. The thesis will be available online (and may also be published at a later date) and may be shared at conferences. Q-sort responses and group interview/ focus group transcripts will be included in the thesis write up but identifiable information (pupil/ teacher names, organisations, or geographical locations) will not be included.

Who has ethically reviewed the project?

The research project has been ethically approved by the University of Birmingham's Ethical Review Committee.

Any Questions?

If you have any questions or wish to discuss this research project in more detail, please contact me (details below). If you wish to take part and have any concerns during the research project you can also contact my academic research supervisor, who will be supervising this research.

Contact details

Researcher: Priya Dhanjal	
Email:	
Telephone:	
Supervisor: Dr Colette Soan	
Email:	
Telephone:	

Thank you for taking the time to read this information.



Appendix 17: Q-Sort Script

- In this activity I want to find out your views about school.
- School is a place to learn.
 - You learn useful lessons, such as Maths and English, to help you in the future and to get a job.
 - You also learn key life skills to help you to understand yourself and interact with other people.
 - These are called social and emotional skills.
 - The social part is about learning how to communicate and work as a team, build relationships with friends, family, and teachers and also how to deal with disagreements.
 - The emotional part is about understanding how you feel, knowing what to do if you are upset and also how to feel positive and motivated to make good choices. It also about understanding how other people feel.
 - So an example of a social and emotional skill could be working well in a team to complete a project in school.
 - Or it could be when you're feeling upset, you know where to go or who to ask for help.
 - Another example could be feeling really confident or proud about a good piece of work you have achieved.
 - Social and emotional skills are important because they help you to be mentally healthy and positive, they help you to make friends and get along with others, they help you to feel confident to achieve your goals, and to be resilient if things are challenging.
 - These life skills are just as important as learning subjects because if you are not feeling good or have fallen out with someone, you won't feel ready to learn.
 - So social and emotional skills are really important for your learning.
- Imagine you have the power to create your ideal school.
 - I want you to think about the environment of your ideal school. This
 includes the building, the teachers, pupils, the lessons, and the school
 values.

- What do you think would be the most important things to create a positive school environment, where you can learn social and emotional skills?
 - Remember social and emotional skills help you to understand yourself,
 feel positive and motivated, make good choices, and interact with others.
- In this activity, your job is to sort some cards to share what is important to you in your ideal school to help you learn social and emotional skills.
 - You might think that all the cards in this game are important in your ideal school
 - So remember the aim of this card game is for you to decide what are the most important things to help you feel positive and to learn social and emotional skills in your ideal school.

Tips

Pre card sort

- When you start step 2, remember to scroll down the page to see the cards
- Whatever pile you put the cards in for step two, you can change your mind in step
 3 so do not worry
- Please let me know if you want me to read any of the cards to you
- If you do not understand a card, please ask for help

Final card sort

- Please take your time
- There are no right or wrong answers, I am interested in what is important to you
- Think carefully about your choices about what is most important and unimportant as you will have to explain why in your survey
- You can change the cards around as much as you like
- Remember you may think all of these cards are important but think about what is
 most important to you to learn those key social and emotional skills.
- Sort all of them before you finish
- Remember to complete the survey before you click finish because you will need the grid to help you answer the questions on the survey

Survey

- Use the card sorting grid to help you when you fill out the survey
- Please remember to click finishes when you have filled out the survey otherwise I
 your results won't be saved.

INSTRUCTIONS

Step 1:

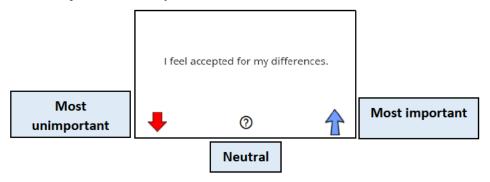
Click YES you are happy to take part in the activity.

Step 2:

Fill out the About You page.

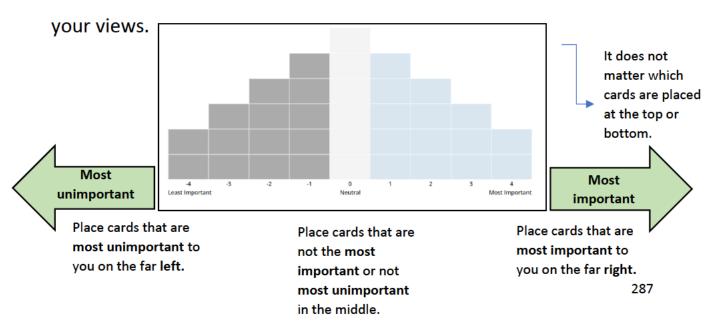
Step 3:

Read each card. Click whether each card is **most important**, **neutral** or **most unimportant** in your ideal school.



Step 4:

Read each card again. Drag and drop each card into a box to share



DO NOT CLICK FINISH UNTIL AFTER THE SURVEY.

Tips:

- Please take your time.
- Start from the far edges and work your way to the middle.
- Think carefully about what is most important to you because you will have to explain why in step 5.
- You can change your mind and move the cards into different boxes.
- Ask an adult if you need help or do not understand one of the cards.
- There are no right or wrong answers. I am interested in your views

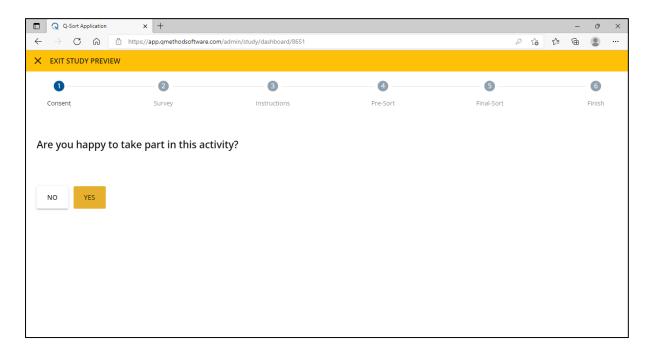
Step 5:

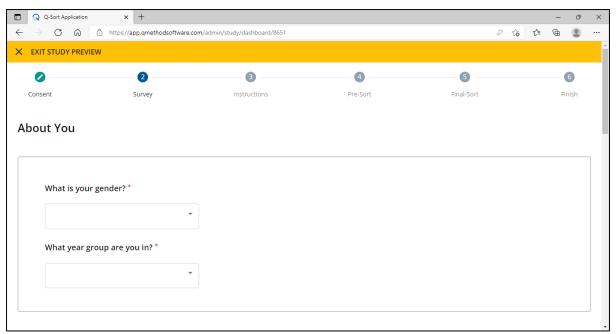
Please complete the short survey about the activity before you click finish. Use the online card sort activity to remind you of your choices.

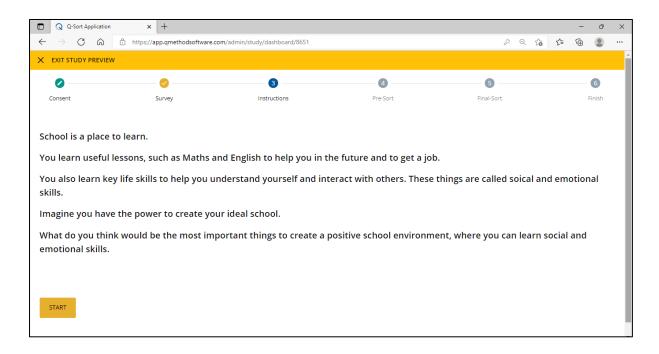
Step 6:

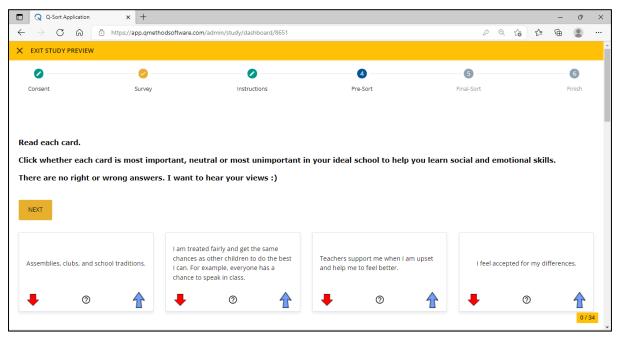
Once you have completed the survey, click FINISHED!

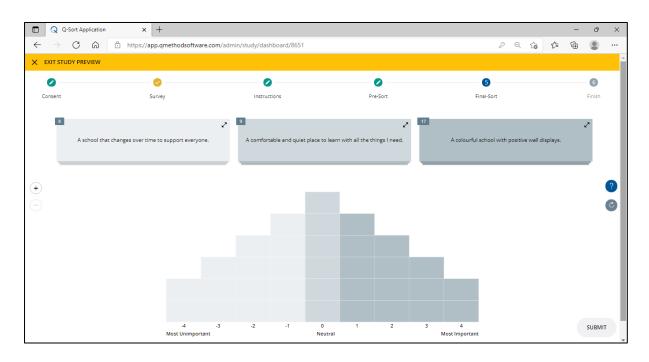
Appendix 19: Online Q-Sort Instructions

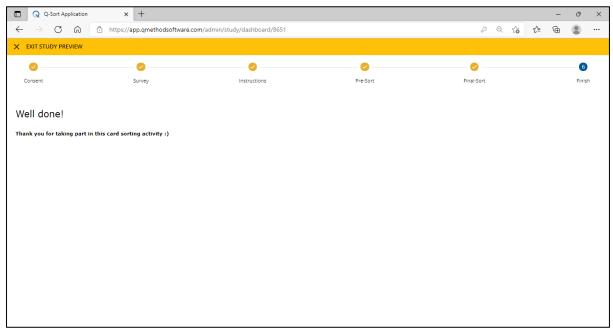












Survey

There are no right or wrong answers.

Question 1:

Please write down the two cards placed on 4 and why they are the most important in your ideal school.
1.
Card:
Why:
2.
Card:
Why:
vviiy.

			- •			
n		OC	ŧ١	0	n	7) •
u	ч	CO	u	U		ے.

Please write down the two cards placed on -4 unimportant in your ideal school.	and why they are the most
1.	
Card:	
Why:	
2.	
Card:	
Caru.	
Why:	

Question 3:		
How did you find the activ	vity? (Circle one)	
Easy	Medium	Hard
Why?		
Question 4:		
Question 4.		
Were there any cards tha	t you did not understand? (Circle one)	
Yes	No	
If you circled yes, which c	ards did you not understand and why?	

_							_
\mathbf{n}			C1	11/		n	5.
u	ч	C	Э1	чк	_		J.

Were there any ideas that were missing from the activity about what makes a positive school environment to learn social and emotional skills?

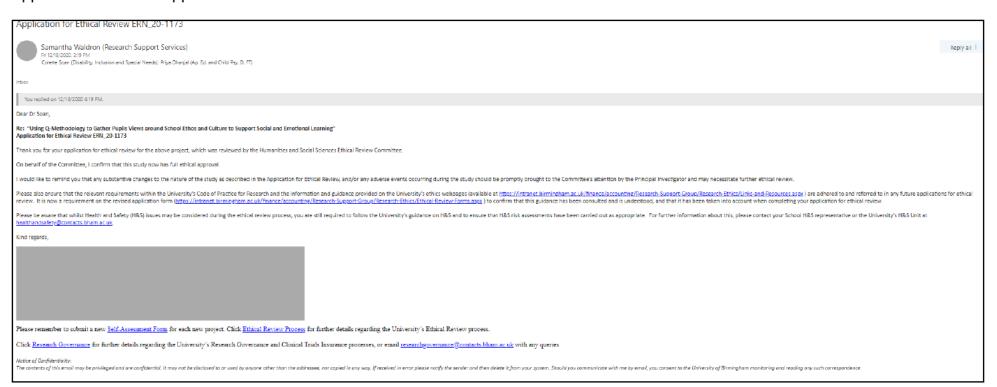
Question 6:

Do you have any other comments?

Once you have finished the survey, remember to click FINISHED on the online activity.

Thank you 😊

Appendix 21: Ethical Approval Email



Appendix 22: School Staff Information Sheet and Consent Form

Dear Member of Staff,

Invitation to participate in research.

My name is Priya Dhanjal and I am a trainee educational psychologist, studying at the University of Birmingham. I am also on placement with the Coventry Educational Psychology Team, within the SEND Support Service. As part of my doctoral course I am conducting a research project.

The aim of the research project is to explore pupils' views around school ethos and culture (i.e. learning environment or school climate). Ethos can be defined as the general atmosphere within a setting and culture refers to the norms, expectations, and core values of a setting. The research is particularly interested in exploring key factors of a school ethos and culture that ultimately supports social and emotional practices and learning.

Social and emotional learning are a key aspect to overall well-being and can be beneficial to both staff and pupils. Research has found that the success of social and emotional learning can be influenced by its context and the learning environment. To understand factors of a school ethos and culture that will promote social and emotional learning, it is important to seek the views of pupils, who are key stakeholders within the school community. Gathering views from pupils can provide them with a sense of independence and school belonging. In this current climate, where pupils have been away from school for a significant period of time, I believe that exploring the school ethos and culture is beneficial as the information gathered may result in some preventative and universal strategies to adapt to the current needs of pupils and staff, as they transition back to their school community.

Before inviting pupils to share their views, a discussion with key members of staff within school will be helpful to gather their views and build a set of statements around key factors that provide a positive school ethos and culture, regarding social and emotional skills. These statements will be used to create a sorting activity, whereby pupils will be asked to sort statements about the school ethos and culture of a school into columns based on their level of agreement. This task is called a Q-sort.

As a result, I would like to invite you to participate in my research project. Below I have provided some information which I hope will enable you to make an informed decision about whether to take part.

What is involved?

Before gaining the views of pupils it is important also gain the views of staff. If you would like to participate in the research, you will be invited to take part in a small group interview. The purpose of the group interview will be to discuss the general concept of school ethos and culture and to share your views about the key methods/approach/strategies that promote social and emotional learning for pupils. The session will last up to one hour and will be held virtually, using Zoom. The group interview will be video, and audio recorded. The information gathered will be used to prompt conversations/activities with pupils on the topic area.

What will happen to my data?

I will handle your data in accordance with the Data Protection Act (2018), General Data Protection Regulations (GDPR) and the University of Birmingham Code of Practice for Research and Ethics. The data will only be viewed by myself and professionals supporting my research, such as my supervisor. Data received from all participants will be treated as

confidential and identifiable information will not be shared with anyone else. Confidentiality will only be breached if someone shares something that may appear at risk to themselves or others (i.e. safeguarding concerns). Your data will be analysed by myself (the researcher) and video and audio recordings of the group interview will be temporarily stored onto the Zoom cloud but will then be immediately transferred to my personal laptop, which will be password protected. Once the transcripts have been electronically recorded all recordings will be permanently destroyed. Any hard copies of data (e.g. consent forms) will be stored in a locked storage box, which can only be accessed by myself.

After the analysis of data has taken place a briefing document will be sent to the school, outlining the findings from the research project. A summary document will also be attached to send to pupils. Participants (and parent/carers) will also be provided the opportunity to contact myself if they wish to discuss the findings further. Individual data will be presented collectively, and it will not be possible to identify individual responses. Group interview transcripts will be included in the thesis write up but identifiable information (pupil/ teacher names, organisations, or geographical locations) will not be included. The final write-up of the research project will form part of my doctoral thesis. The thesis will be available online (and may also be published at a later date) and may be shared at conferences.

Do I have to take part?

Participation in my research project is entirely voluntary. If you do not wish to participate, no questions will be asked and there will be no consequences. If you do wish to take part, you can choose not to answer questions you do not wish to. Unfortunately, group interview data cannot be withdrawn after taking part as it can be difficult to follow a conversation if sections are missing. However, you can leave the group interview before or during the session. You will be reminded of this at the beginning of the session.

How can I contact you?

Researcher:	Priya Dhanjal, Trainee Educational Psychologist				
Email:					
University Supervisor:	Dr Colette Soan, University Supervisor				
Telephone:	Email:				

Please feel free to contact me if you have any questions, concerns or suggestions regarding the research project

Yours sincerely,

Priya Dhanjal

Staff Consent Form

Please read the following statements and tick each one to indicate your agreement:

		Tick to
		indicate agreement
		dgreement √
1	I have read the information letter and have had the opportunity to ask any questions about what it means to participate in the research project.	
2	I agree to take part in a group interview with other staff members virtually, using Zoom.	
3	I understand that the group interview will be video, and audio recorded.	
4	I understand that my data will be confidential. I am also aware that Priya Dhanjal may need to break confidentiality only if someone shares something that may appear at risk to themselves or others (i.e. safeguarding concerns).	
5	I understand that participation is voluntary and that I can leave any time before or during the group interview.	
6	I understand that it is not possible to withdraw my data after the interview.	
7	I understand that my data will be used in Priya Dhanjal's write up of her thesis which will be available online and may also be used in a published write-up or conference presentation(s).	
8	I am aware that my name and any identifying details about myself or the research setting will not be presented in the final write up of the research project.	
Sigr	ned:	
	ne:	
Dat		

Appendix 23: Pupil Information Sheet and Consent Form



Research Project: Share your views about school!



Who are you?

My name is Priya Dhanjal. I am a trainee educational psychologist. This means that I support children to learn and be happy at school. I am a student from the University of Birmingham and I would like to do some research in your school.

What is the research about?

My research is interested in hearing your views about the school learning environment. I want to find out what you think is really important to create an environment that makes all pupils feel safe and happy at school.

What's involved?

You will get the opportunity to take part in a sorting activity (1 hour) to share yout view about what you think are the most important things that make a positive school environment. Before this happens, some pupils will take part in a group discussion (1 hour), also called a focus group, where you will be asked to think of ways to create a positive learning environment. The resesarch will take place online.

Do I have to take part?

You do not have to take part in this research. If you would like to take part in the research you can sign the consent form. Your parent/carer will also have to sign a consent form.

Can I change my mind?

You can change your mind about taking part and you do not have to give a reason. You can withdraw your information before, during or after you take part. You do not have to answer any questions that you do not want to. You can change your mind up to three weeks after the research (tell your class teacher). But if you take part in the focus group you cannot change your mind about taking information back as it can be difficult to understand a conversation if sections are missing. I will remind you about this at the beginning of the focus group.

What will happen to my data?

You will not put your name on any of the task sheets, so nobody will know your answers. If you take part in the focus group I will audio record you so that I can remember what was said. Nobody else will hear the recording and I will change your name so nobody will know what you said. But if you share something that may seem unsafe for you or someone else I will need to tell another adult, as the school has a safety policy. I will share findings with your school and will write up the results in a university report.



UNIVERSITY^{OF} BIRMINGHAM

Pupil Consent Form

Please read the following statements and tick each one to indicate your agreement:

		Tick to
		indicate agreement ✓
		5 - 1
1	I have read the research information sheet and have had the opportunity to ask any questions about what will happen if I choose to take part in the research.	
2	I agree to take part in the main research, which involves an online sorting activity.	
3	If I am selected, I also agree to take part in the virtual focus group, and I understand that the focus group will be video, and audio recorded.	
5	I understand that my information will not have my name on it, and nobody will be able to recognise that it is mine. I also understand that if I or someone is not safe then the researcher will tell another adult.	
6	I understand that I can change my mind and withdraw from this research without having to provide a reason. I can ask for my information to be deleted up to three weeks after I complete my last questionnaire.	
7	I understand that if I take part in the focus group, I cannot ask for my information to be deleted.	
8	I understand that my information will be used in Priya Dhanjal's university report (and be online) and the results will be shared with the school.	
Sign	ed:	
Nam	ne:	
Doto		

Appendix 24: Parent Information Sheet and Consent Form

Dear Parent/Carer,

Invitation for your child to participate in research.

My name is Priya Dhanjal and I am a trainee educational psychologist, studying at the University of Birmingham. I am also on placement with the Coventry Educational Psychology Team, within the SEND Support Service. As part of my doctoral course I am conducting a research project.

The aim of the research project is to explore pupils' views around school ethos and culture (i.e. learning environment or school climate). School ethos can be defined as the general atmosphere within a school and school culture refers to the norms, expectations, and core values of a school. The research is particularly interested in exploring key factors of a school ethos and culture that ultimately supports pupils to gain social and emotional skills.

Social and emotional learning are a key aspect to overall well-being. Research has found that the success of social and emotional learning can be influenced by its context and the learning environment. To understand factors of a school ethos and culture that will promote social and emotional learning, it is important to seek the views of pupils, who are key stakeholders within the school community. Gathering views from pupils can provide them with a sense of independence and school belonging. In this current climate, where pupils have been away from school for a significant period of time, I believe that exploring the school ethos and culture is very beneficial. The information gathered may result in some preventative and universal strategies to adapt to the current needs of pupils, as they transition back to their school community.

As a result, I would like to invite your child to participate in my research project. Below I have provided some information which I hope will enable you to make an informed decision about whether to provide consent for your child.

What is involved?

Pupils will have the opportunity to be involved in one or two stages of the research project.

- <u>Stage one:</u> A small focus group (4-6 pupils) will be held to gather pupils' views about how to create a positive learning environment to support social and emotional learning. The session will last up to one hour and will be held virtually, via Zoom. The session will be video, and audio recorded to help me remember what was discussed.
- Stage two: Around 30-40 pupils will then be invited to complete a card sorting activity, whereby pupils will be asked to sort statements about the school ethos and culture into columns based on their level of agreement. This task is called a Q-sort. Once pupils have organised their statements to reveal what they perceive to be the most and least important aspects of school ethos and culture to promote social and emotional learning, they will be asked to complete a post Q-sort questionnaire to provide more details about their views. This session may take up to one hour and will be completed on a secure website.

What will happen to my child's data?

I will handle your child's data in accordance with the Data Protection Act (2018), General Data Protection Regulations (GDPR) and the University of Birmingham Code of Practice for Research and Ethics. The data will be only viewed by myself and professionals supporting

my research, such as my supervisor. Data received from participants will be treated as confidential and I will not share identifiable information with anyone else. Confidentiality will only be breached if they share something that may appear at risk to themselves or others (i.e. safeguarding concerns).

Your child's data will be analysed by myself (the researcher) and written up in my doctoral thesis. The thesis will be available online (and may also be published at a later date) and may be shared at conferences. After the analysis of data has taken place a briefing document will be sent to the school, outlining the findings from the research project. A summary document will also be attached to send to pupils. Participants (and parent/carers) will also be provided the opportunity to contact myself if they wish to discuss the findings further.

Video and audio recordings of the focus group will be temporarily stored onto the Zoom cloud and then will be immediately transferred to my personal laptop, which will be password protected. Once the transcripts have been electronically recorded all recordings will be permanently destroyed. Information from the online q-sort activity will be exported from the online programme onto my personal laptop, which will be password protected. Any hard copies of data (e.g. consent forms) will be stored in a locked storage box, which can only be accessed by myself.

Does my child have to take part?

Participation in my research project is entirely voluntary. If your child does not wish to participate, no questions will be asked and there will be no consequences for them. If participants do take part, they can choose not to answer questions they do not wish to. If participants want to withdraw their data from the study, they have up to three weeks after final data have been collected. You also have the right to withdraw. This means that if you
·
agree and then change your mind, you can withdraw your consent up until three weeks afte
the final data have been collected. You can email me at
or contact the school. You do not have to provide a reason. Unfortunately, focus group data
cannot be withdrawn after taking part as it can be difficult to follow a conversation if sections
are deleted. However, pupils can still leave the focus group at any time, and this will be
made explicit in their consent form and verbally at the beginning of the focus group.

How can I contact you?

Researcher:	Priya Dhanjal, Trai	nee Educational Psychologist
Email:		
University Supervisor:	Dr Colette Soan,	University Supervisor
Telephone:		Email:

Please feel free to contact me if you have any questions, concerns, or suggestions regarding the research project.

Yours sincerely,

Priya Dhanjal

Parent/Carer Consent Form

Please read the following statements and tick each one to indicate your agreement:

		Tick to
		indicate
		agreement ✓
1	I have read the parent/carer information letter and have had the	
	opportunity to ask any questions about what it means if my child takes	
	part in the research project.	
2	I give permission for my child to take part in the virtual focus group and	
	I am aware that it will be video, and audio recorded.	
4	I give permission for my child to take part in main study online.	
6	I understand that my child's data will be confidential. I am also aware	
	that Priya Dhanjal may need to break confidentiality only if my child	
	shares something that may appear at risk to themselves or others (i.e.	
	safeguarding concerns).	
7	I understand that my child and I both have the right to withdraw. Either	
′	of us can change our minds about taking part, without having to	
	provide a reason. It is possible to withdraw up until three weeks after	
	the final Q-sort activity. I am aware that this is with the exception of	
	withdrawing data after my child takes part in the focus group.	
8	I understand that my child's data will be used in Priya Dhanjal's write	
	up of her thesis which will be available online and may also be used in	
	a published write-up or conference presentation(s).	
9	I am aware that my child's name and any identifying details about them	
	or the research setting will not be presented in the final write up of the	
	research project.	
Nan	ne:	
Sigr	ned:	
Chil	d's name:	
D-4		

Appendix 25: Q-Sorts Raw Data

Participant	s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22	s23	s24	s25	s26	s27	s28	s29	s30	s31	s32	s33	s34
P3	-2	1	-1	0	-1	-2	4	4	3	-1	-1	-3	1	2	0	0	-3	2	0	1	2	1	3	-2	-3	0	-1	1	-2	-4	-4	3	0	2
P2	-1	-2	-1	0	0	-2	4	3	1	-1	-4	-3	1	2	1	3	2	3	2	4	2	0	-3	-4	-1	0	-3	1	0	1	0	-1	-2	-2
P1	-4	-2	0	-4	-3	0	3	4	3	1	0	1	-1	2	4	-1	0	3	1	1	1	2	-2	-3	-1	2	-1	2	0	-3	-2	0	-1	-2
P4	-4	-4	-2	-3	-2	-2	4	-1	3	-1	0	-1	0	1	0	0	2	1	0	1	4	-1	3	-3	2	-1	0	1	1	2	-2	2	-3	3
P5	-4	-1	0	-1	-2	-1	3	0	0	2	-2	-3	-2	0	2	-1	0	2	4	-1	-2	1	1	-3	1	1	-3	2	0	4	3	1	3	-4
P6	-4	-2	-2	-1	-3	3	1	1	3	3	-3	-1	-3	2	4	0	1	0	0	2	0	1	0	-4	0	-1	-2	2	1	-2	-1	4	2	-1
P9	-2	-1	1	3	-3	-4	1	0	0	2	0	0	-3	0	1	-1	3	-4	1	-1	3	4	-1	-2	-3	0	4	-2	2	2	-1	1	-2	2
P7	0	2	-3	-4	-4	0	3	-2	2	1	0	-1	2	1	-3	-1	4	-2	4	2	1	3	0	-1	3	0	-1	1	-2	-3	-1	0	1	-2
P8	-3	-3	0	-4	-2	-1	2	1	2	1	-1	-1	-1	0	3	0	0	0	4	4	-3	-2	2	0	2	-2	1	3	1	3	-1	-2	1	-4
P12	-4	2	-2	-4	-1	3	-3	2	-2	0	-2	0	0	1	3	4	1	4	3	2	-1	-3	0	1	-3	-1	-2	1	2	0	-1	1	-1	0
P10	-4	-2	-3	-4	0	3	0	2	1	-2	-3	1	0	3	3	1	0	2	2	4	1	-3	2	-1	-2	-1	-2	-1	0	4	-1	0	1	-1
P11	-3	-2	0	-4	2	0	1	1	3	2	-1	-1	-3	0	4	1	0	3	2	3	1	-1	1	-4	2	0	-2	4	-2	0	-1	-1	-2	-3
P13	-4	4	1	-4	-3	1	2	0	-1	2	-2	-1	-3	0	0	3	3	1	-1	1	1	-1	-3	2	-2	0	3	4	-1	-2	0	2	0	-2
P14	2	0	-2	-4	2	0	1	-3	-3	1	-1	0	3	2	3	-1	1	3	1	1	0	-1	-3	-4	4	-2	-1	-1	-2	-2	2	0	4	0

Appendix 26: Correlation Matrix Between Q-Sorts

PQMethod2. Path and P		Name	e: C:				nos, rojed				SEL			
Correlatio	on Matri	ix B	etwee	en So	orts									
SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 P1	100	49	49	38	36	64	28	41	10	37	64	31	35	9
2 P2	49	100	36	38	39	36	19	33	4	45	53	29	16	20
3 P3	49	36	100	39	5	36	17	1	4	19	24	10	11	-12
4 P4	38	38	39	100	20	37	27	34	27	39	43	6	6	0
5 P5	36	39	5	20	100	48	21	57	3	32	49	17	16	19
6 P6	64	36	36	37	48	100	26	39	12	45	54	34	34	15
7 P7	28	19	17	27	21	26	100	24	1	1	16	-5	26	29
8 P8	41	33	1	34	57	39	24	100	-8	54	63	31	20	8
9 P9	10	4	4	27	3	12	1	-8	100	-21	-17	-27	8	-37
10 P10	37	45	19	39	32	45	1	54	-21	100	49	66	9	15
11 P11	64	53	24	43	49	54	16	63	-17	49	100	34	24	22
12 P12	31	29	10	6	17	34	-5	31	-27	66	34	100	44	9
13 P13	35	16	11	6	16	34	26	20	8	9	24	44	100	-3
14 P14	9	20	-12	0	19	15	29	8	-37	15	22	9	-3	100

Appendix 27: Factor Extraction Criteria

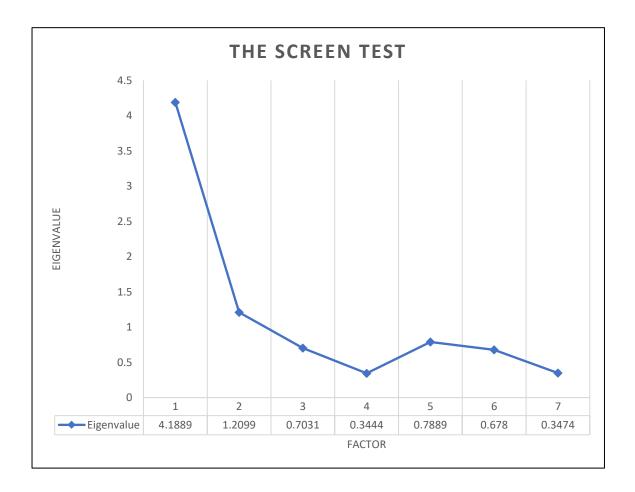
Criterion	Rule	Number of extracted factors that satisfy the criterion
Kaiser Guttman	The Eigenvalue (EV) represents the	2
Criterion	statistical and exploratory strength of a	
(Guttman, 1954)	factor (Watts and Stenner, 2012). The	
	Kaiser Guttman criterion states that a factor	
	should be extracted if the EV is at least	
	1.00. A factor with an EV of less than 1.00	
	indicates that it explains less study variance	
	than one Q-sort (Watts and Stenner, 2005).	
	This criterion is the most popular method for	
	deciding upon the number of factors to	
	extract (Watts and Stenner, 2012).	
Humphrey's	Humphrey's Rule "states that a factor is	2
Rule (Fruchter,	significant if the cross-product of its two	
1954)	highest loadings (ignore the sign) exceeds	
	twice the standard error" (Brown, 1980,	
	p.223). Watts and Stenner (2012) provide a	
	calculation for standard error below.	
	Standard Error (SE):	

1 / (square root of items in Q set)	
SE: 1/5.831 = 0.171	
SE = 0.171	
Twice SE = 0.34	
Factor 1 cross product (0.82 x 0.74) = 0.61	
Factor 2 cross product (0.63 x 0.55) = 0.35	
Factor 3 cross product (0.60 x 0.36) = 0.22	
Factor 4 cross product (0.36 x 0.32) = 0.12	
Factor 5 cross product (0.60 x 0.34) = 0.20	
Factor 6 cross product (0.55 x 0.31) = 0.17	
Factor 7 cross product (0.31 x 0.22) = 0.07	
Watts and Stenner (2012) propose that	4
Humphrey's Rule can be employed less	
strictly, whereby a factor is significant if the	
cross product of the two highest loading	
factors exceed the standard error. Watts	
and Stenner (2012) provide a calculation for	
standard error below.	
Standard Error (SE):	
1 / (square root of items in Q set)	
SE: 1/5.831 = 0.171	
	SE: 1/5.831 = 0.171 SE = 0.171 Twice SE = 0.34 Factor 1 cross product (0.82 x 0.74) = 0.61 Factor 2 cross product (0.63 x 0.55) = 0.35 Factor 3 cross product (0.60 x 0.36) = 0.22 Factor 4 cross product (0.36 x 0.32) = 0.12 Factor 5 cross product (0.60 x 0.34) = 0.20 Factor 6 cross product (0.55 x 0.31) = 0.17 Factor 7 cross product (0.31 x 0.22) = 0.07 Watts and Stenner (2012) propose that Humphrey's Rule can be employed less strictly, whereby a factor is significant if the cross product of the two highest loading factors exceed the standard error. Watts and Stenner (2012) provide a calculation for standard error below. Standard Error (SE): 1 / (square root of items in Q set)

SE = 0.171	
Factor 1 cross product (0.82 x 0.74) = 0.61	
Factor 2 cross product (0.63 x 0.55) = 0.35	
Factor 3 cross product (0.60 x 0.36) = 0.22	
Factor 4 cross product (0.36 x 0.32) = 0.12	
Factor 5 cross product (0.60 x 0.34) = 0.20	
Factor 6 cross product (0.55 x 0.31) = 0.17	
Factor 7 cross product (0.31 x 0.22) = 0.07	
Brown (1980) proposes that the number of	2
factors to be extracted can be identified	
based on the number of significantly loading	
Q-sorts on each factor. He suggests that at	
least two statistically significant loadings at	
the 0.01 level are necessary. Watts and	
Stenner (2012) propose that at least three	
significantly loading Q-sorts are more	
desirable.	
The calculation outlined by Brown (1980) is	
provided below.	
Significantly loading Q-sort:	
2.58 x (1/ square root of items in Q set) =	
2.58 x (1 / 5.831) = 0.44	
	Factor 1 cross product (0.82 x 0.74) = 0.61 Factor 2 cross product (0.63 x 0.55) = 0.35 Factor 3 cross product (0.60 x 0.36) = 0.22 Factor 4 cross product (0.36 x 0.32) = 0.12 Factor 5 cross product (0.60 x 0.34) = 0.20 Factor 6 cross product (0.55 x 0.31) = 0.17 Factor 7 cross product (0.31 x 0.22) = 0.07 Brown (1980) proposes that the number of factors to be extracted can be identified based on the number of significantly loading Q-sorts on each factor. He suggests that at least two statistically significant loadings at the 0.01 level are necessary. Watts and Stenner (2012) propose that at least three significantly loading Q-sorts are more desirable. The calculation outlined by Brown (1980) is provided below. Significantly loading Q-sort: 2.58 x (1/ square root of items in Q set) =

	2.58 x 0.171 = 0.44	
The Screen	A screen test involves plotting a line graph	2
Test (Cattell,	to illustrate the EV of each factor. The data	
1966)	is based on a PCA rather than a CFA (see	
	section 4.3.1). The number of factors to	
	extract is identified by the position at which	
	the line on the graph changes direction	
	(Watts and Stenner, 2012).	
	For this criteria only, I ran a PCA to extract	
	the EV of seven factors and plotted the	
	graph on Microsoft Excel.	

Appendix 28: The Screen Test Graph



Appendix 29: Unrotated Factor Matrix

	Factors							
	1	2	3	4	5	6	7	
SORTS								
1 P1	0.7438	0.3397	0.0600	0.0886	-0.0741	0.0109	-0.1266	
2 P2	0.6362	0.0488	0.0297	0.0029	0.0818	-0.2214	0.0754	
3 P3	0.3418	0.5479	0.0372	0.2477	-0.2197	-0.3095	0.0564	
4 P4	0.4533	0.2788	0.1604	0.0768	0.2593	-0.1946	0.3087	
5 P5	0.5449	-0.0616	0.0258	0.0025	0.2945	0.2158	-0.0793	
6 P6	0.7159	0.1689	0.0883	0.0272	-0.0428	0.1452	-0.1268	
7 P7	0.3389	0.2057	-0.3585	0.1235	0.1337	0.1431	0.1285	
8 P8	0.6427	-0.2424	0.1828	0.0626	0.3365	0.2491	0.0688	
9 P9	-0.0579	0.6308	0.1500	-0.3562	0.2079	0.1379	0.0811	
LO P10	0.6763	-0.2957	0.3149	0.1356	-0.0543	-0.1375	0.2244	
l1 P11	0.8209	-0.0915	0.0246	0.0056	0.0986	-0.0620	-0.1496	
2 P12	0.5076	-0.2034	0.1618	0.0452	-0.5927	0.0410	0.2010	
l3 P13	0.3428	0.1055	0.0062	0.0086	-0.1641	0.5482	0.2107	
14 P14	0.2482	-0.1859	-0.5938	0.3194	0.0866	-0.0317	-0.1396	
igenvalues	4.1889	1.2099	0.7031	0.3444	0.7889	0.6780	0.3474	
expl.Var.	30	9	5	2	6	5	2	
								_
Method2.35		School Et	thos, Cultu	are and SEI	L			PAGE

Appendix 30: Factor Rotation Options

Option	Rotation	At least two	Number of	Study	Correlation
No.	type	significantly	participants	variance	between
		loading Q-sorts		explained	factors
1	Unrotated	Factor 1: Yes	Factor 1: 9	Factor 1: 30	0.17
		Factor 2: Only 2	Factor 2: 2	Factor 2: 9	
			Total:11	Total: 39%	
2	Varimax	Factor 1: Yes	Factor 1: 6	Factor 1: 21	0.47
		Factor 2: Yes	Factor 2: 4	Factor 2: 17	
			Total: 10	Total: 38%	
3	Varimax	Factor 1: Yes	Factor 1: 6	Factor 1: 23	0.44
	and by-	Factor 2: Yes	Factor 2: 4	Factor 2: 16	
	hand				
	rotation		Total: 10	Total: 39%	
	(+5				
	degrees)				

Appendix 31: Final Rotation

Participant Q-sort	Factor One Loading	Factor Two Loading
1	0.4563	0.6785 X
2	0.5167 X	0.3743
3	0.0048	0.6458 X
4	0.2406	0.4747 X
5	0.4967 X	0.2324
6	0.5219	0.5184
7	0.1813	0.3525
8	0.6745 X	0.1295
9	-0.3792	0.5074 X
10	0.7311 X	0.1016
11	0.7475 X	0.3513
12	0.5390 X	0.0921
13	0.2370	0.2692
14	0.3088	-0.0286
Number of Significantly loading Q- sorts	6	4
Explained Variance	23%	16%

Key			
X	X Significantly loading on to one factor only		
	Confounding Q-sort		
	Non-significant loading to any factor		

Appendix 32: Factor Matrix with Defining Q-sort Marked for Each Factor

	Loadings		
QSORT	1	2	
1 P1	0.4563	0.6785X	
2 P2	0.5167X	0.3743	
3 P3	0.0048	0.6458X	
4 P4	0.2406	0.4747X	
5 P5	0.4967X	0.2324	
6 P6	0.5219	0.5184	
7 P7	0.1813	0.3525	
8 P8	0.6745X	0.1295	
9 P9	-0.3792	0.5074X	
10 P10	0.7311X	0.1016	
11 P11	0.7475X	0.3513	
12 P12	0.5390X	0.0921	
13 P13	0.2370	0.2692	
14 P14	0.3088	-0.0286	
% expl.Var.	23	16	
QMethod2.35		School Ethos, Culture and SEL	PAGE
	ct Name: C:	\PQMethod\projects/Volume1	Apr 8 21

Appendix 33: Additional Output Tables

```
Correlations Between Factor Scores

1 2
1 1.0000 0.4426
2 0.4426 1.0000

• PQMethod2.35 School Ethos, Culture and SEL PAGE 6
Path and Project Name: C:\PQMethod\projects/Volume1 Apr 8 21
```

```
PQMethod2.35 School Ethos, Culture and SEL PAGE 11
Path and Project Name: C:\PQMethod\projects/Volume1 Apr 8 21

Factor Characteristics

1 2

No. of Defining Variables 6 4

Average Rel. Coef. 0.800 0.800

Composite Reliability 0.960 0.941

S.E. of Factor Z-Scores 0.200 0.243
```

```
Standard Errors for Differences in Factor Z-Scores

(Diagonal Entries Are S.E. Within Factors)

Factors 1 2

1 0.283 0.314

2 0.314 0.343

PQMethod2.35 School Ethos, Culture and SEL
Path and Project Name: C:\PQMethod\projects/Volume1 Apr 8 21
```

Appendix 34: Z Scores for Factor One and Two

		Z scores		
No.	Statement	Factor 1	Factor 2	
1	A large school with lots of teachers and children.	-1.944	-1.957	
2	A colourful school with positive wall displays.	-0.977	-0.803	
3	A comfortable and quiet place to learn with all the things I need.	-0.628	-0.292	
4	A school uniform.	-1.966	-0.852	
5	Assemblies, clubs, and school traditions.	-0.105	-1.442	
6	My family have good relationships with the teachers and are invited to school events, such as sports day.	0.334	-1.092	
7	I feel safe and there is always an adult to help me every day.	0.606	2.005	
8	There are fair rules, rewards, and consequences.	0.879	1.565	
9	Teachers listen to me if I have broken the rules and teach me how to do the right thing.	0.753	1.580	
10	I am celebrated for my success and strengths in school.	0.190	0.160	
11	I feel my values are similar to other adults and children in school.	-1.205	-0.196	
12	A school that changes over time to support everyone.	-0.494	-0.474	
13	I feel proud to be a member of the school.	-0.628	-0.389	
14	I feel valued and included in school.	0.623	0.945	
15	Teachers support me when I am upset and help me to feel better.	1.766	1.010	
16	I feel excited to see my friends and I can turn to them for support.	0.703	-0.343	
17	Children and adults respect each other and the school.	0.196	-0.008	
18	Children and adults are caring and kind to each other.	1.331	0.684	
19	Children and adults are honest to each other.	1.613	0.343	
20	I feel accepted for my differences.	1.811	0.406	
21	Teachers are positive role models who show good values and do the right thing.	-0.101	1.410	
22	Teachers understands what I need to help me learn.	-0.951	1.016	

23	Teachers give me supportive feedback to help me learn.	0.530	0.347
24	Teachers do not just teach they also play games with me.	-1.122	-1.626
25	I am challenged to try something new in my learning.	0.036	-0.956
26	I have some responsibility in my class/school.	-0.375	0.336
27	I learn by working together with other children in class.	-0.988	0.065
28	I am encouraged to believe in myself and want to be the best that I can be.	1.060	0.507
29	The Headteacher is caring and shares their ideas for the school.	-0.057	-0.042
30	Adults in school work together and support each other.	1.208	-0.992
31	Adults listen to me and I can make some decisions about the school.	-0.297	-1.566
32	I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class.	-0.313	0.925
33	I work together with teachers or children to fix any problems.	-0.070	-0.789
34	I do not compare my learning with other children.	-1.417	0.514

Appendix 35: Crib Sheets

Factor One

		Items
Items	15	Teachers support me when I am upset and help me to feel better
Ranked +4	(4)	
	20	I feel accepted for my differences (4)
Items	18	Children and adults are caring and kind to each other (3)
Ranked +3	19	Children and adults are honest to each other (3)
	30	Adults in school work together and support each other (3)
Items	16	I feel excited to see my friends and I can turn to them for support
Ranked	(2)	
Higher in	28	I am encouraged to believe in myself and want to be the best that I
Factor 1		can be (2)
Array than	6	My family have good relationships with the teachers and are
in Factor 2		invited to school events, such as sports day (1)
	17	Children and adults respect each other and the school (1)
	25	I am challenged to try something new in my learning (0)
	33	I work together with teachers or children to fix any problems (0)
	5	Assemblies, clubs, and school traditions (0)
	31	Adults listen to me and I can make some decisions about the
		school (-1)
Tied items	23	Teachers give me supportive feedback to help me learn (1)
	10	I am celebrated for my success and strengths in school (0)
	29	The Headteacher is caring and shares their ideas for the school
	(0)	
	7	I feel safe and there is always an adult to help me every day (+1)
	13	I feel proud to be a member of the school (-1)
	2	A colourful school with positive wall displays (-2)
Items	8	There are fair rules, rewards, and consequences (2)
Ranked	9	Teachers listen to me if I have broken the rules and teach me how
Lower in		to do the right thing (2)
Factor 1	14	I feel valued and included in school (1)

Array than	21	Teachers are positive role models who show good values and do
in Factor 2		the right thing (0)
	26	I have some responsibility in my class/school (-1)
	32	I am treated fairly and get the same chances as other children to
		do the best I can. For example, everyone has a chance to speak in
		class (-1)
	27	I learn by working together with other children in class (-2)
	3	A comfortable and quiet place to learn with all the things I need (-
	2)	
	22	Teachers understands what I need to help me learn (-2)
Items	11	I feel my values are similar to other adults and children in school (-
Ranked -3	3)	
	24	Teachers do not just teach they also play games with me (-3)
	34	I do not compare my learning with other children (-3)
Items	1	A large school with lots of teachers and children (-4)
Ranked -4	4	A school uniform (-4)

Total: 34 items

Qualitative Data

Q Sorts included in Factor 1: 2, 5, 8, 10, 11, 12 (6)

- Gender
 - o Male 1
 - o Female 5
- Year group
 - o Year 5 3
 - o Year 6 3
- Includes a young carer
- Higher ability students

Highest Rankings (+4)

Participant	Statement	Survey Response
P2	27 I learn by working together	" I think these are ideal
	with other children in class.	because working with other children can help getting new friends".
	19 Children and adults are honest to each other.	"I think these are ideal because working with other

			children can help getting new friends".
P5	30	Adults in school work together and support each other.	"Because sometimes children need supporting and sometimes their parents and friends can't help them so it means teachers can".
	19	Children and adults are honest to each other.	"Because sometimes if you are rude you can get into trouble and miss the lesson, so you don't know what you are doing and when you come back to it you don't know the answer".
P8	20	I feel accepted for my differences.	"Because people want to feel accepted and not do things because of their race and religion".
	19	Children and adults are honest to each other.	"People need to be honest to each other because you won't get anywhere lying".
P10	20	I feel accepted for my differences.	"I chose this because everyone has their own differences, and it doesn't matter what they are".
	30	Adults in school work together and support each other.	"I chose this card because you need to have the teachers to work together and support each other in order for you to have a good education".
P11	28	I am encouraged to believe in myself and want to be the best that I can be.	"You need to believe in yourself to achieve your goals".
	15	Teachers support me when I am upset and help me to feel better.	"Because you feel like your on your own and have no one to turn to in school".
P12	18	Children and adults are caring and kind to each other.	"If people weren't kind to each other, lessons would be horrible, and nobody would have any fun with their classmates".

16	I feel excited to see my	"If friends didn't like each
	friends and I can turn to them	other and wouldn't help each other, I would feel like you
	for support.	are on your own. Nobody would like each other".

Lowest Rankings (-4)

Participant		Statement	Survey Response
P2	4	A school uniform.	"I think this because a uniform shows what school you go to and doesn't help with learning". "This doesn't effect your
			learning".
P5	34	I do not compare my learning with other children.	"because sometimes you underestimate other people and then it can come back to you by them underestimating you and then you can get told off for saying being mean".
	1	A large school with lots of	"because you don't need
		teachers and children.	many people at school and [unable to read word] if you have a lot you don't really learn anything.
P8	4	A school uniform.	"You don't need a school uniform to be a good school".
	34	I do not compare my learning with other children.	"You don't need to feel that you're bad because someone else is better".
P10	4	A school uniform.	"I chose this card because some people might find the school uniform uncomfortable an school unform won't help you with your education or what to learn".
	1	A large school with lots of	"I chose this card because it
		teachers and children.	might be more distracting if you have more children in your class".
P11	4	A school uniform.	"Because you don't need a uniform to show your abilities".
	24	Teachers do not just teach they also play games with me.	"Because you need to learn".
P12	4	A school uniform.	"You can learn in any clothes, so it doesn't really matter".

1	teachers and children.	"If there are too many people, you may not be taken notice of, and big schools will be
		very busy".

Initial notes

- Relational aspects are the most important
- Followed by some aspects of teaching and learning

Factor Two

		Items
Items	7	I feel safe and there is always an adult to help me every day (4)
Ranked +4	9	Teachers listen to me if I have broken the rules and teach me how
		to do the right thing (4)
Items	8	There are fair rules, rewards, and consequences (3)
Ranked +3	21	Teachers are positive role models who show good values and do
		the right thing (3)
	22	Teachers understands what I need to help me learn (3)
Items	32	I am treated fairly and get the same chances as other children to
Ranked		do the best I can. For example, everyone has a chance to speak in
Higher in		class (2)
Factor 2	14	I feel valued and included in school (2)
Array than	34	I do not compare my learning with other children (1)
in Factor 1	26	I have some responsibility in my class/school (0)
	11	I feel my values are similar to other adults and children in school (0)
	27	I learn by working together with other children in class (0)
	3	A comfortable and quiet place to learn with all the things I need (-
	1)	
	4	A school uniform (-2)
Tied items	23	Teachers give me supportive feedback to help me learn (1)
	10	I am celebrated for my success and strengths in school (0)
	29	The Headteacher is caring and shares their ideas for the school
	(0)	
	12	A school that changes over time to support everyone (-1)

	13	I feel proud to be a member of the school (-1)
	2	A colourful school with positive wall displays (-2)
Items	15	Teachers support me when I am upset and help me to feel better
Ranked	(2)	
Lower in	18	Children and adults are caring and kind to each other (2)
Factor 2	19	Children and adults are honest to each other (1)
Array than	20	I feel accepted for my differences (1)
in Factor 1	17	Children and adults respect each other and the school (0)
	28	I am encouraged to believe in myself and want to be the best that I
		can be (1)
	16	I feel excited to see my friends and I can turn to them for support (-
	1)	
	33	I work together with teachers or children to fix any problems (-1)
	30	Adults in school work together and support each other (-2)
	25	I am challenged to try something new in my learning (-2)
Items	5	Assemblies, clubs, and school traditions (-3)
Ranked -3	6	My family have good relationships with the teachers and are
		invited to school events, such as sports day (-3)
	31	Adults listen to me and I can make some decisions about the
		school (-3)
Items	1	A large school with lots of teachers and children (-4)
Ranked -4	24	Teachers do not just teach they also play games with me (-4)

Total 34 items

Qualitative Data

Q Sorts included in Factor 2: 1, 3, 4, 9 (4)

- Gender
 - o Male 2
 - o Female 2
- Year Group
 - o All Year 6 1111
- · Includes two pupils with ASD
- 1 pupil with complex medical needs

Highest Rankings (+4)

Participant		Statement	Survey Response
P1	7	I feel safe and there is always an adult to help me every day.	"I think this one is the most important ones, because it is really important that you feel safe in school".
	20	I feel accepted for my differences.	"I find this very important because if you don't feel happy about being different then you could get bad mental health".
P3	8	There are fair rules, rewards, and consequences.	"because if there was no rules then it would be all hectic and you need consequences to learn from your mistake".
	15	Teachers support me when I am upset and help me to feel better.	"because if your upset or other you might get so mad you get expelled and to just genuinely have a nice day".
P4	7	I feel safe and there is always an adult to help me every day.	"you need someone to help you or to talk to".
	21	Teachers are positive role models who show good values and do the right thing.	" because young kids need to know how to behave they can't behave bad".
P9	22	Teachers understands what I need to help me learn.	"because it is fair and nobody can be perfect".
	4	A school uniform.	"It is important that we look smart and feel we can do it".

Lowest Rankings (-4)

Participant		Statement	Survey Response
P1	11	I feel my values are similar to other adults and children in	"I don't find this important, because it is not important to
		school.	be the same as other people. It is good to be different."
	24	Teachers do not just teach	"School isn't about playing
		they also play games with me.	games. It is about learning and building up knowledge to
			try and achieve your dream".
P3	4	A school uniform.	"you can get hot easily and it doesn't really resemble

			anything because you know where you are".
	1	A large school with lots of	"It doesn't matter about the
		teachers and children.	capacity of a school or the quantity of people its about what you do".
P4	1	A large school with lots of	"I think this because you
		teachers and children.	don't need loads of people, its not ideal".
	2	A colourful school with	"Its not needed and is not
		positive wall displays.	that important".
P9	5	Assemblies, clubs, and school	"they might not be for me".
		traditions.	
	13	I feel proud to be a member of	"I like this school and it
		the school.	doesn't really bother me".

Initial Notes

- Safety and rules appear to be the most important
- 3 out of four pupils have SEND
- Uniform is not the least important thing
 - Look smart
- Family involvement and school traditions are less important
 - Pay attention to the middle of the circle
 - Look at the whole viewpoint of each factor
 - Develop some hunches and hypotheses
 - I looked at demographic information after initially looking at the data
 - How do things feel for somebody who shares this viewpoint?
 - Maybe use first person to describe each factor?
 - After looking through the crib sheet again I looked at the tied items
 - I will use a commentary style to write the results

Appendix 36: Distinguishing Statements

		Factor 1		Fac	ctor 2
No.	Statement	Q-Sort Rank	Z-Score	Q-Sort Rank	Z-Score
4	A school uniform.	-4	-1.966*	-2	-0.852
5	Assemblies, clubs, and school traditions.	0	-0.105*	-3	-1.442
6	My family have good relationships with the teachers and are invited to school events, such as sports day.	1	0.334*	-3	-1.092
7	I feel safe and there is always an adult to help me every day.	1	0.606*	4	2.005
8	There are fair rules, rewards, and consequences.	2	0.879	3	1.565
9	Teachers listen to me if I have broken the rules and teach me how to do the right thing.	2	0.753*	4	1.580
11	I feel my values are similar to other adults and children in school.	-3	-1.205*	0	-0.196
15	Teachers support me when I am upset and help me to feel better.	4	1.766	2	1.010
16	I feel excited to see my friends and I can turn to them for support.	2	0.703*	-1	-0.343
18	Children and adults are caring and kind to each other.	3	1.331	2	0.684
19	Children and adults are honest to each other.	3	1.613*	1	0.343
20	I feel accepted for my differences.	4	1.811*	1	0.406
21	Teachers are positive role models who show good values and do the right thing.	0	-0.101*	3	1.410
22	Teachers understands what I need to help me learn.	-2	-0.951*	3	1.016
25	I am challenged to try something new in my learning.	0	0.036*	-2	-0.956
26	I have some responsibility in my class/school.	-1	-0.375	0	0.336
27	I learn by working together with other children in class.	-2	-0.988*	0	0.065
30	Adults in school work together and support each other.	3	1.208*	-2	-0.992

31	Adults listen to me and I can make some decisions about the school.	-1	-0.297*	-3	-1.566
32	I am treated fairly and get the same chances as other children to do the best I can. For example, everyone has a chance to speak in class.	-1	-0.313*	2	0.925
33	I work together with teachers or children to fix any problems.	0	-0.070	-1	-0.789
34	I do not compare my learning with other children.	-3	-1.417*	1	0.514

^{*}Significance at P < 0.01

Appendix 37: Consensus Statements

		Fac	tor 1	Fac	ctor 2
No.	Statement	Q-sort Rank	Z-Score	Q-sort Rank	Z-Score
1*	A large school with lots of teachers and children.	-4	-1.944	-4	-1.957
2*	A colourful school with positive wall displays.	-2	-0.977	-2	-0.803
3*	A comfortable and quiet place to learn with all the things I need.	-2	-0.628	-1	-0.292
8	There are fair rules, rewards, and consequences.	2	0.879	3	1.565
10*	I am celebrated for my success and strengths in school.	0	0.190	0	0.160
12*	A school that changes over time to support everyone.	-1	-0.494	-1	-0.474
13*	I feel proud to be a member of the school.	-1	-0.628	-1	-0.389
14*	I feel valued and included in school.	1	0.623	2	0.945
15	Teachers support me when I am upset and help me to feel better.	4	1.766	2	1.010
17*	Children and adults respect each other and the school.	1	0.196	0	-0.008
18	Children and adults are caring and kind to each other.	3	1.331	2	0.684
23*	Teachers give me supportive feedback to help me learn.	1	0.530	1	0.347
24*	Teachers do not just teach they also play games with me.	-3	-1.122	-4	-1.626
26	I have some responsibility in my class/school.	-1	-0.375	0	0.336
28*	I am encouraged to believe in myself and want to be the best that I can be.	2	1.060	1	0.507
29*	The Headteacher is caring and shares their ideas for the school.	0	-0.057	0	-0.042
33	I work together with teachers or children to fix any problems.	0	-0.070	-1	-0.789

^{*}Not significant at P > 0.05

Appendix 38: Survey Data

Participant No.	How did you find the activity?	Why?
1	Hard	"I found that most of the cards where for the good section but there wasn't enough blue boxes for all the cards, so I wasn't sure where to put the others".
2	Medium	"Medium because everything was important but some were more than others".
3	Medium	"On where you sort it was pretty tricky to choose, most were important".
4	Medium	"There were some tough decisions to make".
5	Medium	"Because with the most important and the middle sometimes you don't know where to put them".
6	Medium	"It was hard to rate all of them because they were all good reasons".
7	Medium	"Because I got a bit stuck on some questions".
8	Easy	"Because there was examples for the cards".
9	Medium	"Some options I was confused".
10	Medium	"I chose medium because it was tricky to find where to put the cards into the sections".
11	Hard	"Because you have loads in the important one".
12	Hard	"All of these were important so it was hard to judge them into different sections. It feels impossible to say that some are less important than others".
13	Medium	"Because I didn't now where to put everything".
14	Medium	"Not sure where to put the answers".

Where there any cards that you did not understand?	Which cards and why?
No	
Yes	"Teachers listen to me when I'm wrong and help me because I've never been in this situation".
No	

No	
No	
Yes	"I found I feel my values are similar to other adults and children in school, because I didn't know what values mean".
No	
No	
Yes	"Teachers give me supportive feedback to help me learn. I just didn't understand it".
No	

Participant No.	Any missing ideas?	Why?
1	Yes	"There are places to go if I am feeling sad and I need some one to talk to".
2	Yes	"I think that they could have added: Teachers can speak to me if I'm sad and angry and can help".
3	Blank	
4	Blank	
5	Blank	
6	No	
7	No	
8	No	
9	No	"Because it explained what we think".
10	No	
11	No	
12	Yes	"I only have 1 more idea: that there are lots of social clubs to ask for help. But otherwise, I think that all of the ideas were covered".
13	Yes	"I would have liked to have drawn a picture of my ideal school".
14	No	

Participant No.	Additional Comments	
1	"No!"	
2	I enjoyed it since the atmosphere was quite and I wasn't under pressure.	
3		
4		
5		
6	"No"	
7	"No :)"	
8	"No!"	
9	"I really liked this and how it explained everything so well".	
10		
11	"No".	
12	"I do think that all of the ideas were important, so it was very hard to sort them. If I would have a school, it would include most of these ideas".	
13	"They should have made the light blue box bigger!"	
14	"No".	