AN INVESTIGATION TO IDENTIFY FACTORS THAT PROMOTE AND DEMOTE MENTAL HEALTH IN SCHOOLS

by

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ABSTRACT

This study explored the use of MacDonald and O'Hara's Ten Element Map as an audit tool to elicit the views of staff and pupils with regard to what they felt promoted and demoted their mental health. It was used with fourteen schools, which were part of the Targeted Mental Health project within Forestshire (this is a pseudonym to ensure anonymity) at that time and built on an earlier pilot study.

The schools involved in the study included mainstream infant, junior, primary and secondary as well as two special schools. In total, 361 staff members and 219 pupils were involved in the research.

Following appropriate explanations, staff members and focus groups of pupils were asked to consider each element of the map, with regards to the factors that promoted and demoted their mental health and emotional wellbeing in school and comments were analysed using thematic analysis to identify key themes.

Top promotion themes for staff included the staffroom, visual appearance, receiving positive feedback, support from colleagues and informal opportunities to socialise. In comparison, the top demotion themes were; a lack of space, a lack of appreciation or praise, feeling undervalued, time pressures, workload, poor toilet facilities and a lack of communication.

For pupils key promotion themes included; specific areas within the school site, rewards, the use of reward systems and praise. They also identified the importance of talking to members of

staff, staff providing support as well as socialising through clubs and school related events. Conversely, the key demotion themes were the toilets and peers being unkind.

DEDICATION

Being given the opportunity to complete a piece of work such as this is an exciting experience. However, it is also incredibly time consuming and does impact upon your life. I have been fortunate in having a very understanding family who have made time for me to complete this piece of research. I therefore dedicate this to my wonderful wife Debbie and my children Tia and Poppy.

I would also like to thank Dr Jane Leadbetter of Birmingham University for her ongoing counsel, wisdom and pertinent comments that have keep me on track and motivated over the many years.

Finally, I could not finish this without thanking my parents who have always been there for me and encouraged me to do the best that I can. Mum, thank-you for everything you do and for simply being who you are and Dad, you will always be in my heart even though you are no longer with us.

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CHAPTER 1 – INTRODUCTION

This aim of the thesis is to explore the use of MacDonald and O'Hara's Ten Element Map, which is based upon a salutogenic perspective of mental health, as a tool to identify factors that promote and demote the mental health of pupils and staff in school.

1.1 Amplification of the title – an introduction to the study area

A few years after the end of World War 2 the World Health Organisation defined health as a state of complete physical, mental and social wellbeing (WHO, 1947). In doing so they laid the foundations for a change in the way that mental health was considered and addressed within society. This view has ultimately led away from the widely held pathogenic notion of mental health being a lack of mental illness, to a positive salutogenic approach of mental health promotion where resilience is developed in individuals from an early age to enable them to cope with stressful experiences that they will encounter throughout their life (Jané-Llopis and Barry, 2005).

This movement was confirmed in The Jakarta Declaration on Leading Health Promotion in the 21st Century when the World Health Organisation acknowledged the importance of health promotion interventions in assisting individuals to develop the knowledge and skills to cope with their living and working environments (WHO, 1997).

In the United Kingdom the Green Paper, Our Healthier Nation (DoH, 1998), published a year later, signified a reflection of the declaration and emphasised the importance of emotional wellbeing on health and therefore the importance of initiatives that promoted physical wellbeing as well as mental and social wellbeing. This was followed by The National Healthy

Schools Programme in 1999 which advocated partnership working between health services and schools, as well as voluntary agencies and promoted a holistic message about the importance of a healthy lifestyle (DfES, 1999). It signalled a greater co-operation between agencies, as well as improved communication and provided a framework to reduce health inequalities, raise educational standards and promote social inclusion. The government's aim being, at the time, that all schools should be working towards the status of healthy schools by 2009 (BMA, 2007).

In January 2002, the then Department of Education and Skills commissioned the Health Education Unit at Southampton University to undertake a study on its behalf. The design brief was to examine how children's emotional and social competence and wellbeing could most effectively be developed at national and local levels as well as identify broad approaches that showed the most promise (Weare and Gray, 2003). The study subsequently made eleven recommendations of which three were; to develop a common language across agencies, to prioritise work on emotional and social competence and wellbeing as well as taking a holistic, namely whole school, approach.

With the publication of the Green Paper, Every Child Matters in 2003 (DfES, 2003) setting out reforms for the delivery of children's services and Promoting Emotional Health and Wellbeing (HDA, 2004) the following year the link between the government's aim to improve emotional wellbeing and achievement was undisputedly established, with schools recognised as a natural setting for addressing the emotional health and wellbeing of pupils.

A number of central education and health publications (which will be discussed in further detail in the literature review section) followed, including the resources and training for schools linked to the Social and Emotional Aspects of Learning (SEAL) project (DfES 2005).

Its philosophy was, that by embedding the SEAL objectives within the pre-existing curriculum, the emotional health and wellbeing of pupils and staff would be improved. In the following year schools were given a statutory duty, under the Education and Inspections Act 2006 (Ofted, 2006), to promote the well-being of their students.

1.2 Rationale for choosing this area to study

The mental health and emotional wellbeing of pupils and staff is a topic that I have been interested in for a number of years and was, in part, one of the reasons why I chose to change careers from teaching into educational psychology. It was also a major reason for me enrolling on the Doctoral course in Educational Psychology at Birmingham University and subsequently to complete a single school case study using MacDonald and O'Hara's Ten Element Map (MacDonald and O'Hara, 1998), the pilot study for this thesis.

In completing this piece of research, in addition to being something that I am interested in, the work contributed to Forestshire's Targeted Mental Health in Schools (TaMHS) Project. The information gathered was of a practical nature to schools as, where relevant, it enabled them to inform organisational changes and provide evidence of their work.

The study also attracted the interest of Forestshire's Workforce Development Team, whose role is to promote staff recruitment within the county as well as identify any factors that can

cause potential stressors and lead to long term sickness. With the schools' permission, the analysed staff data was fed back the Workforce Development Team in order to support future whole county systematic developments.

The study has also contributed to the research exploring how educational psychologists can work in schools to promote pupil and staff emotional well being and how to facilitate whole school change. Finally, it also added to the wealth of research on mental health using a salutogenic model, which is a concept that focuses on factors that support human health and well being rather than examining the factors that cause disease, (Antonovsky, 1996).

1.3 Overview of Research

In 1998 Glenn Macdonald and Kate O'Hara published a paper in which they discussed mental health promotion within the United Kingdom at that time and introduced ten elements which they perceived impacted upon mental health.

The model they developed was titled the Ten Element Map and built upon a formula for the prevention of mental illness proposed by Albee and Ryan-Finn (1993) five years earlier (MacDonald and O'Hara, 1998).

MacDonald and O'Hara (1998) proposed that all ten elements can occur or relate to three levels and that there is overlap between elements. Furthermore, they argued that experiences within one element can affect mental health later on in life and they encouraged practitioners to use the map to identify examples of the social conditions and processes relevant to each element.

This research project took MacDonald and O'Hara's Ten Element Map and explored the use of it as a tool to elicit the views of pupils and staff members within fourteen schools in Forestshire. The schools included; infant, junior, primary and secondary as well as two special schools and all of them were involved in the wider TaMHS project occurring in Forestshire at that time.

Prior to starting the research I made the schools involved aware that whilst the results generated would be of use to them as part of the TaMHS project, I would value their permission to allow me to utilise the data in my study. In total, 14 schools in the TaMHS project agreed and I analysed this data to identify whether there were any commonly occurring themes.

In all of the schools, pupils' focus groups were identified, with some schools (due to their large size) providing more than one group. In many of the schools teachers, as well as teaching assistants, were involved and the numbers of staff and pupils involved in this study are listed overleaf in figure 1.

School number	Number of Staff	Number of Pupils
9	25	Yr 7 - 6
4	12	Yr 2 – 18 and Yr 6 - 25
10	15	Yr 2 – 3 and Yr 6 - 10
14	12	Yr 4 – 12 and Yr 6 - 10
19	10	Yr 2 - 16
18	12	Yrs 4, 5 & 6 - 14
6	20	Yr 2 – 8 and Yr 6 - 8
7	15	Yr 4 - 16
8	50	Yr 8 – 6 and Yr 10 - 8
16	20	Yr 5 - 8
20	60	Yr 2 – 5 and Yr 6 - 3
13	25	Yr 2 – 8 and Yr 6 - 6
5	40	Yrs 7 & 8 – 18 and Yrs 10 & 11 - 6
17	35	Yr 9 – 5
Total = 14	361	219

Figure 1: Summary of the number of pupils and staff involved in the research study

Due to the time period in which the audit tool had to be administered, I was unable to gather the data from all of the participating schools. I therefore involved six of my colleagues who were the named educational psychologists in the participating schools.

In order to ensure that my colleagues delivered the audit tool in a uniform manner, I met with them as a group on three occasions where I outlined the rationale for my study and the philosophy underpinning the Ten Element Map. I also modelled how to deliver the audit tool and provided them with a script to follow as well as the relevant resources required.

Once the pupil and staff data had been gathered I transcribed it before thematically analysing it to identify any themes within each school. This information was then fed back to the management teams by the relevant educational psychologists, with me joining them to feed back to the staff members and participating pupils if requested. The results were also shared with Forestshire's Workforce and Development Team as well as those involved in rolling out the TaMHS project within Forestshire.

Once those involved in the study had received feedback the themes from the 14 schools were compared as a whole. This detailed analysis enabled me to establish whether there were any commonly occurring or overarching themes that could be extrapolated from the data and the findings are discussed in depth in Chapter 5.

In actively seeking the perceptions and interpretations of individuals in relation to their social context, namely school, the study was a collaborative one. It also was collaborative because it involved me working with colleagues to gather the data and it was a vehicle for the Local Authority to inform the ongoing TaMHS project. Whilst the study used methodology associated with collaborative action research, it did not follow the philosophical underpinnings of a true collaborative action study and therefore cannot be considered as one.

1.4 Research Aims

1. One aim of the project was to ascertain whether there are identifiable factors in schools that promote and demote the mental health of pupils and school staff.

2. The study also aimed to identify whether MacDonald and O'Hara's Ten Element Map can be used as an effective audit tool to gather this information.

3. Furthermore the study aimed to identify whether leadership style has any impact upon the emotional wellbeing of staff.

These aims are discussed in further detail in Chapters 5 and 6

1.5 Relevance to Educational Psychology Profession

Research and work designed or labelled as mental health promotion has traditionally focused upon developing individuals' knowledge, attitudes, beliefs and skills en-situ (Weare, 2000). This has in part been due to the appreciation that the majority of children with mental health and emotional wellbeing issues do not reach the threshold for formal involvement from specialist services and therefore their needs have to be addressed by the organisations they are in, namely schools (Atkinson and Hornby, 2002).

However, Rowling, Martin and Walker (2002) argue that, without addressing the structural and social origins underlying the factors that negatively impact upon mental health and emotional wellbeing, interventions to individuals or targeted groups have limited long term value. Core systemic changes will not be made and they therefore advocate that within schools, emotional wellbeing needs to be planned at an organisational level.

In addition, Weare and Gray (2003) assert that teachers who are emotionally resilient and have supportive networks in place, are more likely to be in a position to be able to develop (positively) the emotional wellbeing of their pupils. This implies that acquisition of emotional and social competencies are therefore related to the relationships young people have with their teachers, which is in turn affected by the ethos of their school.

In MacDonald and O'Hara's (1998) Ten Element Map exists a tool that is based upon philosophical and psychological underpinnings. The map is designed to be used as a planning tool to identify existing activities to promote mental health as well as consider future activities and has successfully been used to gather the views of pupils on a small scale Soan (2006) and

Hall (2010). However it has not, (to my knowledge) been used to gather pupils' and staff members' views on a large scale.

In using the Ten Element Map this study aims to be relevant on two levels. Firstly to the participating schools it will provide information on which they can act at systemic levels to make fundamental changes to promote the emotional wellbeing not only of their pupils but also their staff.

Secondly, it will be of relevance to the profession of educational psychology in that it uses an established model in an innovative manner with a large sample size. Furthermore, in doing so it will evaluate the effectiveness of using the Ten Element Map as a research tool and provide educational psychologists with a template that can be replicated in schools within which they work.

1.6 Outline of the thesis

The following chapters in the thesis consider the study in greater detail, including literature relating to the area of research, the method used, findings and conclusions.

Chapter 2 critically reviews the literature relating to the government perspectives and publications relating to the field of mental health and emotional wellbeing within the education system, in order to provide the context for the research. Key literature associated with mental health is then reviewed before MacDonald and O'Hara's Ten Element Map is presented and critiqued. In the final section key research relating to the main findings of the study are discussed.

In Chapter 3 research paradigms are considered and the rationale behind using thematic analysis as the tool to analyse the data is discussed. The process of gathering the data and using the Ten Element Map as an audit tool is outlined and ethical issues highlighted.

The findings are presented and analysed in Chapter 4 and discussed, in relation to previous research, in Chapter 5.

Finally, in Chapter 6 the main findings are summarised, conclusions drawn and related to the research aims. Suggestions are also made for areas of future research and the role of the educational psychologist in this area of work is considered.

CHAPTER 2 – LITERATURE REVIEW

2.1 Chapter Overview

This research uses MacDonald and O'Hara's (1998) Ten Element Map as an audit tool to investigate the factors that promote and demote pupils' and staff members' mental health in schools. A range of literature is therefore relevant to the study and this review will focus on particular areas of significance for the project. An outline of the type of searches completed, the databases used and the problems encountered will also be discussed.

The first area of literature to be considered relates to the government's perspectives on mental health and emotional well-being, in order to explain the national context within which the research lies. The second area relates to the literature concerning the field of mental health and a review of the relevant theoretical perspectives. The third section examines pertinent studies relating to mental health promotion and prevention in order to provide clarity around the language used, the rationale underpinning the research as well as the effectiveness of promoting mental health in schools.

The fourth section reviews and critiques MacDonald and O'Hara's (1998) Ten Element Map before discussing the map as a tool for gathering information regarding the factors that promote and demote mental health within school. The final section explores literature associated with the key findings from the study.

2.2 Literature Searches

Whilst this study could have searched a range of databases, I chose to focus on biblographic databases, primarily using ERIC (for teacher education, testing, measurement and evaluation), ASSIA (Applied Social Sciences Index and Abstracts) and the British Education Index (for teaching, learning and education).

After experimenting with key words I narrowed the search to literature written in English relating to mental health promotion and schools. Having completed an initial search I then completed a second review using a variety of related words in order to ensure, as best I could, that I was not missing any key areas of literature. In some cases these related words sprang from a useful article which provided a previously unused key word that unlocked a new batch of articles or books. In completing my research in this manner, key articles or references were consistently found and these have formed the basis for the literature review.

As the focus of this thesis is mental health promotion and schools it was also relevant to complete literature searches for publications from government sources, such as the Department of Children Families and Schools and Department of Health. The same keywords were used for the search engine, however I narrowed the search to United Kingdom related articles and documents. I did this as the schools in the study are in England and therefore publications linked to the British education and health systems were the key ones I wished to examine.

2.3 Government Publications and Policies

From the late 1990's a central theme of the then New Labour administration was an emphasis on social justice and the importance of reducing inequalities in society (Coleman, 2009). This was crystallised with the publication of the Green Paper, Every Child Matters, in September 2003 in which the government re-enforced its standpoint on the importance of a healthy nation and identified five key outcomes that it considered vital for children and young people's wellbeing. The first outcome was 'being healthy' (both physically and emotionally) and this led to the Public White Paper, Choosing Health (DoH, 2004) in which the government highlighted its desire for all schools to be healthy schools.

In order for schools to attain a 'healthy school' status an achievement criterion was required and this came in the form of The National Healthy Schools Standard (HDA, 2004). Part of the attainment criteria related to emotional health and wellbeing and a mechanism for auditing schools on how well they were supporting their students' emotional health and wellbeing was created.

In order to support schools with strategies and programmes the government introduced Social and Emotional Aspects of Learning (SEAL) for primary schools in 2005. This provided schools with guidance and supporting materials, to be used as a whole school approach, in order to develop young peoples' skills relating to the areas of; self-awareness, managing feelings, motivation, empathy and social skills (DfES, 2005).

The pack emphasised school ethos, disseminating good practice, pastoral provision and good classroom management and it echoed approaches advocated by Hornby and Atkinson (2003)

and Edwards (2003). It also adopted recommendations proposed by Weare and Gray (2003) and Local Authorities received funding to cascade the concept and the philosophy underlying the SEAL package throughout their primary schools.

Initially, the implementation of Primary SEAL was voluntary. However, in 2006 a duty was laid on schools whereby they were required to promote the well-being of their pupils. Whilst this duty did not make the use of SEAL obligatory, it required schools to ensure that they were addressing this issue. A secondary school version of the SEAL pack was released in 2007 and the following year a set of indicators were issued by Ofsted (2008) in order to measure a school's contribution to pupil well-being.

The effectiveness of the SEAL materials was first reviewed in the Evaluation of the Primary Behaviour and Attendance Pilot by Hallam et al., (2006). The extent to which the schools implemented the SEAL materials varied in terms of year groups, classes and curriculum time. However, the evaluation of the pilot study Hallam et al., (2006) noted that the materials were generally perceived as excellent by those involved in the pilot scheme.

Whilst the evaluation was positive, with regard to the impact of the SEAL materials, the responses to the children's questionnaires resulted in a range of complex relationships between factors which Hallam et al., (2006) acknowledged made conclusive interpretation of the data problematic. Another issue with the pilot study was that the sample sizes involved were relatively small, with no formal control groups, and therefore Hallam (2009) stated that whilst there were positive outcomes of the pilot, the effectiveness of the SEAL materials identified in the evaluation should be read with appropriate caution.

Following the evaluation of SEAL designed for universal delivery, Humphrey et al., (2008) reviewed the impact of small group work (Wave 2) SEAL in primary schools. The evaluation involved 624 pupils in 37 primary schools and in the subsequent report Humphrey et al., (2008) observed that there was statistically significant evidence of the positive impact of the primary SEAL small group work in at least one of the social and emotional aspects of learning in each of the four themes that were examined. Whilst there was no statistical, significant evidence of the positive impact from parents, Humphrey et al., (2008) proposed a tentative model of good practice whilst highlighting that the SEAL programme (or something akin to this) needed be embedded into a whole school in order to maximise successful outcomes.

In 2010 a national evaluation of the SEAL programme in secondary schools was undertaken by Humphrey et al., (2010). Whereas there were positive findings in the earlier evaluations of SEAL in primary schools, the researchers found that in the secondary schools the SEAL programme failed to impact significantly upon pupils' social and emotional skills. This was also the finding in the two year follow-up evaluation (Wigelsworth et al., 2012) when after controlling for a range of pupil and school characteristics, non-significant effects of the SEAL programme were found and Wigelsworth et al., (2012) consequently recommended that more rigorous systems for trialling innovations in the English education system should be developed before initiatives such as secondary SEAL were rolled out at a national level.

Whilst the initial SEAL evaluations were being undertaken, the government continued its wider programme of work developed to improve the psychological wellbeing and mental health of children and young people (DfE, 2011), part of which was the aspiration that

existing universal work occurring in schools could be built upon through the provision of targeted support packages.

This targeted work was subsequently entitled Targeted Mental Health in Schools Project (TaMHS) and the aims of the programme complemented existing initiatives including the National Healthy Schools Programme and SEAL (DCSF, 2008b), with the intention being for schools to extend their existing work relating to the promotion of mental health and emotional wellbeing. This was to be done through supplementing the skills-focused work of SEAL (see figure 2) with therapeutic support for children and families through the development of innovative models of evidence-based mental health support that brought together relevant partners and was to be delivered through schools (DCSF, 2009).

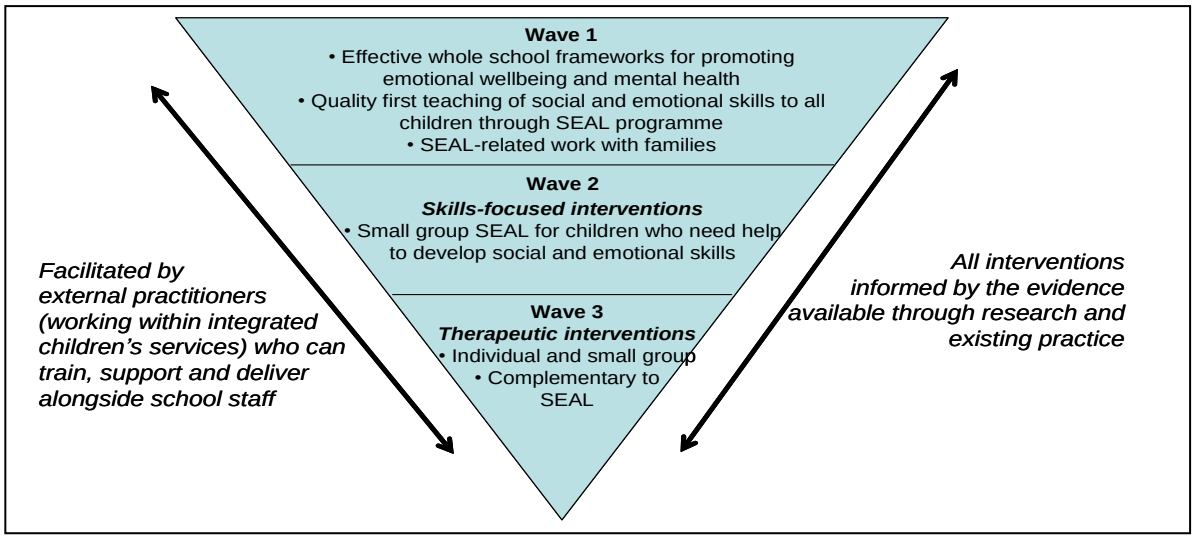


Figure 2: The Targeted Mental Health in Schools model (DCSF, 2008a)

Once the TaMHS programme was underway the pathfinder authorities were asked to submit data in order to inform a longitudinal evaluation and in November 2011 the final evaluation of the project was published. The findings were that the TaMHS provision resulted in a

statistically significant decrease in problems in primary school pupils who had behavioural problems at the outset, but not for their counterparts in secondary schools. However, in relation to those pupils who had emotional difficulties identified at the outset of the TaMHS programme there was no statistically significant effect on primary or secondary school pupils (DfE, 2011).

2.3.1 Summary of section

From the initial recognition in the 1990's of the value that schools can have in promoting mental health of pupils and young people, the expectation now exists that schools will work to promote the emotional wellbeing of all pupils at universal and focused levels.

This expectation has developed despite national evaluation studies of the SEAL packages generating mixed findings, with minimal statistical evidence to validate the effectiveness of the SEAL packages from parents or with secondary SEAL. In addition, evaluations of TaMHS programmes have also found limited benefits for those secondary aged pupils involved. However, the government's belief in developing the skills young people have, to effectively manage with the stressors of life, has continued.

In utilising schools as a vehicle proactively, to develop the social and emotional skills of young people to enable them to manage challenging situations some of the pressures have been removed from specialist Child and Young Peoples' services (formally known as Child and Adolescent Mental Health services). This has enabled them to optimally target those they support whilst, ideally, generating dynamic relationships with education in order to give effective support to pupils at all levels.

This present study has been undertaken within this national context and therefore I perceived it was important to explain the framework within which schools are presently working. Were the situation different, alternative findings may well have been generated by this study.

Having outlined the background in which this study sits, the concept of mental health and emotional wellbeing is discussed in the following section. MacDonald and O'Hara's (1998) Ten Element Map is then critiqued before using the map as a tool for gathering information regarding the factors that promote and demote mental health of pupils and staff in school is discussed.

2.4 What is Mental Health?

How mental health is defined, and therefore what is understood by mental health, depends upon an individual's philosophical assumptions (Weare, 2000). In addition, as over the decades many definitions of what mental health is have been generated, confusion as to what mental health actually is has occurred. This confusion, Tudor (1999) argues has led to conceptual ignorance and a lack of clarity as to how to move the study of the field of mental health forward.

Objectivist definitions propose that mental health is an individual state and emphasise that mental health is a combination of the emotional life of an individual and their actions within the world (MacDonald and O'Hara, 1998). These definitions are based upon a pathogenic orientation which views health as an absence of disease and implies that mental illnesses can be identified, treated and cured (Tudor, 1999).

The pathogenic perspective is one enshrined in medical science (Cowley and Billings, 1999). It perceives that all disorders have a specific cause and argues that the human organism is a highly organised system that at times is attacked by pathogens, which are infectious biological agents that attack its host, that result in it requiring medical treatment (Antonovsky, 1996).

This perspective has dominated disease research and clinical practice (Antonovsky, 1996) and two major lines of criticism of the perspective have emerged. The first is the notion of treatment and critics argue that simply treating individuals who are ill is not enough if the factors behind why a disease occurs are ignored (Tudor, 1999).

The second criticism is that of multiple causations. This refers to the concept that in a society where chronic, rather than infectious, diseases are the main causes of suffering, individuals are exposed to a wide variety of pathogens. Additionally, they are also exposed to psychosocial factors and it is how these combine to cause illness that is important, something that Antonovsky (1990) proposes that the pathogenic perspective does not do.

Secker (1998) also argues that the pathogenic perspective perceives mental health as a series of component parts. This is a concept that is based upon ideologies of the western societies, within which psychology itself is located, and consequently creates a western image of what is a mentally healthy person. This also means that the starting point for recognition and treatment is located with those who have the knowledge and influence to decide what is mental health and who is therefore mentally ill (MacDonald, 2006).

The creation of dependency upon experts can also lead to the disempowerment of individuals and MacDonald (2006) suggests that the pathogenic perspective, in focusing upon what makes people ill, rather than what makes people healthy, takes a very narrow mechanistic model of being human.

In comparison, interpretivist definitions propose that mental health is grounded in socially determined processes of what are acceptable ways of acting (Ingleby, 1981) and advocate that mental health is about social conditions and processes as opposed to individual mental states (MacDonald and O'Hara, 1998).

This is reflected in the salutogenic perspective, which is a concept drawn from the philosophy and work of Antonovsky and focuses on factors that support human health and wellbeing rather than examining the factors that cause disease. When applied to mental health, the salutogenic perspective suggests that the social conditions, structures, contexts and processes that promote mental health, as well as those factors that demote mental health, need to be considered (Antonovsky, 1990) and that developing mental health is not simply about treating an illness, but about starting from a positive bias and identifying the factors that promote it (Tudor, 1999).

Antonovsky (1990) argues that as individuals experience life they generate generalised resources, which are positive ways of responding when faced with potentially challenging situations. These resources promote the development and maintenance of what Antonovsky (1990) terms a Sense of Coherence, which is integral to health. He suggests that the stronger

an individual's Sense of Coherence is, the more successful they will be in dealing with the continual build up of stressors that they are exposed to in life.

The Sense of Coherence comprises three core components. The first is the Sense of Comprehensibility, which relates to the notion that what a person is presented with makes sense as they expect, or if something is unexpected, that it can be rationalised. The second is the Sense of Manageability which is the extent that an individual feels that they have the resources to meet the stressors that arise in their daily lives. The final component is the Sense of Meaningfulness and this refers to the wish to or the desire to be motivated to cope with a stressing situation (Antonovsky, 1996).

The salutogenic perspective is based upon a social rather than medical model and can be seen as emancipatory as it enables individuals to have a meaningful degree of control over their lives and participate more fully within social, economic and community life (Tew, 2005). In comparison to the pathogenic perspective, which creates a dichotomy whereby people are classified as either being healthy or sick, the salutogenic perspective enables the relationship between health and illness, and therefore mental health and mental illness, to be viewed as two ends of a healthy-disease continuum (Tudor, 1999).

Tudor (1999) argues however that, as a result it is not possible to be in two places on the continuum at the same time, meaning that a person with a diagnosed mental health issue cannot be mentally healthy. Tudor (1999) suggests that a preferable alternative would be to have two continua, one ranging from maximal to minimal mental illness and the other ranging

from minimal to optimum mental health meaning that it is conceptually possible to promote the mental health and well-being of those who have mental illnesses.

In separating the two continua a distinction can be made between mental ill health and mental illness meaning that it is conceptually possible to promote the mental health and wellbeing of people with mental illnesses (Tudor, 1999) and it is on this premise that the term mental health is used in this study.

Implementing strategies to promote mental health or preventing illnesses from developing, and therefore facilitating movement towards the optimum end of the mental health continua, requires high-quality research on which to base practice (Snow et al., 2000). The fields of mental health promotion and mental health prevention are vast, but some of the most pertinent research relating to these areas is examined in the following section.

2.4.1 Summary of section

The aim of this section has been to clarify the key differences between perceiving mental health from a pathogenic perspective, whereby individuals are treated for mental health illnesses or issues, with the associated risk of individuals becoming dependent upon experts to treat them.

The alternative perspective, with which I concur, is the salutogenic perspective which suggests that social conditions and processes contribute to an individual's mental health and by promoting and generalising positive strategies and coping mechanisms, individuals are better equipped to deal more effectively with challenging situations.

In addition by conceptualising mental illness and mental health as two linked, but separate continua, a distinction can be made between mental illnesses and mental ill health.

2.5 The Prevention of Mental Illness and Mental Health Promotion

The prevention of mental illnesses and mental health promotion are terms that although sometimes used interchangeably (Tudor, 1999) represent very different ways of thinking (MacDonald and O'Hara, 1998). The two terms represent alternative approaches to mental health and therefore warrant clarification.

The field of public health has, for a long time, been concerned with the prevention of diseases and has used primary prevention to reduce or eliminate numerous illnesses that have affected humankind over the centuries (Albee and Gullotta, 1997). In the early twentieth century public health experts began to use the same approaches that had been successful in treating medical illnesses in the field of mental health, with particular focus on young people as they were viewed as prime candidates for preventative efforts (Durlak, 1997).

As approaches to the prevention of mental disorders developed over the twentieth century, four main strategies emerged (Albee and Gullotta, 1997).

1. Voluntary Educational Programs, with the assumption that the purpose of education is to inform and that those that have factual information will be most likely to make the best decisions.
2. Community Organisations/Systems Change, with the belief that society can contribute to the dysfunctional behaviour that individuals' demonstrate.
3. Social Support, with the principle that the genuine, empathetic act of caring has great growth promoting power.
4. Competency Promotion, which involves using elements of the previous three strategies to promote the successful functioning of groups of people.

Figure 3: Approaches to mental health prevention, summarised from pages 16-19 (Albee and Gullotta, 1997)

Those who advocate the prevention of predicted mental illnesses, are interested in identifying people or groups of people within the population that are perceived to be vulnerable so that interventions can be specifically targeted to them (Durlak and Wells, 1997).

Interventions can be universal, which involves an entire target population, such as targeting all two year olds. They can also be selective, where interventions target only those within a population that are deemed to be at risk, or approaching a potentially stressful period of life, but have not yet shown any manifestations of the risk. These two approaches are deemed primary prevention and a third approach termed secondary or indicated prevention, involves prompt intervention for those who are just beginning to show the signs of a difficulty, (Durlak, 1998).

Whilst meta-analytic studies, such as Durlak and Wells (1997), have found empirical support for the implementation of primary prevention programmes, they relate to cause and effect and are therefore interested in causation and causative factors (Tudor, 1999). This implies a passive patient and victim role and proponents of mental health promotion argue that any strategies that fail to involve social factors and focus merely on individual factors, such as coping and resilience, are not effective methods as they fail to take into account the social processes and contexts in which individuals' experiences are grounded (MacDonald and O'Hara, 1998).

A key distinction therefore between the prevention of mental illnesses and mental health promotion is whether the world can be understood by a reductionist or holistic view. Illness prevention generally reduces problems down to risk factors and then attempts to address the

most severe, whereas the promotion perspective acknowledges the importance of social systems upon health, and therefore mental health, and attempts to address negative social processes in a range of ways (Rowling, 2002).

One proposal that begins to bridge the gap between mental health prevention ideology and mental health promotion is Albee and Ryan-Finn's incidence formula which provides a model for understanding the complicated interaction of factors that cultivate mental health or mental illness (Gullotta, 1997).

$$\text{Incidence} = \frac{\text{Organic Factors} + \text{Stress} + \text{Exploitation}}{\text{Coping Skills} + \text{Self-esteem} + \text{Support Systems}}$$

Figure 4: Albee and Ryan-Finn's Formula for Prevention, page 25 (*Gullotta, 1997)*

This formula, which is derived from Selye's Stress Formula, proposes that actions that decrease the factors on the top of the equation will decrease the incidence of mental illness within society, as will activities that increase the factors on the bottom of the equation (Gullotta, 1997).

Whilst MacDonald and O'Hara (1998) argue that the formula is limited because it arises from the essentially pathogenic concept of mental health and still focuses too much on individual organic factors and not enough on the social dimension, it does conceptualise a fundamental rationale of mental health promotion (Tudor, 1999), namely, that increasing resistance to negative factors reduces the impact of them. With an increasing recognition of the importance of social factors in mental health promotion (Rowling, 2002), contributing to an

increasing focus upon mental health promotion and mental health promotion studies in schools in order to gauge the effectiveness of such approaches (Wells et al., 2003).

2.5.1 Summary of section

Whilst sometimes used interchangeably, mental health prevention and mental health promotion refer to alternative approaches, with mental health prevention relating to the identification of people or groups of people so that interventions can be specifically targeted to them. Whilst studies have demonstrated empirical support for prevention programmes they focus on individual factors, such as coping and resilience, but do not take social factors into account. In comparison, mental health promotion recognises the importance of social factors and proponents argue that increasing resistance to negative factors decreases the impact of them.

2.6 MacDonald and O'Hara's Ten Element Map

After considering the limitations of the Albee and Ryan-Finn formula, MacDonald and O'Hara attempted to improve upon it by providing examples of social processes within society that provide an account of the promotion and demotion of mental health. MacDonald and O'Hara proposed that these social conditions can be organised into ten elements of mental health, as opposed to the six factors of Albee and Ryan-Finn, and argued that when considered together the factors adequately account for incidents that promote or demote mental health in our culture at this moment in time (MacDonald and O'Hara, 1998).

In creating their map, MacDonald and O'Hara created a characterisation of mental health that kept the fundamental concepts created by Albee and Ryan-Finn but went beyond the

limitations of their formula that arose from its pathogenic viewpoint, by considering mental health as a salutogenic concept. They presented the ten elements in their own formula (figure 5), with promotion elements above the line and demotion elements below.

$$\text{Mental Health} = \frac{\text{Environmental Quality} + \text{Self-Esteem} + \text{Emotional Processing} + \text{Self-Management Skills} + \text{Social Participation}}{\text{Environmental Deprivation} + \text{Emotional Abuse} + \text{Emotional Negligence} + \text{Stress} + \text{Social Exclusion}}$$

Figure 5. Ten Elements presented as a formula, page 21 (MacDonald and O'Hara, 1998)

MacDonald and O'Hara (1998) proposed that mental health can be promoted by increasing the elements on the top of the formula or conversely, by decreasing the elements on the bottom of the formula. MacDonald and O'Hara (1998) also highlighted that any attempt to define mental health without considering social contexts was philosophically questionable and conceptualised a definition composing of elements as outlined in figure 5.

This definition of mental health is used in this study. It should also be noted that as educational and health professionals tend use the terms 'mental health' and 'emotional wellbeing' interchangeably (Weare, 2000) this study uses the terms in the same manner with the understanding that they represent the same concept.

The first of Albee and Ryan-Finn's elements that Mac Donald and O'Hara elaborated upon was the element of organic factors (see figure 6 for a summary of the ten elements).

Promotion	Demotion
Environmental Quality – This includes an absence of issues, such as no pollution, as well as positive, culturally appropriate environmental factors, such as good housing.	*Environmental Deprivation* – Includes poor housing, lack of safe play areas, lack of transport, threats of violence, poverty and debt. It also includes toxic pollutants that can damage mental functioning.
Self Esteem – Self-esteem through doing, which is dependent on competences and successes as well as self-esteem through being, which is dependent upon what an individual believes is their own intrinsic worth. Being and doing are inter-related.	*Emotional Abuse* – Specific abuse of the rights of individuals to a full and rich emotional life, either directly through mental torment, physical or sexual abuse, or indirectly through systematic and sustain criticism.
Emotional Processing – This refers to awareness and respect for one's own emotions and those of others. It involves the encouragement and use of a wide emotional vocabulary as well as having the esteem and skills to express them and listen for then from others.	*Emotional Negligence* – This refers to institutional or personal neglect in helping people to develop and express their emotional life. It is the common experience of having one's emotional response judged irrelevant.
Self-Management Skills – Self-management skills refer to coping, both in a general varied way that involves an internal locus of control as well as situation specific coping that implies a more external locus of control.	*Stress* – Stress can come from many sources and what counts as stress will be different for different people in the same circumstances, therefore working with people to help them identify stressor is important.
Social Participation – This refers to the process of active involvement of individuals and groups in a range of mutually productive, interdependent relationships that together contribute to a social richness.	*Social Alienation* – This refers to power exploitation and requires tacking whether or not there is a manifest example of negative mental health effects presenting themselves.

Figure 6. A summary of MacDonald and O'Hara's Ten Elements of Mental Health, (MacDonald and O'Hara, 1998)

MacDonald and O'Hara (1998) proposed that the element focused on factors in the environment that directly affected the brain development, whereas many aspects of the wider environment, such as housing design and transport, had been shown to have an effect on mental health and they argued that a wider category of environmental deprivation was required with a corresponding element reflecting the promoting aspects of environmental quality.

The next elements were stress and coping skills. MacDonald and O'Hara (1998) argued that Albee and Ryan-Finn's stress element focused on reducing the stress in the lives of people only when they get to a point where they can no longer cope and that instead of waiting for the stress levels of an individual to reach breaking point before society intervenes, it would be

better to reduce pro-actively the stressors, regardless of whether people appear to be coping. Furthermore, they argued that referring to an individual's ability to cope with their own misfortune was not comprehensive enough and that an element that included coping skills along with broader, holistic skills was required and thus they replaced it with an element they termed self-management skills.

Whilst MacDonald and O'Hara (1998) proposed that the element 'exploitation' was pertinent, they advocated that a wider category that involves not only social, but also economic and psychological isolation was needed and termed this social exclusion. MacDonald and O'Hara (1998) paired this with social participation and contended that Albee and Ryan-Finn's element of social support was not broad enough as social participation is about being included in support systems as a matter of routine and not just about being provided with support as a therapy when things go wrong.

With Albee and Ryan-Finn's final element, self-esteem, MacDonald and O'Hara (1998) argued that there is a need for self-esteem to be routinely enhanced, as opposed to simply focusing upon it when things go wrong and thus they proposed the element of self-esteem and the corresponding element of emotional negligence.

In developing the Ten Element Map MacDonald and O'Hara constructed a model that conceptualises the impact that factors within society as a whole can have upon the mental health and emotional wellbeing of an individual. They also, arguably, constructed a tool that can be used to gather information relating to an individual's perceptions of what is working to support or reduce their emotional wellbeing.

The model is centred upon an ecological perspective of human development (MacDonald, 2006), which was advanced by Bronfenbrenner in the 1970's with the development of Ecological Systems Theory (Bronfenbrenner, 1977). The ecological model has at the cornerstone of it, the notion of the interaction between an organism and the external world and that like biological changes, social interactions always exist as part of the larger ecological system within which they occur.

An ecological approach therefore takes into account both the interrelationship of the growing organisms and the continual changing social and physical environment, in that specific environmental factors may contribute to different developmental patterns which in turn affect the environment. As such, not only does the ecological context influence the person, the person also influences the ecological field with the two being simultaneous and mutual (Muss, 1996).

Based on Lewin's theory of psychological fields (Lewin, 1935), Bronfenbrenner's ecological theory proposes that the environment is akin to a set of nested structures (see figure 7), each inside the other. At the centre is the microsystem, which is a pattern of activities, social roles and interpersonal relationships experienced by an individual in settings such as peer group and work places (Bronfenbrenner, 1994).

Outside that exists the mesosystem which comprises the linkages and processes taking place between two or more settings containing an individual and as such, a mesosystem is a system of microsystems. Next is the exosystem, which is an extension of the mesosystem and embraces other social structures that do not contain the individual, but in which events occur

that indirectly influence them. This is the larger community and includes the major institutions of society namely the decision-making political and business bodies, as they operate at a local level (Bronfenbrenner, 1977).

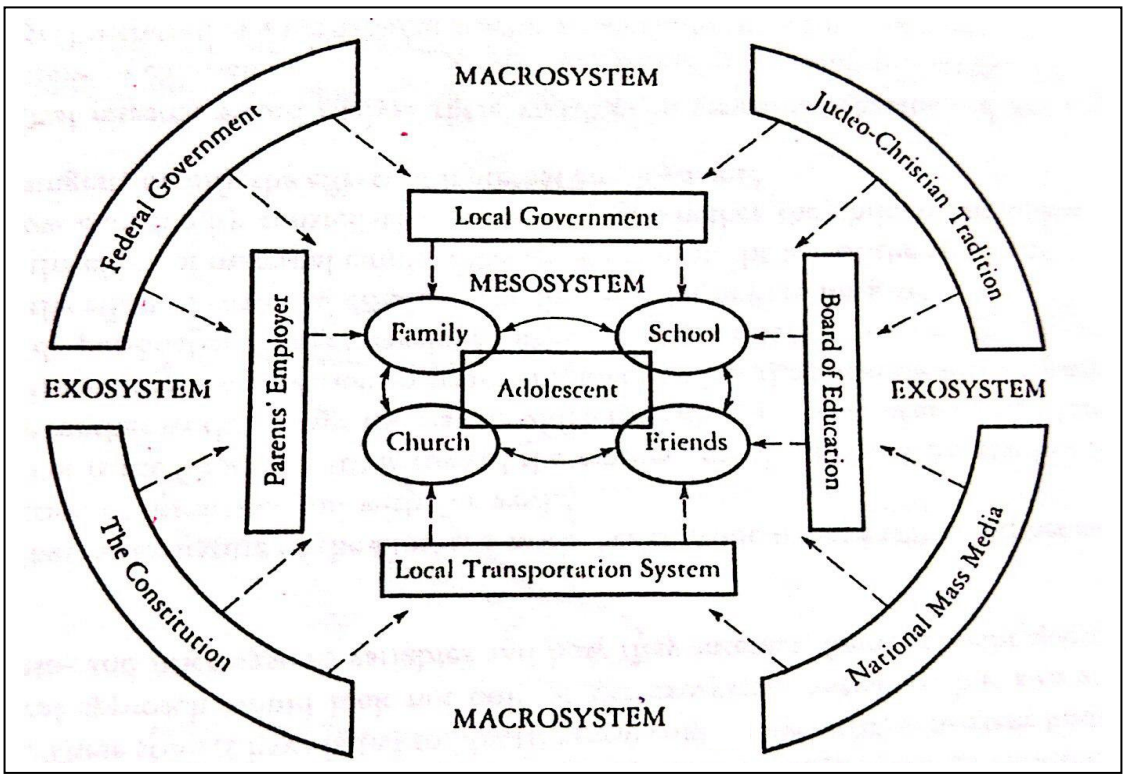


Figure 7. An example of Bronfenbrenner's nested systems, page 331 (Bronfenbrenner, 1996)

The penultimate system Bronfenbrenner, (1977) termed the macrosystem, which consists of the overarching pattern of the three smaller systems that are characteristic of the culture in which they are set, akin to a set of societal blueprints. The macrosystem differs from the preceding forms in that it refers to general prototypes that form the pattern for structures and whilst some are recorded as laws and regulations, Bronfenbrenner (1986) proposes that most are informal and carried as ideologies within society.

Finally, there is the chronosystem which extends the environment into a third dimension by encompassing change over time for both the individual and the environment in which they live, such as changes over the course of an individual's life (Bronfenbrenner, 1994). Within this model Bronfenbrenner describes the primary mechanisms of development as proximal processes. These are the interactions between the environment and the individual and they take place regularly and over extended periods of time. The effect of proximal processes is influenced by the individual, such as their levels of motivation, as well the characteristics of the environment.

Within Bronfenbrenner's model the exosystem is an extension of the mesosystem and in MacDonald and O'Hara's Ten Element Map these levels are collapsed into one. Similarly to Bronfenbrenner's model however, MacDonald and O'Hara (1998) propose that the micro level refers to the influences that directly affect an individual and the meso level to that of the organisational or institutional networks. Finally, the macro level relates to the wider societal influences, such as politics or national movements and all of the ten elements can occur or relate to each level, see figure 8 (MacDonald and O'Hara, 1998).

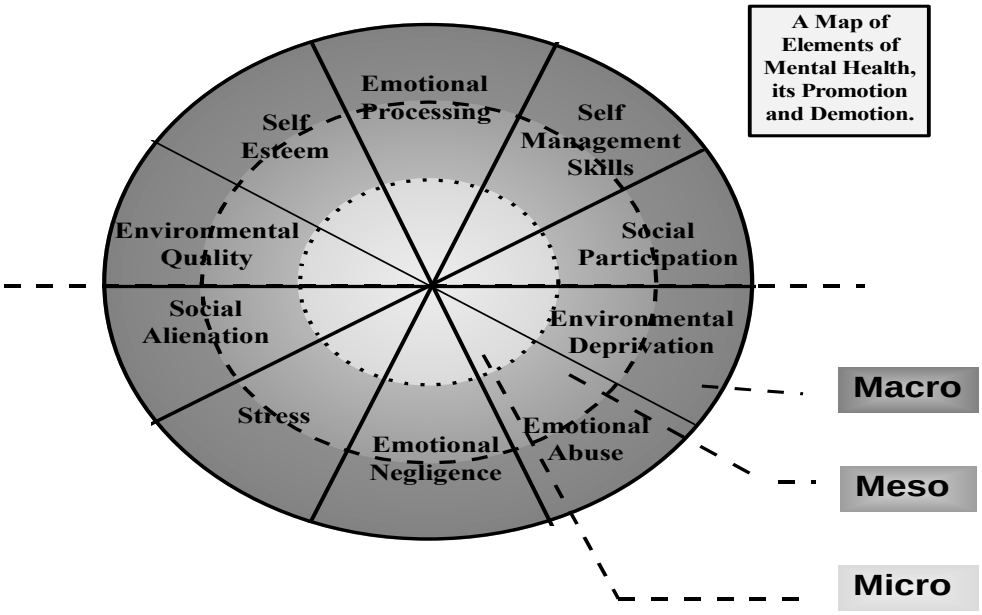


Figure 8. A Map of Elements of Mental Health, its Promotion and Demotion (MacDonald and O'Hara, 1998)

In the map overlap occurs between each element and MacDonald and O'Hara (1998) argue that interventions need to be complementary with, for example, having good self-esteem making emotional processing easier to develop, which in turn leads to more effective self-management skills and correspondingly, more socially participative behaviour.

MacDonald and O'Hara (1998) also incorporate the influence of time and similarly to Bronfenbrenner's chronosystem they propose that there is a cumulative influence of each element, with experiences in one element potentially affecting mental health later down the line. Whilst this can refer to the denuding of an individual's skills and confidence over time, MacDonald and O'Hara (1998) propose that it can also refer to the cumulative positive effect of interventions over time, which can therefore allow for interventions to be planned, in order to optimise the impact of them.

2.6.1 Summary of section

MacDonald and O'Hara (1998) argue that by breaking mental health down into ten elements a clearer understanding can be gained of the concept of mental health and the factors that impact upon it to promote or demote mental health. Overlap occurs between the elements and similarly to Bronfenbrenner's Ecological Theory, elements can occur at three levels (the micro, meso and macro systems) and are influenced over time, with experiences in one element potentially having an impact upon mental health at a later stage. Whilst the Ten Element Map, being aligned to a salutogenic perspective and incorporating ecological theory, is robust and tackles the complexity of what is meant by mental health (MacDonald, 2006), a number of criticisms of the model can be made however and these are discussed in the following section.

2.6.2 A critique of the Ten Element Map

The first criticism of the model relates to that of empirical evidence. When the Ten Element Map was introduced in the Society of Health Education and Health Promotion publication in 1998, MacDonald and O'Hara presented their model as a framework that could be used to develop awareness and understanding of the field of mental health (MacDonald and O'Hara, 1998). In the paper no reference is made to any empirical research on which the model is based. However, in a later publication MacDonald (2006) states that there is empirical support for the model. MacDonald (2006) does not however expand upon this information and therefore it is unclear as to whether it refers to evidence on which the model is formulated or subsequent research that supports the model.

In referring to the empirical support MacDonald (2006) infers it is a strength of the model, especially as MacDonald (2006) highlights that other theories such as Seedhouse's foundation theory (Seedhouse, 2001) and the work of Tudor (1999) do not have any empirical support. No indication as to where this support can be found is presented however, meaning that the rigor of the studies referred to as providing the empirical support cannot be reviewed.

The second criticism that can be levelled at the Ten Element Map is that there is no reference to the concept of motivation. Whilst there are many definitions of motivation, it broadly refers to the drives that push or pull an individual to act in a particular way (Holyforde and Whiddett, 2003). Thus for an individual who has limited motivation although strategies may be implemented to promote their mental health, they may not be willing, or able, to engage and benefit from them.

Hollyforde and Whiddett, (2003) argue that whilst motivation is not something that can be imposed, changes can be introduced to create environments that provide the support and resources that impact on an individual's motivation. Conversely factors that demotivate an individual, such as a lack of perceived rewards, can result in a sense of hopelessness and could potentially impact negatively on their mental health and as such the lack of reference to motivation in the Ten Element Map is arguably an area that warrants addressing.

A third criticism is that the Ten Element Map also fails to mention spirituality and the emotional support that having a faith can bring. Swinton (2001) argues that an individual's sense of spirituality informs their awareness of self, as well as their awareness of society and that consequently it is intrinsic to their mental well-being. Whilst the term spirituality is used in an abundance of contexts and can mean different things to different people and different cultures, Conrah (2006) suggests that the underlying notion is that spirituality relates to an intrinsic human activity of attempting to make sense of the world and of one's place within it.

Conrah (2006) proposes that there are internal, group and community elements to spirituality and in a review of the literature, suggests that evidence generally supports the protective and beneficial effects of spiritual activity upon mental health through; socialising with others with similar views, enhancing individuals' coping mechanisms to stressful situations, boosting self-esteem through having a sense of purpose as well as the positive environmental attributes generally associated with religious buildings.

Whilst Conrah (2006) emphasises that the proposed benefits of spirituality on mental health are likely to be a result of interacting and interconnected factors, many of which are identified

within the Ten Element Map by MacDonald and O'Hara (1998), the encompassing element of spirituality is not specifically mentioned.

The fourth criticism relates to the demoting element of stress. Within this element MacDonald and O'Hara (1998) highlight that care must be taken not to make assumptions about stress, however they fail to recognise the benefits of what Tudor (2004) terms positive stress. This refers to the positive motivator that stress can provide and Theobald and Cooper (2012) highlight that having to meet a tight deadline can encourage individuals to channel their skills effectively to meet a demand. Whilst they acknowledge that being exposed to stressors over a prolonged period is usually detrimental upon emotional wellbeing, they suggest that not all stress is bad.

The fifth criticism relates to the exact relationship between promotion and demotion within the Ten Element Map. Whilst MacDonald and O'Hara (1998) clearly explain the rationale of having the ten elements on three levels (the micro, meso and macro) Tudor (2004) suggests that it is unclear in the model what the relationship between promotion and demotion at each level is. Tudor (2004) highlights, for example, that the demotion element emotional abuse is not the opposite of self-esteem or indeed not the only element that demotes self-esteem and consequently proposes that greater clarity would be beneficial.

A further limitation of the Ten Element Map is raised by Wortzman (2009) who highlights that whilst the model proposes that the ten elements can be promoted or demoted at each of the three levels it does not provide any indication of strategies at each level that would bring about positive change. Wortzman (2009) acknowledges however that the Ten Element Map

does not attempt to oversimplify a complex issue, remains culturally sensitive and highlights the ongoing value of the model when thinking about mental health promotion, a view that I concur with.

2.6.3 *Summary of section*

Having critiqued the Ten Element Map, limitations relating to omissions of key elements, namely motivation and spirituality, have been made. A view upon the positive benefit of some degree of stress has been made, as well as issues regarding the three levels of the Ten Element Map. Finally the lack of clarity regarding empirical evidence relating to the map and the associated implications, has been highlighted.

Upon developing the Ten Element Map MacDonald and O'Hara (1998) argued that any criticisms that could be levelled against the model were superficial in nature and would not affect or alter its general validity. Furthermore, MacDonald and O'Hara (1998) proposed that any criticisms would not reduce its value as a practical tool for plotting the range of activities that promote and demote mental health and using the Ten Element Map to gather such information is considered in the next section.

2.6.4 The Ten Element Map as an audit tool

The Ten Element Map, as an audit tool, has a number of strengths. Firstly, unlike the SEAL audit tool whereby learning outcomes are grouped together under sub-sections, it does not require specific learning outcomes to be taught as it is not assessing any particular skills but is identifying what is supporting, or conversely, impacting negatively upon an individual's emotional wellbeing. Secondly, as long as the concepts that are being considered, such as

self-esteem, can be explained so that the audience understands them, the tool can be used with a range of ages and in a range of settings.

In using the Ten Element Map as an audit tool, it also provides the opportunity to gather information on a range of areas that impact upon emotional wellbeing at one time, as opposed to needing to use a number of specific assessment tools. In addition, it can be administered by any individual that has understood and can explain the psychological principles upon which the model is based. Furthermore, as the tool does not ask individuals to fill in rating scales or questionnaires, but simply provide their views and thoughts, it does not guide or limit responses and therefore can elicit very rich data.

The subjective nature of the data is conversely a potential criticism of using the map as an audit tool as in encouraging individuals to provide their views it does not have a mechanism to ascertain whether the comments being provided are a fair reflection of a situation. Conversely though, it could be argued that whether a comment is an accurate reflection or not, it is how a person is feeling and therefore valuable information.

The lack of structure with regard to how data is interpreted is also a potential criticism, as compared to tools such as Myself As a Learner Scale (Burden, 1999), there is no guidance as to how data should be analysed. This leaves any user of the Ten Element Map (as an information gathering tool) to develop their own method for analysis, which could be time consuming and could reduce its ease of use. It could also reduce the ability to compare data or make generalisations due to a potential lack of rigor over how results are interpreted.

A number of researchers have however successfully used the Ten Element Map as a basis to underpin qualitative information gathering studies in a range of contexts including Woodall (2007) who used the Ten Element Map as a basis to explore the barriers to positive mental health in focus groups of young offenders in prison. Woodall (2007) identified environmental factors that were acting as barriers to the mental health of the young offenders as well as the detrimental effect of negative relationships between prisoners and staff and proposed these be considered when attempting to promote the emotional wellbeing of young offenders.

Within the field of education Hall (2010) used the Ten Element Map to structure focus groups of children in order to investigate what factors promoted and demoted their mental health within one primary school. Hall (2010) adapted the Ten Element Map to form focus group schedules in order to facilitate their discussions and analysed the responses for key themes.

Hall (2010) found key promotion themes linked to an appreciation of the environment, an awareness of rewards systems, as well as the value of having support systems in place for children who are cross or upset and concluded that the study provided evidence of the value of using the Ten Element Map as a tool to gather information regarding pupils' emotional wellbeing within schools.

2.6.5 Summary of section

In their seminal paper MacDonald and O'Hara (1998) highlighted the considerable value the Ten Element Map has as a tool to identify activities occurring to promote or demote mental health within a setting and since that time, the Ten Element Map has been successfully adapted and used in a number of studies to inform change at an organisational level.

In this study I have endeavoured to build upon work of previous researchers by using the Ten Element Map in a dynamic manner to gather pupil and staff members' views from 14 schools and in the following section pertinent literature on what promotes and demotes mental health is discussed. Practicalities relating to using the Ten Element Map as an audit tool, as well as how the data was analysed is discussed in Chapter 3.

2.7 Literature on what promotes and demotes mental health in schools

When examining the research relating to what promotes and demotes mental health in school and analysing the findings, four areas became apparent as being particularly pertinent. As a consequence rather than review studies relating to all of the ten elements of Ten Element Map (MacDonald and O'Hara, 1998), I chose to examine studies relating to the key areas of findings. These related to some but not all of the elements. Whilst it does not mean that these are the only factors that impact upon emotional wellbeing, I chose the following for discussion; the environment, self-esteem (associated to which is socialising with others), stress and management systems, as many of the key themes identified by the pupils and staff involved in this study related to these areas.

2. 7.1 The environment and building design

In common with other economically developed countries with a history of publically funded education, the United Kingdom has a sizeable number of school buildings to maintain and following a period of underinvestment in school buildings (Clark, 2002) the government committed itself to addressing this issue through Building Schools for the Future (BSF) programme in 2004.

The key objective of the programme was to achieve transformational education improvement through the construction of learning environments that inspire teachers to innovate and for young people to engage (Leiringer and Cardellino, 2011) and recognised the importance that the physical environment has on learning and mental capital (Baum and Palmer, 2002).

Whilst there is a paucity of clear replicable studies which address the impact of specific aspects of the environment (Woolner et al., 2007), some meta-analytical reviews of studies have been done including Higgins et al., (2005) who reviewed literature, mainly based in the UK and the USA, relating to the impact of school environments upon students' wellbeing, engagement and achievement.

Whilst Higgins et al., (2005) highlight that it is difficult to draw firm conclusions about the impact of the environment due to its multi-faceted nature and the diverse nature of the literature, they noted clear evidence that extremes of environmental elements have negative effects on students and staff.

In addition, Higgins et al., (2005) found the interactions between different elements was equally important as the consideration of single elements and that users have different perceptions and needs, which often differ from architects' perspectives.

In another review, Cooper et al., (2008) examined 280 academic articles about the physical environment and its direct and indirect impact upon learning, mental health, work, learning difficulties and mental capital. Whilst this study did not exclusively look at articles relating to schools it found similar results to that of Woolner et al., (2007) who completed a review of

the evidence of the impact of the school environment upon attainment, engagement, self-esteem, attendance and wellbeing.

Woolner et al., (2007) considered approximately 200 studies in relation to the impact of the environment upon attainment, engagement, affect (self-esteem), attendance and wellbeing and their findings are listed in figure 9.

	Improvements affect change	***Areas of dispute (d) or equivocal findings***	***Poor quality environmental elements***
Attainment	- Light (daylight) - Build quality	- Room arrangement	- Air quality - Noise - Safe, healthy surroundings
Engagement	- Low ceilings - Colour - Storage	- Ergonomic furniture - Noise - Temperature - Desk arrangement	- Air quality - Noise
Affect (self-esteem)	- Beautiful spaces - High ceilings - Displays (relates to pupils)	- Colour - Lighting - Noise (mood) - Build quality	- Noise - Overall built quality
Attendance	- No studies	- Temperature - Ventilation - Air quality (d) - Build quality - Lighting (d)	- Air quality - Safe, healthy surroundings
Wellbeing	- No studies	- Ergonomic furniture	- Air quality - Lighting - Storage - ICT

Figure 9. Summary table of evidence of effects of the environment, adapted from Woolner et al., (2007)

These findings correlate closely with the review of Cooper et al., (2008) who concluded that issues could be classified into three main factors. The first they termed ‘the quality of the fabric of the environment’ and this related to the design and construction of buildings, the

amount of green spaces as well as the maintenance and regeneration of them. The second factor was 'the quality of the ambient environment' and included acoustics, lighting and air quality as well as temperature, colour, ventilation, humidity, access to nature, having views of nature, as well as having natural sunlight and plants around the buildings, with the final factor being the psychological impact of the physical and ambient environments.

As highlighted, the studies reviewed by Cooper et al., (2008) included those relating to areas other than just schools and as such caution should be taken when generalising the findings. In addition, the reviews completed by Higgins et al., (2005) as well as Woolner et al., (2007) the robustness of the many of the studies was questionable, as there was minimal replication of findings, and the subjects were diverse.

That acknowledged, the research reviewed does suggest that well designed buildings that consider lighting, as well as incorporate features and attributes of preferred natural settings and nature can have a positive impact on wellbeing (CABE, 2010).

2.7.2 Self-esteem

The topic of self-esteem is unusual within psychological research as it is one that generates interests from academics and the general public in similar amounts (Emler, 2001). It is a term that is used in everyday conversations (Branden, 1995) and perceived by many as something that safe-guards people against the negative effects arising from everyday life (Owens and King, 2001).

Historically, definitions of self-esteem have either centred upon feelings of self-worth or individuals' judgements of their personal competence. However, as the field of self-esteem has evolved, awareness that the two components are fundamentally interlinked has led to an understanding that self-esteem should be perceived as the integrated sum of self-competence and self-worth (Miller and Moran, 2007).

As such, self-esteem can be understood as the value people place upon themselves and is the evaluative component of self-knowledge (Baumeister, et al., 2003). When considering self-esteem and emotional wellbeing with regard to teaching staff, Jackson (2002) argues that teachers frequently experience feelings of being isolated and undermined in school. This can give rise to a sense of failure and a tendency to react to, rather than reflect upon, situations they find emotionally challenging. If such feelings are allowed to continue unaddressed, self-esteem can be negatively affected, which in turn exacerbates the adverse impact of any negative feedback that is received (Hughes, 2007).

Having support from colleagues, and the pleasant emotions experienced as a consequence of social interactions, has been identified as a buffer against conflict within the workplace (Cross and Hong, 2012). Furthermore, positive relationships between pupils and staff afford teachers internal rewards and provide meaning to their work, with both in-depth interviews and correlational research indicating that teachers get intrinsic rewards from close relationships with pupils which impact positively upon their emotional wellbeing (Split et al., 2011).

In relation to pupils' self-esteem, schools are an important source of friendships and social networks, with academic achievement being closely linked to positive social and emotional

development (Jane-Llopis and Barry, 2005). Pupils who experience predominantly positive and high quality peer relationships at school are more likely to have positive self-esteem and optimal levels of wellbeing (McGrath and Noble, 2010) with Weare and Gray (2003) arguing that warm personal relationships are essential for educational success.

For teachers and pupils, having positive relationships not only impacts upon a sense of wellbeing, it also provides a buffer in dealing with stressors experienced in school life. Stressors relate to the pressures faced and the detrimental effect these can have upon emotional wellbeing for staff and pupils and these are discussed in the following section.

2.7.3 Stress and the workplace

In recent years wellbeing at work has become a focus for employers, professional bodies and the Government. Work related stress is a complex issue with it having a significant financial impact on businesses (including schools) due to sickness, labour turn over and premature retirement (Dewe and Kompier, 2008). In addition to this however are the costs of presenteeism, where staff turn up to work stressed and underperform as a consequence (Cooper, 2008).

Historically, stressors were perceived to be a combination of work demand, control over a task and the level of support or resources that might be available. Theobold and Cooper (2012) argue however that whilst these constructs remain valid, it is the interrelationship of an individual and the environment in which they work that induces stress. As such, stress does not exist in any of the three constructs but in the transaction between them.

All work-stress models propose some type of arousal activation alongside psychological and physiological imbalance (Murphy, 2008) and whilst not all stress is bad, in that it can act as a motivator to ensure a tight deadline is met, if this situation becomes the norm and no respite occurs from the high demands, the situation can have a negative impact upon emotional wellbeing (Theobold and Cooper, 2012).

Murphy (2008) proposes that work stressors can be grouped into two overarching categories of work content and work context and they acknowledge that whilst work is organised around jobs and activities (content) it is embedded within organisational structures which provide the context for work performance (see figure 10).

Work Content	Work Context
Job Content - Monotonous tasks (such as marking) - Lack of variety in the job - Underutilisation of skills and abilities - Unpleasant tasks	**Role in the Organisation** - Ambiguity about one's role - Conflicting roles in the job - Responsibility for people - Teaching pupils who lack motivation
Workload and work pace - Too much or too little work to do - Understaffing - Time/deadline pressures - Inadequate tools or equipment	**Career development** - Job insecurity - Lack of promotion potential - Under or over promotion - Unfair performance evaluation
Work hours - Inflexible work hours - Long hours - Overtime - Unpredictable hours	**Interpersonal relationships** - Lack of support from supervisor - Lack of support from colleagues - Bullying or harassment - Isolated or solitary work - Inadequate conflict resolution
Participation and control - Lack of participation in decision making - Lack of control over work, methods, work pace and work schedules. - Coping with change	**Organisational climate/culture** - Inadequate communication - Poor leadership - Discrimination - Harassment or bullying

Figure 10. Sources of work stress adapted from Murphy (2008)

In schools, work stress has been recognised as a pervasive-chronic occupational hazard resulting in emotional distress which if left unaddressed, can ultimately lead to staff burn out (Kinman, et al., 2011)

Kokkinos, (2007) argues that burn out can be conceptualised as a three-dimensional phenomenon consisting of exhaustion (the feeling of being emotionally overextended), depersonalisation (a detached attitude in work) and reduced personal accomplishment through an individual's negative self-evaluation of their job performance.

Kokkinos (2007) perceived that burn out occurs as a result of an interaction between triggering environmental variables (work context and work content) and personality traits, something that Brown (2012) found evidence for when examining the relationship between a generalised sense of self-efficacy, which determines how environmental obstacles and opportunities are interpreted, and burn out.

Brown (2012) completed a meta-analytical review of eleven published studies and found a negative relationship between low self-efficacy and the burn out dimension of depersonalisation. In addition, Brown (2012) proposed that individuals with low-self efficacy tend to have low self-esteem and correspondingly have pessimistic thoughts about their accomplishments and personal development and consequently, are more susceptible to burn out.

Whilst Brown (2012) acknowledged a limitation of the analysis was the variability between the studies measuring self-efficacy and the fact that none of the studies were carried out in the

United Kingdom, a recommendation was made for schools to re-examine the levels of support they offer to their staff, in order to limit the impact of stress upon emotional wellbeing.

For pupils, whilst schools cannot be classified as places of work (in the sense of employment), they are expected to attend on a regular basis. In a cohort of primary age pupils Brobeck et al., (2007) identified that one of the most important sources of stress was a sense of feeling hassled, which included; a feeling of being late and having insufficient time, which impacted negatively upon their sense of emotional wellbeing.

With regard to pupil stress in secondary school, Suldo et al., (2008) highlight that adolescence is a developmental period when young people are particularly vulnerable to the impact of stress. Sources of stress for young people this age include; normative stressors (such as developmental challenges inherent to adolescence such as increased academic demands), non-normative stressors (including divorce and death) as well as daily problems such as falling out with friends, with higher levels of perceived stress correlating with reduced emotional wellbeing.

The impact of daily school problems, including issues relating to social interactions, was also examined in a longitudinal study by Morales and Guerra (2006). They collected data from almost 3,000 young people in a secondary school for a period of two years and found that, in addition to stressors from outside school; within school stressors had a detrimental impact upon emotional wellbeing and correspondingly called for further work into how best to support young people to cope with stress.

When considering how to support individuals in managing situations that they find stressful, a considerable amount of research has been undertaken in examining motivation and work behaviour. This in turn is linked to leadership and management styles and some of literature relating to this area is discussed in the following sub-section.

2.7.4 Leadership and Management Styles

Leaders are the figureheads of organisations who embed and transmit an organisations' core values and ethos (Booker, 2013). In comparison management produces consistency and order (Booker, 2013) and Munby (2008) suggests that successful leaders of modern public organisations need to be honest about what they can do well and what they cannot do well in order to lead and manage effectively.

Due to leaders being in positions of authority in organisations relative to those they manage, the leadership and management style has a significant consequence for employees (Barling and Carson, 2008). This is particularly so when combined with the notion that underlying moods within work are shared between staff that, over time, can become part of the climate of an organisation (Schein, 2004).

Whilst there are many strands of research into leadership that offer differing perspectives that complement and overlap each other (Booker, 2013), Goleman (2000) proposes that there are six different generic styles of leadership, with each one having effect upon an organisation (see figure 11).

	Modus Operandi	Underlying emotional intelligence	When the style works best	Overall impact on climate
Coercive	Demands immediate compliance	Drive to achieve, initiative, self-control	In a crisis, to kick start a turnaround, or with problem employees	Negative
Authoritative	Mobilises people toward a vision	Self-confidence, empathy, change catalyst	When changes require a new vision, or when a clear direction is needed	Most strongly positive
Affiliative	Creates harmony and builds emotional bonds	Empathy, building relationships, communication	To heal rifts in a team or to motivate people during stressful circumstances	Positive
Democratic	Forges consensus through participation	Collaboration, team leadership, communication	To build buy-in or consensus, or to get input from valuable employees	Positive
Pacesetting	Sets high standards for performance	Conscientiousness, drive to achieve, initiative	To get quick results from a highly motivated and competent team	Negative
Coaching	Develops people for the future	Developing others, empathy, self-awareness	To help and employee improve performance or develop long-term strengths	Positive

Figure 11. Different leadership styles adapted from Goleman (2000)

Whilst there are times when the coercive and pacesetting styles of leadership can be effective, this is short lived and on a long-term basis they have a negative impact upon a working environment. In comparison, whilst an authoritative leadership style maximises staff commitment to a philosophy or work and is the most strongly positive of the six styles, Goleman (2000) argues that the most effective leaders are those who have mastered all four of the positive styles and can utilise aspects of each of them as required in order to make an optimum working environment.

In schools, Munby (2008) suggests that the historical model of a head teacher taking on the entire responsibilities of a modern school, and being equally good at all aspects of the leadership, is unrealistic. This is due to the increasing complexity of the demands, with head

teachers requiring the educational knowledge related to the profession, as well as the operational understanding of a complicated system and the financial expertise.
Being equally good at all aspects makes the job too hard and apart from threatening an optimum work-life balance, also fails to attract the most talented people for the role. As such Munby (2008) suggests that effective leaders are those who run schools through sharing and distributing leadership roles with those who have the expertise and capacity in specific areas, and constructing a supportive and skilled senior management team.

Having high quality leadership has been found to have a positive impact on the wellbeing of employees (Barling and Carson, 2008) with Kuoppala et al., (2008) finding a link between leadership and job wellbeing, employee job satisfaction and reduced sickness absence in their meta–analysis of this area involving of 109 studies.

In contrast to the positive relationship between positive leadership and staff wellbeing, studies have also found a correlation between poor quality management styles and negative emotional wellbeing. In a nationwide study involving over 5,000 respondents from the United Kingdom Hoel et al., (2010) found that where leaders adopt an autocractic, coercive style of leadership and try to ensure compliance by means of force or reprimands, their acts were more likely to be perceived as bullying, particularly if the behaviour was repeated or systematic, to the detriment of the emotional wellbeing of their staff.

2.7.5 Section summary

This study covers wide areas of research and consequently the literature that merited reviewing was considerable. This section has attempted to synthesis the most relevant publications relating to the main areas of findings and has consequently discussed research and work relating to the; the environment, self-esteem (and the link to social interactions), stress as well as leadership and management styles. Whilst effort has been made to include the most relevant research within this aspect of the literature review, it should be noted that some additional work is introduced in Chapter 5, when the findings are discussed.

2.8 Chapter summary

This chapter began by explaining the national context within which this research sits, by outlining key publications within the education system over recent years. The conceptual differences between perceiving mental health from a pathogenic or salutogenic perspective were then explained, before introducing studies relating to mental health prevention and mental health promotion.

MacDonald and O'Hara's Ten Element Map was then outlined and critically discussed, before using the map as an audit tool was considered. In the final section key literature on what promotes and demotes mental health relating to the areas of the environment, self-esteem, stress and leadership were reviewed.

Having outlined literature pertinent to this multi-faceted area of research, the methodology used is discussed in the following chapter, with the findings of the study introduced in Chapter 4 and discussed then in Chapter 5.

CHAPTER 3 – METHODOLOGY

3.1 Chapter Overview

This chapter first examines key philosophical and research paradigms that were considered in the construction of the study, before discussing the epistemological and methodological underpinning it in detail.

The chapter then summarises a pilot study, where using the Ten Element Map as an audit tool was trialled, before outlining how the schools and individuals involved in the research were chosen. The procedure is then discussed, with the rationale underpinning the methodological design explained.

The various parts of the data gathering process, including the rationale for using thematic analysis to analyse data, as well as the feedback process is then outlined before the ethical challenges attached to the study are considered.

3.2 Philosophical Considerations

When researching, Sikes (2004) argues that the most significant factors that influence a researcher's choice of methodology are the researcher's philosophical position, as well as their ontological and epistemological assumptions, which in turn are dependent upon the research paradigm the researcher subscribes to.

When thinking about completing a piece of research there are a number of core assumptions and these need to be understood as, like to a maze, choosing one path will lead a researcher

down a particular route which is hard to return from once started. These relate to the ontological and epistemological assumptions held by a researcher and are discussed in the next sub-section.

3.2.1 Ontology and Epistemology

A researcher forms their study on the basis of their ontological assumptions. Western research is divided into two opposing ontological traditions, with a Heraclitean ontology of 'becoming' and a Parmenidean ontology of 'being' with the latter holding sway in Western philosophy to date. As such, reality is seen as comprising of clearly formed entities with identifiable properties and, as the entities are stable, (and not chaotic as in Heraclitean ontology) they can be represented by symbols, words and concepts (Gray, 2009).

Whilst ontology represents understanding what is, epistemology attempts to understand what it means to know and epistemology therefore provides a philosophical background within which kinds of knowledge are legitimate and can be considered (Gray, 2009), with objectivism perceiving knowledge to be hard, tangible and objective compared to constructivism where knowledge is personal, subjective and unique (Cohen et al., 2007).

Ontologically objectivism embraces the philosophical view of realism, which contends that objects exist independently of consciousness and knowledge is out there waiting to be discovered. In comparison, constructivism is philosophically based upon idealism where objects of thought are created through words in discussion and as such the world is construed in different ways by the people within it whereby truth and meaning do not exist externally to be uncovered, but are constructed by individuals and are subjective (Gray, 2009).

Whilst objectivism and constructivism hold differing epistemological stances they are both based upon a 'being ontology' (Gray, 2009) and from them come varying theoretical perspectives, of which positivism and interpretivism (also known as naturalism) have had a major of impact upon western research (Robson, 2002).

3.2.2 Theoretical Paradigms

Positivism has been an occurring theme in western history from the Ancient Greeks until modern day (Cohen et al., 2007). However, it was the French philosopher Auguste Comte who used the term as a philosophical stance from the term positive referring to progress (Robson, 2002). This led him to assert that all genuine knowledge is based upon experience and can only be extended through observation and experiments.

The positivist paradigm proposes that the researcher can, and should, investigate a phenomenon in a way that is not affected by bias or values and methodologically favours experimental design that tests specific hypotheses through systematic protocol (Tudor, 1999).

Positivists search for the existence of a relationship between events or variables in order to draw links and extrapolate connections. Whilst this approach is successful in traditional laboratory based science with a focus on quantitative research, an appreciation has arisen over time that positivism is not wholly appropriate for research in social sciences (Robson, 2002). This has occurred as in practice, having neutral unbiased observers who simply record information is an unobtainable ideal (Breakwell and Rose, 2006) and over time the interprevist paradigm has emerged as an alternative in which to view and understand phenomena.

Interpretivism encompasses a variety of approaches including symbolic interactionism, phenomenology and realism to name just a few. Whilst these have subtly different epistemological viewpoints (Cohen et al., 2007) they are associated with a belief that human behaviour is not governed by universal laws but is socially constructed and can therefore only be truly understood from the viewpoint and interpretations of the individuals involved in the situations being examined (Labonte and Robertson, 1996). This paradigm has been influenced by social sciences, including psychology and sociology and asserts that natural reality and social reality are different and therefore require different methodological approaches (Gray, 2009).

Whereas traditional natural sciences are generally nomothetic, in that they look for consistencies in data to deduce laws and typically utilise quantitative methods for gathering data, interpretivist perspectives are in the main idiographic as they deal with the actions and behaviours of the individual and utilise qualitative methods to obtain data (Cohen et al., 2007).

Research, and the manner in which assumptions about the nature of social science are analysed, can therefore be viewed in a hierarchical and dimensional manner with researchers choosing a more conventional objective style or a constructivist subjective style and the related epistemological and methodological assumptions associated to each philosophical stance.

Being aware of these assumptions is fundamental for a researcher as it helps to clarify issues of research design (Braun and Clarke, 2006). This includes not only the design of the research tools, but also the complete structure of the research including the type of evidence that is being gathered and how it is interpreted (Gray, 2009). Furthermore it enables others to evaluate

the research and to compare it to other studies (Attride-Stirling, 2001) and in the following section the epistemological and methodological underpinnings of this study are outlined.

3.3 The epistemological and methodological underpinnings of the research design

The first research aim of this study was to ascertain whether there are identifiable factors in schools that promote and demote the mental health of pupils and staff. As such this study involved working in schools in order to gather and analyse the views of pupils and staff members in an attempt to discover how they interpret the atmosphere and ethos of their environment and how this impacts positively or negatively upon their emotional wellbeing. The participants were asked to think about their own situations within the context of their schools before conveying these thoughts to me, the researcher, whereupon the comments were collated, coded and analysed for themes.

This information was then conveyed to the schools in order to raise their awareness of what they were doing well to promote wellbeing, so that it could be continued, and conversely what their pupils and staff perceived was impacting negatively upon their wellbeing and therefore could be altered.

As such this study was educative, context-specific and future-orientated in that it provided schools with the insight into their own organisations with the aim being for them to use this information to make changes. Due to the relationship of working closely with schools it was also collaborative.

As a practising Educational Psychologist I store great value on the perceptions and subjective viewpoints of individuals within schools. Philosophically my underlying preferred research style is interpretative and previous research I have undertaken, as well as my day to day work is influenced by this. When thinking about the design of this research time was taken to reflect upon the suitability of quantitative approaches, however after due consideration I chose to use qualitative approaches to gather the information and followed the theoretical and methodological processes outlined by Braun and Clarke (2006) to transform the raw data into qualitative data and then analyse it using Thematic Analysis.

3.4 Trialling the Ten Element Map as an audit tool in a pilot school

Whilst in the early stages of the Doctoral course I took an interest in a piece of work completed by a student who had previously used the Ten Element Map and applied it to the workings of a secondary school to investigate how the organisation promoted mental health (Soan, 2006). After discussing the small scale research with them, I sought to build upon the work they had done by using the Ten Element Map as an audit tool with pupils and staff in a school in Forestshire. This work was the pilot for this piece of research and enabled me to adapt the delivery style, language and the manner in which the results were fed back to the pilot school, for the schools involved in this subsequent piece of research.

When discussing the pilot study with the Head of the respective school one of the first questions they had was who I was requesting to work with within the school. The Head was keen to gather the thoughts of all of their staff, namely teaching staff and support assistants, but was unsure as to which pupils to involve.

Focus groups were therefore trialled and pupils towards the top of each key stage were chosen, on the basis that having been in the school for a longer period of time than their peers (in each relevant key stage) they would have the greatest knowledge about the school.
A potential issue involved in using the Ten Element Map with focus groups was that it could have become a time consuming process in the pilot school, something that would not have been favourable to them as they would not have wanted their pupils to be missing more than one lesson (i.e. an hour) during the school day. As such, other audit approaches that use rating scales or questionnaires, which are quicker to administer but would elicit similar information to the Ten Element Map, were considered.

One such example, the Emotional Health and Well-Being Audit by Smith and McKee (2005) comprises of fifty-four statements. The questionnaire can be given individually or in a group to gain a consensus approach. Whilst this would therefore have potentially been faster than using focus groups, a drawback of it would have been that it is not a tool that is conducive to allowing a respondent to add or expand upon comments (Cohen et al., 2007). As such it places boundaries around the information that can be received and channels, as opposed to enables, a respondent to simply say what they are thinking.

As a consequence the pilot study trialled the use of the Ten Element Map as an audit tool, and in order to make the elements accessible to the students the language was reworded (see figure 12) and presented in the form a Power point presentation.

Element of the Map	Language Used
Environmental Quality renamed – 'Positive parts of the Environment'	• What are the good things about the school buildings and /or facilities that make you feel happy about being in school?
Environmental Deprivation renamed – 'Not so positive parts of the Environment'	• What are the 'not so good' things?
Self-esteem and Emotional Abuse renamed – 'Makes you feel good inside'	• How does school let you know that you are valued and important in the school? • When doesn't that happen?
Emotional Processing and Emotional Negligence renamed – 'Emotional Literacy'	• Feelings – how does the school let you know that your feelings are important? • When doesn't that happen?
Self-management Skills and Stress renamed – 'Looking after yourself'	• How does the school help you in looking after yourself and how does it help you to deal with the pressures of schools life? • When doesn't that happen?
Social Participation and Social Alienation renamed – 'Taking part in school life'	• How or what does school do to encourage you to take part in school life and has does it make you feel that you belong and are part of the school? • When doesn't that happen?

Figure 12. Rewording of elements and language in pilot school

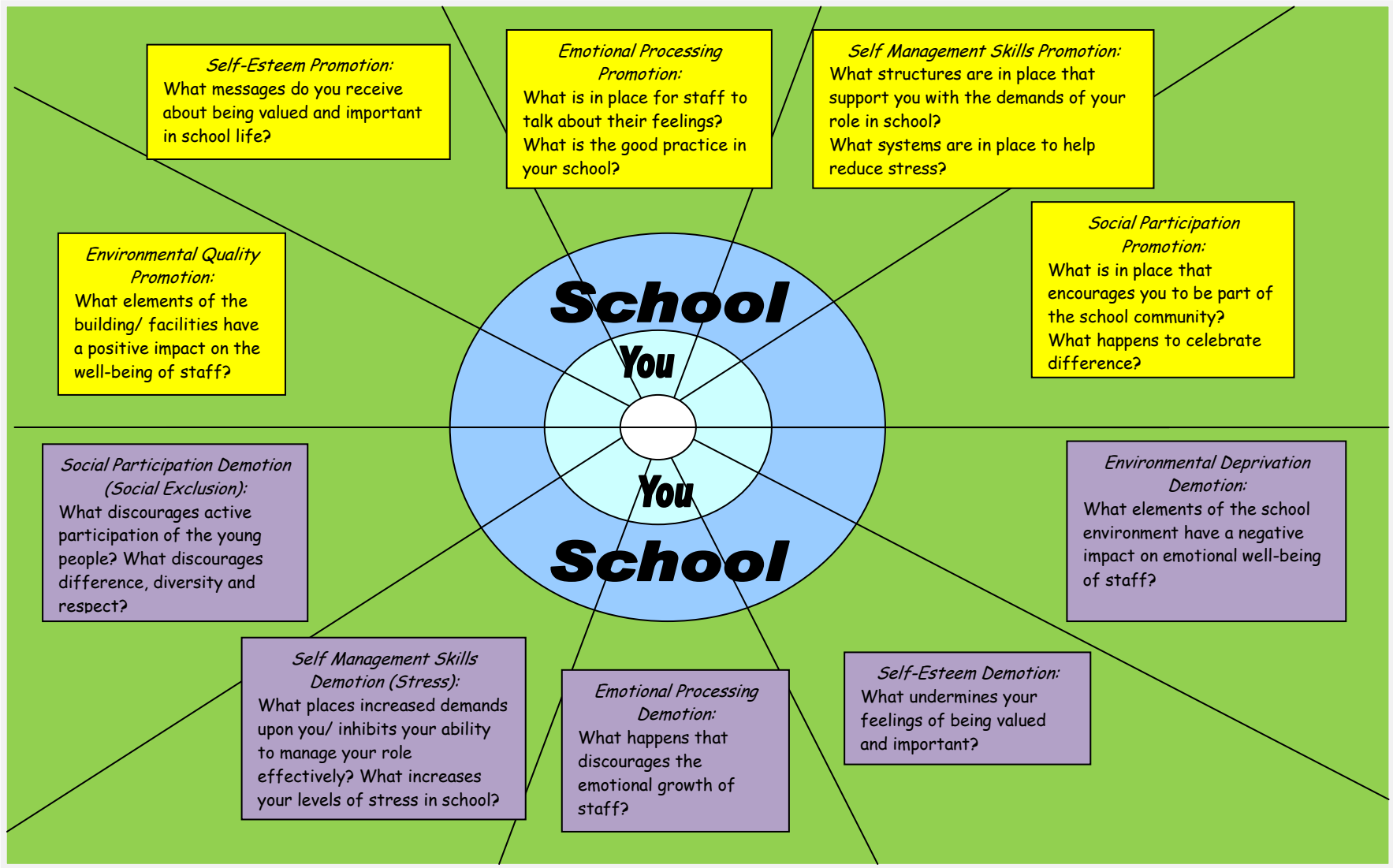
The pupils' comments were recorded by a teaching assistant, which enabled me to lead the session and answer any questions or clarify any language the students were unclear of as they provided their thoughts. I subsequently transcribed the comments, analysed them for common themes and fed the information back to the Head of the school at a later date. Copies of the themes were also provided for the pupils that had been involved.

Due to the close working relationship I had with the pilot school I was able to attend a staff meeting where I outlined the psychology and philosophy underlying the small piece of research and introduced them to the Ten Element Map. I introduced the Ten Element Map using figures 6 and 8 (outlined in Chapter 2) which I subsequently realised were too technical. I therefore followed up the meeting by sending the staff copies of the Ten Element Map using simplified language (see figure 13) which was adapted from a version used with a group of secondary school pupils by Soan (2006) in a small scale study.

I then thought about the optimum manner in which to gather the staff members' responses. Initially I considered simply recording the comments staff members made as I outlined each element, however, knowing the team of staff well I hypothesised that some of the more vocal members of the school might overshadow their colleagues and their thoughts would be lost.

After visiting a school where a class had a display board, for children to place wow comments on, I decided upon using a similar approach with the audit tool. This involved placing each element on a piece of A3 card, with the demoting elements in purple and the promoting elements in yellow.

Figure 13. Handout provided to staff, based upon Ten Element Map, with adapted language



On the day of the visit I positioned the A3 pieces of card around the room so that the promotion elements were on one half and the demotion elements on the other. I then re-capped on what the staff members were being asked to do and asked them to walk around each element and record their comments.

At the end of the session, when I asked for comments about the process, a number of staff stated they would have preferred to have had the promotion and demotion aspects for each element next to each other as it would have made the process easier for them. Others stated that they were concerned about colleagues recognising their handwriting and therefore knowing what they had recorded. I reflected upon this comments and made relevant alterations for the schools involved in the subsequent study.

The pupils' and staff members' comments were then transcribed and grouped into common themes. A date was arranged to feed back the results, which was done in the form of written reports and Power point presentations to both pupils and staff.

During the pupil feedback session the young people involved sat quietly and did not comment about the information that was being presented to them. Reflecting upon this afterwards with the Head I concluded that Power point was not the optimal delivery style for feeding back the pupils responses and that instead simply talking through the results with them would have been better.

For the staff, Power point appeared an effective style of delivery and comments were made about the information on various slides. At the end of the session a number of staff members asked what would happen next and Head of the school, subsequently informed

me that they would have liked the results to be fed back with a 'this is what you said' and 'this is what could be done' approach so they had an impetus to move forward. I found this comment particularly informative and for the 14 schools involved in this study, their information was fed back using solution focused language.

3.5 Method – study sample and time frames of the research

Having the opportunity to complete a piece of research in schools is an exciting opportunity and concurs with the ideology of evidence based practice whereby professionals base their practice on the best available current evidence (Binnie et al., 2008): the fundamental tenet of this being that professional practice is linked to research and as such there is greater consistency and quality in working practices (Fox, 2003).

By working in schools this study therefore not only has the opportunity to inform practice within each individual organisation, but also on a wider scale with findings informing professional working practices of educational psychologists. In developing the study, having an understanding of the time pressures and procedures of schools was particularly helpful, as it meant that I could make the process of being involved in the study as easy as possible for the schools and thereby minimised any potential barriers for their engagement.

The schools approached were those involved with the TaMHS project in Forestshire at that time and had been asked to be involved in the TaMHS project due to the following factors;

- being schools with a greater than county average of children with special educational needs and being in the most deprived areas within the county,
- having achieved Health Schools status,
- using SEAL and having established practice in promoting emotional health and wellbeing,
- established multi-agency groups providing a co-ordinated support in children and served by either a phase one or phase two Children's Centre.

The schools had already been selected for involvement in the TaMHS project so it could be argued that the schools involved in this research study did not represent a true random sample. Whilst this point must be acknowledged, the schools represented infant, junior, primary, secondary and special backgrounds and as such were arguably a diverse sample group.

Once the nature of the audit tool had been made clear to the participating schools the practicalities of how the audit would be delivered was discussed. As schools plan their staff meetings months in advance this conversation occurred before the summer holidays, wherever possible, as it then allowed the school's management team to factor in the audit into their staff meeting timetables. Discussion also occurred as to how the pupils' information would be gathered, how parental consent would be obtained, how the information would be analysed and most importantly, fed back to the schools.

Once the preparatory work had been completed, the data collection phase started in the autumn term. Once gathered schools, understandably, wanted the results back as soon as possible, so that they could act upon the information and review the interventions over

the remainder of the academic year. This created a pressure as it meant that I was not able to stagger or spread out the consuming process of analysing the schools' responses and had to complete the analysis for all the schools in a limited amount of time.

Once this period was over, meetings were arranged in the spring term to feed the results back and support interventions where applicable. This in turn created some time pressures as the spring term was a shorter time span resulting in fewer staff meetings.

Whilst I contacted all of the schools involved with this study and met with relevant individuals from the schools to outline the process, rationale and procedures involved prior to the tool being used in the schools, six educational psychologists (in addition to myself) were involved in the process of administering the audit tools and gathering of staff and pupil information.

This occurred for two reasons. Firstly, as schools within Forestshire at that time had allocated educational psychologists I perceived that involving them in the project would be of potential benefit to the schools in the long term. The educational psychologist would be able to provide ongoing support to implement any systemic changes schools decided to make in light of their feedback. Secondly, as this study was part of the wider TaMHS project occurring within Forestshire, time pressures were associated with the gathering of the data: time pressures that I would have been unable to meet had I been the sole educational psychologist involved.

Of the six educational psychologists (in addition to myself) involved, four of them used the audit tool in a single school and two of them used it in two schools. I delivered the

audit tool in the remaining six schools. To ensure fidelity, namely the exactness in which the information was given to teachers and pupils and the process of gathering subsequent responses was high, I met with the educational psychologists to prepare them prior to going into the schools.

The educational psychologists were given a Power point presentation for the pupils, a prompt sheet to follow when explaining the elements (see Appendix 1) and forms on which to record the pupils' responses. For the staff, the educational psychologists were given all the necessary resources (namely, the A3 sheets of paper, blue-tack, post-it notes and pencils) as well as the staff hand-out of the audit tool which had been successfully used in the pilot study.

I also outlined the philosophy of MacDonald and O'Hara's Ten Element Map and the rationale for using it as an audit tool in the participating schools, to the educational psychologists involved. I followed this up with a refresher meeting for each of the educational psychologists to ensure that they understood how to deliver the audit tool and to answer any questions they had.

By meeting with my colleagues, providing them with all the relevant equipment and hand-outs they required, as well as ensuring they understood the philosophy behind the model, delivery of the tool was therefore carried out, in as consistent a manner as possible within the parameters I had, to complete the data gathering aspect of this thesis.

3.6 Method – Procedure

3.6.1 Gathering the pupil data

After considerable deliberation and trialling in a pilot school, focus groups were chosen as the medium through which to gather the views of the pupils involved in this study. Focus groups are a form of group interview with reliance upon interaction between the group to discuss a topic, yielding a collective rather than individual view. As the participants interact with each other, as opposed to the researcher, the participants' views rather the researcher's agenda can emerge (Cohen, et al., 2007). Whilst focus groups are contrived settings, (which can be a weakness as it is an unnatural setting) it is also their strength because as they are focused on a particular issue they have the potential to yield insights that might otherwise been unforthcoming in a standard interview (Gray, 2009).

The size and composition of the pupil focus groups was discussed with the relevant audit liaison person in each school (once the Head teachers had agreed to be involved some delegated this responsibility to a member of the senior leadership team) and whilst guidance was given, the schools had the final decision as to who and which year groups to include. This was done in order to ensure their involvement in the project in that they were working with the researcher as opposed to having the research done to them. In addition, the information that was going to be generated would, ideally, be of use to them and therefore the schools themselves were optimally placed to identify which pupils would hopefully engage in the process and therefore, which pupils would be included in the focus groups.

Parental permission forms (see Appendix 2) were provided for pupils were collected on the day of each visit and checked prior to the delivery of the audit, to ensure only pupils who had returned their parental permission forms were included in the focus groups.

The focus groups were addressed in their separate year groups and the context of the research explained to them before showing them a Power point presentation, based upon the ten elements of MacDonald and O'Hara's map, to initiate conversation and their responses were scribed by a member of staff. A script was provided for the educational psychologists leading the sessions, however due to the varying ages and functioning abilities of the pupils participating in the study the language used by the educational psychologists was also differentiated accordingly depending upon the cohort of each focus group.

Responses were recorded without any of the pupils' names being attached to the comments to ensure that the children's responses were anonymous. These were the transcribed and analysed as outlined later in this chapter.

3.6.2 Gathering the staff data

In order to involve staff in the process and to raise their awareness of the audit tool, wherever possible, I attended staff meetings for twenty minute slots to explain the principles underlying the Ten Element Map, as well as the rationale and procedure as to how their thoughts would be gathered. During this stage of the process it was made clear to them that I would be seeking to use data generated by their responses for my thesis and any questions related to the research were be answered.

Prior to delivering the audit with staff, the handout that had successfully been used in the pilot study, was sent to them in order that staff could familiarise themselves with the audit tool. In addition where possible, pre-visits were made to the schools in order to identify an appropriate room (one with sufficient wall space) for the meetings.

On the day of the staff members' audits the A3 pieces of card, with summary prompts relating to each element, were arranged around the room prior to the start of the meeting. When the staff arrived, the basis of the study was re-explained to them and the same hand-outs that had been sent to them prior to the meeting were redistributed in case any of the staff had not brought them with them.

Once any questions had been answered the staff were asked to choose an element to start at and then work around the room in a clockwise direction. Staff generally spread themselves evenly amongst the elements which reduced bunching. The staff were asked to read the questions on each A3 piece of card (or refer to their hand-outs which contained the same questions) before recording their thoughts on post-it notes and attaching them to the various elements.

In the pilot study concerns had been raised by some of the staff with regards to other colleagues knowing what they writing and the worry that comments that might be perceived by others as less that positive, could be used against them in the future. As a consequence to ensure staff anonymity, staff members were asked to write their thoughts for each element on post-it notes and attach them to the relevant piece of A3 card. Whilst most staff simply wrote on the front of the post-it notes some staff members did write on

the reverse of them, so that others could not see what they had put, and therefore ensured total anonymity.

The staff members were allocated 50 minutes in which to provide their responses and time warnings were provided after 25 minutes and 45 minutes. At the end of this period the staff members were asked to come together and the meeting concluded by thanking them for their time and explaining to them what would happen next with their comments.

A follow-up staff meeting was arranged with the schools to feedback the results, during which time the members of staff were given opportunities for further comments and both pupils and staff in each school received written summaries that were relevant to them.

3.7 Method – evaluation forms

Working in a context where I regularly seek evaluations from those with whom I work, gathering evaluations from the schools participating in this study was therefore always a cornerstone of my thinking. Furthermore, working with schools on a regular basis enabled me to consider what I needed to do in order to maximise response rates and minimise potential barriers that might hinder schools in completing the evaluation forms. These factors consisted of; who to liaise with within the school, the most effective medium in which to communicate with the schools as well as the structure of the evaluation forms (please see Appendix 3). These are discussed in the following section.

3.7.1 Liaison with a designated individual

The first factor to consider was who to ask to complete the initial evaluation form and for logistical reasons I designated a relevant member of staff within each school to have this role. These members of staff received the evaluation form electronically, prior to the audit tool being delivered, and paper copies of the evaluation form were left with them to encourage them to reflect upon the delivery process.

As the schools could not fully complete the evaluation form until their comments had been analysed and returned, a further copy of the evaluation form was provided when each of the schools' results were fed back to them. Follow up communication, in the form of telephone calls or emails were undertaken with the schools on bi-weekly basis for the ensuing six weeks and of the fourteen schools that agreed to participate in this study, thirteen of them completed the evaluation forms. This meant that there was as a 93% return rate of forms. Whilst one school did not return their form it later transpired that they had understood the form to have been posted to me but it never arrived and they had not kept a copy of it.

Six months after the information had been fed back to the schools, a second evaluation form was sent to them. In comparison to the initial evaluation form, the focus of the second form was on the extent to which the information fed back to them developed their knowledge and capacity to make changes to improve the factors that promote mental health within their schools. In comparison to the high success rate of the first evaluation form, only one of the fourteen schools provided a response. As such this information has not been included in the results section as whilst it was informative in relation to the individual school, no general themes or trends could be extrapolated from it.

Potential reasons for this poor return rate include; a change of focus within the schools, changes in staff (a number of the people I liaised with for the first evaluation form had changed position, or left the school by the time the second evaluation form was sent) and the time within the school year. As the audit tools were delivered in September and October, the information was fed back to them in November and December.

This meant that when the forms were sent out six months later, it was nearing the end of the academic year with examinations, end of term trips and sport days. As such the forms may have been of such limited importance to the contact staff with whom I liaised, in comparison with what else was occurring in the schools at that time, that they simply did not find time to talk to their colleagues, complete and then return the forms before the end of the academic year.

3.7.2 Medium of communication

In order to minimise the effort attached to returning the forms to me, schools were provided with four possible mechanisms. These comprised of posting them, using the internal mail system within the county, handing them to a colleague within the educational psychology service to pass onto me or sending them back via email. Whilst the primary schools tended to complete the forms by hand, and therefore use one of the first three options, the secondary schools all completed their forms electronically and returned them via email.

3.7.3 Structure of the evaluation form

When developing the evaluation form my primary consideration was how to maximise the information that was gathered using a minimum number of questions. The rationale for this being that having delivered numerous training courses to teachers, that have required evaluation forms to be completed to teachers, since being an educational psychologist I have observed individuals' reactions when presented with the forms.

Responses to long evaluations, namely more than three sides of a piece of A4 paper, as well as evaluations that have encouraged copious written responses have consistently been negative in that people have chosen either not to fill the forms in or have rushed their responses recording the minimum possible. In comparison, shorter evaluation forms and ones that generally only require the ticking or the ringing of numbers have usually resulted in people taking their time in filling them in and a generally high return rate.

All of the questions in the evaluation therefore used a Likert style rating scale from 1 to 5, with 1 being the most positive response and 5 being the most negative. Vague or ambiguous wording was avoided, as with vague quantifiers there is the potential of respondents attempting to guess what is meant by a word, making incorrect assumptions and therefore creating hidden ambiguity within the responses.

Using solely such an approach to gather the responses, however, limits what people can record as a number only represents a person's perception as to the value of something at the time that they complete a form and does not give an explanation or inclination as to how they arrived at their decision. Therefore, in order to provide respondents with the opportunity to record this information, boxes were included below the rating scales with

prompts encouraging people to provide written comments to elaborate upon their rating scale response.

Using such a combination resulted in every school providing a written elaboration at some stage of their evaluation form, therefore providing valuable qualitative data behind their rating scale responses.

Once the evaluation forms from the 13 schools (one of the 14 schools did not return their form) were gathered, the scale responses to each question were recorded as a number of responses and as a percentage. In addition, any written comments were recorded with the schools' code number and where required, comments were responded to either through email, telephone or face-to-face contact.

3.8 Method – analysing the data

At this stage each school was allocated a number so that their data was not recognisable and having gathered the pupil and staff comments the information was typed up. This was done verbatim and the information collated in the ten sections of the map. Where an exact comment had been made more than once, this was represented by a number in a bracket beside the comment.

Once the data had been typed up for a school the first stage of analysis occurred, with the comments being grouped together where there were similarities (this is discussed in greater detail in the following section).

The data was analysed on a case study basis so that each school had information that was of relevance to them. Whilst these case studies could have been discussed on an individual basis in the following chapter, I perceived that comparing the data across schools, in order to identify commonly occurring themes would be of greater research interest.

In choosing to do so, a number of possibilities arose. Firstly the results could have been grouped into primary and secondary schools, however one of the schools in the study catered for both primary and secondary aged pupils. Secondly, the schools could have been split into mainstream and special, however due to the limited number of special schools involved in the study I felt that any commonly occurring themes drawn from this sample group may have been misleading.

After much thought, I subsequently chose to examine all of the schools as one group in order to ascertain whether there were any commonly occurring themes across them. Whilst a potential criticism of the study therefore is that I have compared schools of different age groups and type, I believe that it demonstrates the robust and versatile nature of using the Ten Element Map as an audit tool.

3.9 Analysing the data using Thematic Analysis

Dependability and confirmability is achieved by presenting a clear description of how data has been collected and analysed. Fereday and Muir-Cochrane (2006) argue that displaying this aspect of rigor involves sound and transparent reasoning and the step-by-step process of analysis demonstrates the process that I employed to generate the themes from the raw data is discussed in the following section.

Thematic Analysis is a tool or step-by-step method for identifying, analysing and reporting patterns or themes that emerge as important to a phenomenon (Fereday and Muir-Cochrane, 2006). It is a way of seeing information, where recognising an important moment (seeing) precedes the process of encoding (seeing it as something), which in turn precedes the process of interpretation and as such brings together fragments of information which on their own are often meaningless (Boyatzis, 1998).

Whilst a flexible method, if one does not know how a researcher has analysed their data, or the assumptions on which a study is based, it makes the evaluation and comparison of subsequent findings challenging (Attride-Stirling, 2001) and therefore clarity of how data has been analysed is important (Braun and Clarke, 2006).

3.9.1 Demonstrating rigor through a process of Thematic Analysis

Themes within data sets can be identified in three ways, using an inductive or bottom up approach, a deductive or top down method or conversely a hybrid of inductive and deductive analysis.

An inductive approach means that the themes that are identified are strongly linked to the data themselves and form through a process of coding data, without trying to fit them into a pre-existing coding frame, or as a consequence of any preconceptions the researcher may have (Boyatzis, 1998). The coding process is therefore data driven and can subsequently generate rich and detailed descriptors of the phenomenon being investigated (Smith and Eatough, 2006).

In contrast, deductive analysis is directed by the researcher's theoretical interest and this form of analysis tends to produce a less rich description of the data but a more detailed analysis of some aspect of the data (Braun and Clarke, 2006). Finally, hybrid approaches of using inductive and deductive coding exist, which incorporate data-driven inductive approaches and a priori template of codes (Fereday and Muir-Cochrane, 2006).

This study adopted an inductive analysis approach and coding occurred in a step-by-step process as outlined by Braun and Clarke (2006). The analysis occurred by immersing myself in the data by repeatedly reading it until themes emerged. These themes were re-read before further analysis occurred in order to ensure that themes were grounded in the original data as advocated by Fereday and Muir-Cochrane (2006).

3.9.2 Latent or semantic level of analysis

When identifying themes the level at which the data is being examined also needs to be considered and can occur at semantic or latent level. If analysed at a semantic level themes are identified that are directly observable in the information, whereas if analysed at a latent level the assumptions underlying the themes are examined (Boyatzis, 1998).

With a semantic approach the researcher is not looking for anything beyond what the respondent states or has written (Boyatzis, 1998) and the data is organised to demonstrate patterns, before it is summarised and interpreted in order to try and theorise the broader meanings and implications of it (Braun and Clarke, 2006).

In comparison, a latent level of analysis looks beyond what has been stated or written and Braun and Clarke (2006) use the useful analogy of a three dimensional blob of jelly when discussing the two levels, with the semantic level seeking to describe the surface of the jelly, its form and meaning and the latent level seeking to identify the features that give the jelly its particular form and meaning.

This study analysed the data at a latent level and as such went beyond the purely oral and written information provided by the participants within the study and considered the ideas, assumptions and ideologies that informed the semantic content of the data.

3.10 Stages of Data Coding

Whilst there are slightly different methods for conducting thematic analysis of data, such as those employed by Attride-Stirling (2001) and Fereday and Muir-Cochrane (2006) for example, this study followed the coding process of Braun and Clarke (2006) who provide clear guidelines to researchers wanting to use thematic analysis in a rigorous manner (see figure 14).

Phase	Description of data
1. Familiarising yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the date in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the code extracts (level 1) and the entire data set (level 2), generating a thematic map of the analysis.
5. Defining and naming themes	Ongoing analysis to refine clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back to the analysis of the research question and literature, producing a scholarly report of the analysis.

Figure 14: Phases of Thematic Analysis from Braun and Clarke (2006)

Phase One: familiarising yourself with your data

In this study familiarisation with the data occurred during the transcription process with the pupils comments transcribed into a word document and recorded in the ten sections of the element map. The staff members' responses were also recorded in relation to the ten elements. As the information was being taken from hundreds of post-it note notes it took considerably longer to record the staff data compared with that of the pupil data.

Whilst time consuming, this process enabled me to become immersed in my raw data which is a key aspect of this phase of the data analysis (Bird, 2005) and enabled me to develop familiarity with the depth and breadth of the content of my data set as advocated by Braun and Clarke (2006). During the transcription process potential codes were noted, which I subsequently refined when I examined the data in the next phase.

As there is no one way to conduct thematic analysis, there are no set guidelines to follow when producing a transcript (Braun and Clarke, 2006). This study recorded pupils'

comments in a verbatim style so that everything they said was written down. For the staff members' responses they themselves wrote their comments and these were recorded into an electronic format ensuring that any punctuation used by staff members was retained true to its original nature.

Phase Two: generating initial codes

Once the staff and pupil data was in an electronic format for each of the schools, initial codes were generated. Codes refer to the most basic elements of the data (Boyatzis, 1998) and differ from the themes, which were identified in the following phase of analysis, in that they are generally broader.

Whilst coding software programmes such as Atlas-ti are available for analysing qualitative data (Salmon and Rapport, 2005) the process of coding can also be done manually such as through writing notes on the texts or using coloured pens to highlight potential patterns (Braun and Clarke, 2006). I tried both manual approaches when first coding and settled upon the process of highlighting, but changed to use the tracking function on Microsoft Word (see Appendix 4). This proved to be an effective method during coding the data as it made the process of examining the coded data for themes in the following phase more time efficient.

With reliability being a central criterion for establishing the validity of qualitative data (Buetow, 2010) I asked a colleague within the educational psychology service, who delivered the audit to school 16, to code this school's responses. I also coded the responses, then compared the two sets of analyses for consistency and met with my colleague to discuss how she, and I, arrived at our analysis of the data. This process

demonstrated a high level of consistency and whilst this process occurred with only one colleague and only one school, it did provide a degree of rigor to this aspect of the study. Having completed this checking process the comments from the others schools involved in the project were thematically analysed.

Phase Three: searching for themes

Once all of the data had been initially coded I was able to move onto phase three, which focused the analysis at the broader level and involved sorting the different codes into potential themes (Braun and Clarke, 2006). I left the coded data for two weeks before moving onto the next phase in order to enable me to check my initial analysis with a clear mind as I found that when coding each school's comments I had become enmeshed in the data and therefore benefitted from having time to step away from it.

In order to make this phase of the process easier I clustered similar or matching coded statements together to form groups. Where there were responses that did not fit into a group, they were recorded in italics so that the data, and the point of view that an individual wanted to convey, was not subsequently lost when the information was fed back to schools. At this point individual themes began to emerge which Braun and Clarke (2006) describe as candidate themes.

Phase Four: reviewing themes

Once the data had been grouped into candidate themes a refinement process was required, with the first level of refinement being to read the collated extracts forming each candidate theme to ensure they formed a coherent pattern. Braun and Clarke (2006) advocate using a thematic map during this stage to enable the visualisation of themes and

such an approach was used during this phase of the study. Figure 15 demonstrates how coded data was grouped together to form potential sub-themes and potential a candidate theme for school 6, Environmental Quality, demotion element.

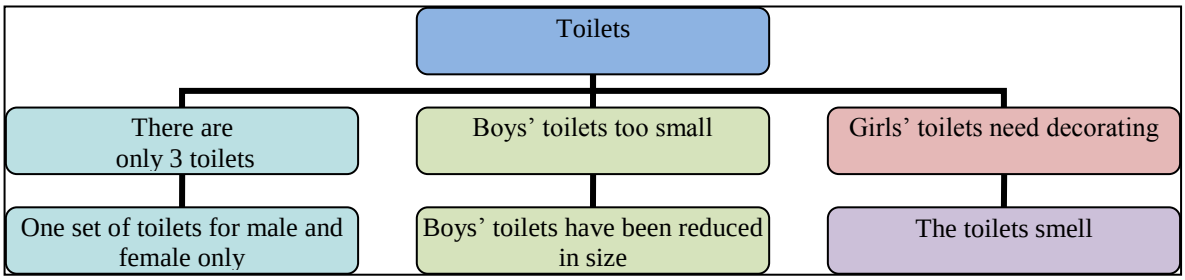


Figure 15: Example of a Thematic Map, showing a candidate theme (dark blue) and sub themes (other colours) formed from coded data from school 6

During this process it became apparent that some candidate themes were not really themes as there was not enough data to support them and, where appropriate, these were reworked to form new themes.

Once this process had occurred and thematic maps outlining candidate themes had been developed for each school's data, a second level of refinement occurred. Braun and Clarke (2006) argue that this further level of refinement is required in order to ascertain whether the identified candidate themes fit in relation to the data set and to code any original data that may have been missed in the earlier coding process. As such the pupil and staff comments for each school were examined again and where appropriate, refinements to the codes and candidate themes made.

During this phase of the analysis I decided the number of comments I required in order to identify a candidate theme, to ensure that consistency occurred throughout the data set.

Due to the flexible nature of thematic analysis there are no set rules to determine the proportion of a data set that needs to display evidence for a set of coded data to become a theme (Braun and Clarke, 2006) and researcher judgement was therefore necessary.

Due to the varying sizes of the schools, and therefore the varying number of pupils and staff providing responses, a decision point was needed whereupon a set number of comments would equate to a theme. This created a problem in that as the comments were anonymous it was not possible to have this number as a percentage based upon the number of staff or pupils providing the comments, as one person may have provided a number of comments and another person none at all.

Of the schools that participated in the study four of them were small schools with between ten and twelve staff, whereas four of the larger schools had over thirty-five staff participating. In addition, the sizes of the pupil groups also varied considerably with nine of the schools having pupil focus groups comprising of between five to ten pupils but with one school having a focus group comprising of twenty-five pupils.

Having coded the data in phase one, I examined the schools' data with the smallest participating groups (both staff and pupils) and found that if the number of comments needed to warrant a theme was too high, then hardly any themes would be identified making the process of taking part in the study of limited value to those schools. Conversely, if the number had been too low then lots of themes would be identified. This would have also been of limited value to the schools as it would not have filtered the responses to a sufficient level to provide them clear areas on which to focus.

This was the situation after I analysed school 9 (who had twenty five staff and six pupils participating) and school 19 (who had ten staff and sixteen pupils participating). I initially analysed their responses using a cut off of eight or more similar coded responses to generate a theme, however this meant that in school 9 all of the pupils needed to have made a similar comment (with some of the pupils providing more than one response) and in school 19 for almost all of the staff to have provided similar responses.

I therefore halved the threshold and reviewed the responses of all the schools that had between six and ten staff, or focus groups of up to ten children, in order to ascertain whether having a threshold of four was a more optimal number for this study.

This generated more themes and did not require the majority of the participants, as was the case in many of the schools with smaller response groups using a threshold of eight, to provide a response to designate a theme. I then analysed the same group of schools using a threshold of five responses. It rapidly became apparent that this threshold was too high as many themes that had been identified with a threshold of four responses were not being picked up. I therefore decided upon the threshold of four coded responses to equate a theme and in order to provide a degree of elasticity in the analysis process designated three coded responses as a tentative theme.

This phase of the study took the most time as the data was reviewed repeatedly until I was satisfied that the data was correctly coded and candidate themes were accurate reflections of the coded data sets. Braun and Clarke (2006) highlight that coding data and generating themes can go on indefinitely. During this phase I reached a point where I

perceived that sufficient fine tuning had occurred and so I moved onto the next phase of the analysis process, which was the definition and forming of main themes.

Phase Five: defining and naming themes

During this phase further refinement of the themes occurred with the process being to ensure each theme was clearly defined so that it reflected the collated data extracts. In this phase of the process Braun and Clarke (2006) highlight that it is important to ensure that themes are not too complex and whilst most of the themes remained from phase four, some were either broken up or redefined as I re-read the collated extracts and perceived that they did not clearly reflect the data.

During this phase commonly occurring themes were identified, which are discussed in the results section, by looking at the themes across all of the schools. During this stage of the analysis overarching themes, where similar themes or sub-themes combine to form an wider theme, were also identified and are again discussed later in the results section.

Phase Six: producing the report

Once the data had been analysed and themes had been identified within each school, a summary report comprising the staff and pupil responses was written. Each school received a written report in which all of the staff and pupils comments were recorded as well as any identifiable themes (for the ten elements) highlighted.

In addition, the pupils involved in the focus groups received a short written report (using language appropriate to their age) summarising any themes that were identifiable from their responses and the schools were encouraged to discuss the pupils' themes with them

through class and student council meetings in order to make maximum use of the information.

3.11 Feeding back the results to schools

Once the results for each school were written up a date was arranged with the Head (or key member of staff within the senior management team) to feed the results back. This was done to provide the head and senior management team with time to reflect upon the information that the pupils and staff had generated. It also enabled me to support the senior leadership team when considering what changes they might make in light of the results.

For the pupils' results the feedback was presented using language appropriate to their age and presented in a manner that was accessible to them. This was given to the schools with the expectation that they would meet with the children in the focus groups, feedback the results and discuss what the school would do next to act upon the generated information. This approach, as opposed to feeding the information back to the focus groups myself, was chosen to encourage ownership of the information by the schools. It was also chosen as I perceived that if the pupils' information was fed back to them by a member of staff they knew, the pupils might feel sufficiently relaxed to generate and contribute valuable comments that the school could act upon. Conversely, I felt that this window of opportunity might be lost if the data was fed back by myself who would, in most cases, not be known to the pupils.

When feeding back to staff, the information was delivered using Power point presentations with opportunities for the staff to discuss salient points after each slide. In

addition, a hand out of the staff members' responses (with identified themes) was also provided. A solution focused approach was adopted when delivering the results so when there were demoting themes in a schools feedback, the staff were encouraged to think of what the school might do next to move the situation forward.

Such an approach was adopted following feedback from the pilot study and solution focused techniques are based on the premise of identifying solutions to problems rather than problems and utilise relevant solution based language (Ratner et al., 2012). The language and approach used in this study was based upon the ideas from solution focused brief therapy, which was conceptualised by Steve de Shazer in the 1980's (Rhodes and Ajmal, 1995), and was used in the feedback sessions with staff as a mechanism to support them in thinking through the findings in order to see beyond any issues and consider where to go next with the information.

At the end of each feedback session an evaluation form was given along with a stamped addressed envelope. A copy of the evaluation form was also then emailed to the representative of each school in order to encourage maximum return rates of the forms. The email was followed up with telephone calls or polite chaser emails over the following six weeks in order to ensure a highest return rate of evaluation forms as possible. Using such an approach thirteen of the fourteen schools involved in this study returned the evaluation forms.

Upon the receipt of the evaluation forms follow-up work was offered, where requested, to ensure that no school felt that they had participated in the study and then were left, unsure or unable to utilise the information that they had generated. Follow-up work was

undertaken by myself, the schools' named educational psychologist within the county or where appropriate, the two of us. Of schools involved in this study only two schools requested follow-up contact. This came from school 9 (with whom I have a close working relationship) who requested that I attend a staff meeting to further discuss ways of acting upon the generated data and school 5, where the school's representative in the project and I had a telephone conversation to discuss how best to use the results to benefit the school.

3.12 Cross school analysis of the data

Once the schools had received their feedback, returned their evaluations forms and any requests for follow-up communication acted upon, the data was analysed in greater depth. The first step involved listing all of the identified themes for pupil responses for each of the fourteen schools involved in the study on a table (see Appendix 5 for an example) which I entitled collation of themes. The same was then done for the staff members responses so that there were two tables listing all of the themes for the fourteen schools.

Taking each table in turn, I then recorded all of the themes for each element so that I had twenty tables for the pupils' responses (ten promotion and ten demotion) and twenty tables for the staff members' responses (see Appendix 6 for an example of one of the tables). Once I had transferred the data for all of the forty tables, I then cross checked that everything had been recorded correctly by comparing the data in the tables with the original feedback provided to each of the fourteen schools.

Having transferred the themes onto the forty tables I examined the themes in order to identify commonly occurring and overarching themes across the fourteen schools, which are discussed in the Chapter 4.

3.13 Ethical challenges of the study

As the project involved gathering data in relation to what pupils and staff perceived as demoting their mental health in school, it is possible that Head teachers may have been upset by some of the responses. Prior to each school agreeing to become involved Head teachers were made explicitly aware of the exact nature of the project and what information might be elicited before their agreement to be involved in the project was sought.

This was done through conversations and a letter, outlining the background to the study as well as the procedure for delivery, which contained the following paragraph;

> ***"Something to be aware of as the Head***
> *This audit tool is a powerful mechanism in which to gather pupils and members of staff views regarding the 'elements' that they perceive as promoting and demoting their mental health in school.*
>
> *Whilst this is so, it is seeking viewpoints or perceptions and when this happens responses can be generated that may appear to others, to be unfair or unjust. As such it is* ***essential*** *that as the Head of a school you are aware that if you choose to utilise this audit tool, some comments may be raised that you may not agree with, or be happy with.*
>
> *If this does happen, your educational psychologist can work with you as a school to move a situation on and of course the tool also enables pupils and staff to identify all of the good things going on in your school.*
>
> *I hope this clarifies the background to the model as well as how it was used (and therefore how it will be potentially used in your school). If you have any questions regarding it, please do not hesitate to contact me."*

It was also made clear to the Head teachers that their pupils' and staff members' responses would be anonymous. Care was taken in the form of removing any clearly attributable comments from schools feedback, to ensure that any information that could be unfavourably received, was not attributable to any particular individuals.

In addition, when the information regarding the demoting factors were fed back to the Head teachers, care was taken to ensure that any responses that they might have perceived as unfair or unjust were presented and discussed using solution focused techniques to support them in managing the information.

3.13.1 Consent

As the study involved focus groups of students aged between five and sixteen, parental permission was needed before undertaking any work with them. Letters were subsequently sent to the parents of the children within the proposed focus groups and only those whose parents return the signed permission were involved in the study.

The pupils and staff participating in the study only provided their views on one occasion. As such it was made clear during the introduction phase of the information gathering process that were free to leave if they do not want to participate. It was also be made clear to them that they were free to leave at any stage during the information gathering process and that if they chose to leave their exiting will be considered as them withdrawing from the study. No-one during the study chose, however, to leave.

3.13.2 Confidentiality

In order to ensure confidentiality and anonymity no list was kept of the pupils that participated within the study. Furthermore, during the information gathering session the pupils' comments did not have names attached to them to ensure anonymity.

The study also worked with members of staff within school and asked them to express their thoughts about the school. Such a process could have caused some members of staff to become anxious, as they might have perceived that their views would be held against them by the Senior Management Team, so care was taken to make it explicit to the participating members of staff how their anonymity was to be ensured. This included asking staff to write on post-it notes. Where staff members were concerned others may recognise their handwriting, they were encouraged to write on the reverse of the notes. The post-it notes were then collated by me and destroyed immediately after they had been transcribed.

3.13.3 Storage of data

The pupil and staff members' responses were collated and the post-it notes subsequently shredded. The soft copies were stored on my work's computer. This was password protected and as I work for a Local Authority the computer systems were also security protected with anti-hacker firewalls.

3. 14 Chapter summary

In this chapter the philosophical basis underpinning the study has been outlined and the trialling of the audit tool in a pilot school discussed.

The rationale in choosing focus groups, as the medium through which to gather the pupils' responses, was explained and the process relating to how the data was gathered from staff outlined.

The evaluation process was then discussed, as well as the rationale behind choosing thematic analysis. How this study used thematic analysis to analyse the data was outlined and a blue print provided so that other researchers can recreate the process if desired.

Finally the ethical considerations relating to the study were highlighted and the chapter forms a guide for any other researchers wishing to recreate the study.

CHAPTER 4 – FINDINGS

4.1 Chapter Overview

This chapter comprises four sections. In the first section the staff data, relating to the factors that promote and demote mental health in school, is discussed. The pupil data is then examined, with commonly occurring themes identified in the third section. In the final section the school evaluation forms, relating to how effective the schools found using the Ten Element Map as an audit tool, are analysed and explained.

4.2 Identification of themes – staff responses from the audit tool

In the following section, the findings are presented in pairs of elements with the most commonly occurring promotion themes presented first and then the demotion themes.

The promotion themes relate to the factors that are relevant to promoting mental health and include; environmental quality, self-esteem, emotional processing, self-management skills and social participation. The opposite of these are the demotion themes which comprise; environmental deprivation, emotional abuse, emotional negligence, stress and social exclusion.

4.2.1 Environmental Quality (Promotion)

In MacDonald and O'Hara's (1998) Ten Element Map environmental quality covers a plethora of positive environmental influences but also refers to an absence of negative issues and when providing comments for this element, staff members were asked to reflect upon what aspects of the building and general school site have a positive impact on their wellbeing.

In figure 16 the themes are listed in order from most frequently identified themes to the least frequently identified.

Identified themes	Number of schools
Staffroom	9
Visual appearance	7
Attractiveness of setting	4
Space	7
Resources	6
Facilities	2+1
Rooms/areas in the school	6
Quality of physical structure	2
Toilets	2
Cleanliness	+1
Positive Ethos	1
Geographical Layout	1
Tidiness	1

Figure 16: Staff responses for Environmental Quality (promotion), + symbol denotes a theme was tentatively identified by a school

The theme that was identified the most by staff in the schools, when considering what environmental factors promoted their emotional wellbeing and made them feel good about the school, was the staffroom.

Whilst many responses simply stated staffroom, some people did elaborate upon the value of the staffroom to them, such as a member of staff from school 6 who recorded *'…large well-resourced staffroom'* and a member of staff from school 9 who wrote *'... the staffroom is a place to be able to have some space from the children*.' A similar point was also made by an individual in school 18 whose comment suggested the importance, for them, of being separated from the general melee of the school when they put *'…staffroom up the stairs – removed from main body*.'

Staffrooms are an area where staff can go to get a drink, have something to eat, catch up with colleagues or simply have some time within a busy day. In addition, staffrooms are one of the few areas within a school, that pupils are not allowed to enter and therefore can be perceived as a sanctuary for staff. As the staffroom was an identifiable theme in nine of the fourteen schools, it indicates the importance that it holds for many of the staff who participated in the study.

The second theme that was frequently identified was that of visual appearance. Comments from school 4 included; *'…airy and bright classroom'* as well as *'bright, colourful place to be'* and *'…bright classrooms.'* Reference was also made to the art work around the building, with one comment noting *'…nice displays in corridors – art work.'* Finally tidiness of the school was highlighted with one comment simply stating *'…school kept tidy and clean.'*

These comments indicate that it was partly the visual atmosphere of the building, due to the building design, that was important to the staff in this school and partly what was then done with the building, through the use of displays and colour, to make the rooms look aesthetically pleasing.

Linked to the theme of visual appearance is that of the attractiveness of the setting. Forestshire is a rural county and a number of the schools involved in the study are located in picturesque areas, with attractive grounds or surroundings. School 6 was one such school whose staff made comments about the setting stating; *'…beautiful outdoor environment'* as well as *'…forest surround'* and *'…trees, large grass area outside.'*

Such observations relate to visual appearance of a school site and therefore whilst comments, linked to the surrounding of a school, were classified as separate to visual appearance, I believe they add a further dimension when considering the visual attractiveness of a school. I have therefore grouped the two themes together as they reflect the importance of teaching environments being visually pleasing to staff.

The third commonly identified theme was that of space and comprised two sub-themes (that were merged together) relating to a sense of space within teaching areas and a sense of space within the school setting. School 8's comments for example relate solely to work space, with staff listing their own workspace, room to work in and large calming classrooms in their comments. In comparison, staff in school 13 identified the outdoor space as being important to them with comments such as *'...good outdoor space for outdoor activities'* and *'...fields – very calming'*. Other schools, such as school 20 highlighted both types of space in their responses and the comments imply that, whereas outdoor space is important as it enables the pupils in the school to move around and burn off energy, teaching space is important to staff, as it provides them with a sense of domain or ownership over an area within which they can work.

The next theme, that was most frequently identified, was that of resources. When analysing the results it was, at times, difficult to decide what a resource was, in comparison to what was a facility. I perceived a facility to be a room or area, such as a sports hall, compared to a resource being equipment. However, staff members used the term interchangeably in the study and different schools used the different terminology to refer to similar things. Therefore, whilst I separated out the two types of comments as much as possible when analysing the data, the two themes are arguably closely linked.

For this reason I have grouped them together on figure 16 as I believe they warrant consideration as one theme.

When teaching, resources enable teachers to add a multi-sensory, practical aspect to a lesson that can motivate pupils and engage them in a different way from simply reading a text book or having the teacher talk to them. Having insufficient resources can therefore have a detrimental effect upon a teacher's planned lesson and responses indicate that having sufficient levels of resources is important to staff. This was reflected in some of the comments made by staff in school 6 who stated *'....everything needed is available'* and *'...lots of resource area usually well organised'* and by staff in school 16, with one comment articulating it clearly when they wrote *'...resources (enough, effective and good).'*

In relation to facilities, the access to good facilities was highlighted in numerous schools and as with resources, having access to appropriate facilities enables teachers to deliver lessons in a manner they wish to do so and enables the pupils to get the most from a lesson. Whilst many responses simply listed facilities such as; computer facilities, facilities in maths etc., one comment made by a staff member in school 5 did allude to the impact facilities have on pupils when they put *'...sports facilities very good and engaging.'*

The final theme of rooms or areas within the school related to specific aspects of schools that staff identified as important to them. In school 20 there was a pastoral undertone to the rooms, with staff highlighting the pastoral rooms, quiet area and sanctuary as important. In comparison, in school 8, rooms or areas that met a basic need were

highlighted with the Canteen (x4), Leisure Centre, Sports Hall (footy on Friday), Car park and Library being noted as important to those staff.

Whilst there were sufficient comments to identify this theme in six schools due to the specificity of the comments, in that they relate to the staff members' particular schools, the comments cannot be generalised. Therefore, I perceived the key themes identified by staff, when considering what aspects of the environment in schools promote their emotional wellbeing, to be: the staffroom, the visual appearance or attractiveness of a school, a sense of space and the resources or facilities within a school.

4.2.2 Environmental Deprivation (Demotion)

In the Ten Element Map, environmental deprivation relates to a lack of quality within the environment, including poor buildings, lack of safe areas as well as physical things that could potentially cause harm or damage. In order to relate this element to the school environment, staff members were asked to think about what aspects of the physical structure of the school had a negative impact upon their sense of wellbeing and the following themes were identified (see figure 17).

Identified themes	**Number of schools**
Lack of space	7
Staff toilets	5+2
Untidy areas	5
Issues linked to geography	3+1
Temperature of rooms/schools	2+2
Lack of resources	2+1
Cleanliness	2+1
Visual Appearance	2
Condition of building	2
Staffroom	2
Not having a classroom	2
Lighting	2

Figure 17- Staff responses for Environmental Deprivation (demotion), + symbol denotes a theme was tentatively identified by a school

The most commonly identified theme was that of a lack of space. In school 5 this related primarily to a lack of work related space, with comments including *'…office space extremely limited'* and a*'…lack of space for meeting situations.'* In comparison, school 8 comments generally related to a lack of storage space for personal items, with staff members making comments such as *'…lack of storage for personal files'* and *'lack of secure areas to leave valuables, really small department room*.' School 16 identified both these aspects of space as an issue, with comments including *'…lack of space for children'* and *'cramped, small classrooms.'*

In school 14 however, whilst a lack of work space was also highlighted as an issue, the main lack of space for the staff related to insufficient car parking. Thus, whilst there were three categories (which were originally three sub-themes) relating to different types of space issues identified by the staff in the eight schools, they combined to form the main theme of a lack of space and this was the most commonly occurring environmental factor that staff perceived as being detrimental to their wellbeing.

The second most commonly identified theme was that of toilets. Whilst many staff simply put toilets and did not elaborate upon why they were an issue, some did explain their comments, such as staff in school 9 who wrote *'…outdated and inadequate toilets.'* Whereas for staff in school 18 comments included *'…no loo paper or soap!'* and '*no toilet near classroom.'*

The third most commonly identified theme referred to a lack of tidiness. For school 13, this related to untidiness in communal areas, such as corridors, as well as untidy classrooms. Clutter in classrooms was also identified by staff in school 9, whereas staff

in school 20 made comments that related to the staffroom such as colleagues not washing up or tidying up after themselves.

4.2.3 Self-Esteem (Promotion)

In MacDonald and O'Hara's (1998) Ten Element Map, self-esteem refers to self-esteem through doing (which is dependent on individual competences and successes), as well as self-esteem through being, which is dependent upon what an individual perceives is their own value or worth. The two aspects of being and doing are connected and staff members were asked to think about the messages that they receive that indicates that they are valued and important to their school community.

Identified themes	**Number of schools**
Receiving informal positive feedback	10+1
Receiving formal positive feedback	3+1
Positive feedback from management	1
Positive feedback from parents and pupils	6+1
Sense of feeling valued	7
Support from colleagues	6
Formal support systems	5
Support from management	+1
Professional development	2

Figure 18 - Staff responses for Self-esteem (promotion), + symbol denotes a theme was tentatively identified

For staff, the overwhelming area identified was that of receiving positive feedback, both informally through positive comments or emails, as well through formal feedback such as meetings with line managers. Positive feedback from management and from parents and pupils, was also identified as important to staff and reflects the fact that teaching is a caring profession, where a high degree of emotional energy is expended in nurturing young people, so that receiving recognition of this is highly valued.

The second theme of a sense of feeling valued, whilst similar to receiving positive feedback, is arguably subtly different. For example, staff in school 5 referred to positive feedback in the form of praise and positive comments, but a sense of feeling valued as more about kind words and gestures from others. This was also reflected in comments from staff at school 16, with statements including *'…constructive feedback and encouragement'* as well as *'…am told when I've achieved well'* when referring to positive feedback, but with comments referring to being listened to, being heard and being helped, combining to form a sense of being valued. Whilst receiving positive feedback is likely to occur in an establishment that makes it staff members feel valued, feedback is a more tangible thing than a perception or sense of feeling valued and therefore the two were separated out into individual themes.

The third area that was identified by staff, as making them feel valued in school, was that of having support, whether from colleagues, formal mechanisms within school or from the management team. Teaching can be an emotionally challenging job and school staff have limited relaxation time, as they are usually mixing with pupils. Having support that they can use, whether to simply talk problems over with someone or formally plan how to resolve a dispute, is therefore exceptionally important and provides staff with a release mechanism.

4.2.4 Emotional Abuse (Demotion)

In the Ten Element Map, the opposite of self-esteem is emotional abuse and refers to the undermining of an individual's belief in themselves and their sense of worthiness. Such abuse can directly occur, such as through physical violence, or indirectly, through ongoing criticism undermine an individual's belief in themselves and Mac Donald and

O'Hara (1998) argue that such abuse can be seen as a systematic destruction of self-esteem.

Although in schools staff members are unlikely to be exposed to physical abuse (except in extreme situations), they may encounter direct or indirect sustained criticism which could impact negatively upon their self-esteem. When this aspect of the Ten Element Map was presented to staff, they were therefore asked to think about what factors in school undermine their feeling of being important and valued.

Identified themes	Number of schools
Lack of appreciation or recognition	6+2
Issues relating to communication	5+2
Lack of praise	3+2
Lack of parental support	3
Demands on time/workload	3
Behaviour/relationship with colleagues	2
Issues relating to Senior Leadership Team	2
Bureaucracy	+1
Ownership of ideas	+1

Figure 19 - Staff responses for Emotional Abuse (demotion), + symbol denotes a theme was tentatively identified by a school

In contrast to the previous element, where receiving positive feedback was the most identified theme, a lack of appreciation or recognition was the main theme identified for this element. This included a lack of appreciation from management and parents as well as pupils with regards to the effort put in by staff.

The second commonly identified theme related to a lack of communication and of the eight schools where the previous theme (a lack of appreciation) occurred, seven of them also identified this theme. In school 5, a lack of communication referred to both aspects of communication, namely being able to communicate with and being communicated to,

with comments including *'...not being listened to'* and *'...not involved, no communication.'* Not being listened to or communicated to was also reflected in the comments made by staff in school 8, with one individual succinctly summarising the underlying issue when they wrote *'...too many decisions are made without proper consultation, it's as if we're not really important.'*

The third most commonly identified theme was lack of praise and whilst the theme is similar to a lack of appreciation, I perceived that they warranted being separate (during the analysis phase), as appreciation has a value attached to it whereas praise refers to the commendation of a deed or task. Together, the two themes do highlight, however, that for staff, feeling underappreciated or under praised has a considerable detrimental impact upon their sense of self-esteem within school.

4.2.5 Emotional Processing (Promotion)

Whilst this element has overlap with self-esteem (MacDonald and O'Hara, 1998), it also refers to an individual's awareness of their own emotions, as well as those of others, and involves the use of emotional vocabulary. When explaining this element to staff they were encouraged to reflect upon what was in place for them to talk about their feelings and to correspondingly highlight any good practice in their school.

Identified themes	**Number of schools**
Informal support from colleagues	12+1
Formal support from colleagues	2
Support from Management structure	8
Formal support processes	3+1
Staff meetings	2
Ethos of being able to talk	1

Figure 20- Staff responses for Emotional Processing (promotion), + symbol denotes a theme was tentatively identified by a school

The most frequently occurring theme for staff, when considering what makes them feel valued in school, was that of informal support from colleagues. Comments related to being able to talk to colleagues and share issues with them, with staff from school 5 stating *'...staff can talk in staffroom'* and *'share office, good for shared talk'* as well as staff from school 7 stating *'...talk with colleagues/friends within the school environment.'* A sense of working as a team was also highlighted in both schools, with staff in school 5 recording *'...strong support group as faculties'* and *'...close teams'* and a comment from school 7 summarised the point perfectly when someone wrote *'...staff work as a team.'* These two aspects of this theme were consistently echoed through the comments from staff in the other schools and demonstrate the importance of working in an environment where colleagues are supportive of each other.

In addition to the informal support received, two schools made comments relating to the formal support from peers that made them feel valued. In school 6 this comprised of peer supervision, as well teaching assistant meetings and in school 20, a pastoral team who provided colleagues with time to talk. Therefore, whilst the two themes were subtly different, due to the nature of the support, with one being informal and the other being more structured, I have placed the two themes together in figure 19 (and considered the themes together), as the support was from peers in both cases.

The next commonly identified theme again related to support, but this time from the management structure. In school 9 comments referred to management support in general with one comment being *'senior management team make time to speak with staff about personal issues when asked'* and another simply stating *'...good line manager.'* The strength of management support was also identified by staff in school 16 with comments

including *'...can talk to deputy head'* and *'easy approach to the Head Teacher, feel free and safe to approach.'*

The final most commonly identified theme also related to support and referred to the formal support mechanisms within the school. In schools 4 and 16, comments predominantly related to performance management meetings, whereas school 8 highlighted the value of the school counsellor and school 5, the value of having mentor time for trainee teachers and new staff.

4.2.6 Emotional Negligence (Demotion)

In the Ten Element Map, emotional negligence relates to the institutional or personal neglect and the lack of support in helping people to develop and express their emotional life (MacDonald and O'Hara, 1998). Staff members were asked to think about what happens to discourage the emotional growth of staff in their school and there was a degree of commonality between a number of the themes and they have been grouped accordingly in figure 21.

Identified themes	**Number of schools**
Feeling undervalued/underappreciated	4
Lack of praise	3
Efforts not being recognised	1
Not being able to express views	4
Lack of communication	2+2
Not being listened to	1
Lack of time	3+1
Lack of support	3
Issues linked to Senior Management Team	3
Bullying	1
Pressure created by consultants	1

Figure 21 - Staff responses for Emotional Negligence (demotion), + symbol denotes a theme was tentatively identified by a school

The first theme relates to a sense of not being valued and comprises the sub-themes of feeling underappreciated, a lack of praise and efforts not being recognised. These sub-themes were also identified by staff when asked to consider what impacts negatively upon their self-esteem and re-enforces the importance of schools being aware of the impact that feeling undervalued can have on emotional wellbeing.

The second theme broadly relates to communication and includes; not being able to express views, lack of communication and not being listened to. Again these are similar themes to the element emotional abuse and highlight the importance of having an environment where there are clear communication channels and where staff members feel that they can voice their thoughts and feelings.

The next most frequently identified theme was that of a lack of time. In school 7 comments related to a lack of time to talk with colleagues and included *'...not enough time to relax and discuss feelings'* as well as *'...not enough time to talk to people – always something to do.'* Comments from school 7 also referred to the pressures associated with a lack of time and one member of staff wrote *'...overloaded with work, no home/family life and not time to relax and switch off because over tired.'* A lack of time to talk to people was also highlighted in comments made by staff from school 17, as well as those from school 20. As informal support from colleagues was identified as the most frequently theme in the previous element (emotional processing), it underlines the impact that having insufficient time to talk to colleagues can have on staff and their sense of feeling valued by a school.

Whereas in the previous element of emotional processing, support from colleagues and the management structure was seen to foster a sense of feeling valued, perhaps, unsurprisingly, a lack of support and a lack of a supportive senior management team were the next two most commonly identified themes, when considering what makes staff feel that they are not valued.

4.2.7 Self-Management Skills (Promotion)

In the Ten Element Map, self-management skills are a combination of general holistic skills that relate to an internal locus of control in conjunction with situation specific skills that are more associated with an external locus of control (MacDonald and O'Hara, 1998).

When presented with this element, staff members were asked to consider the structures and systems that were in place to support the demands of their role in school, as well as help to reduce stressors and the following themes were identified.

Identified themes	**Number of schools**
Informal support from colleagues	13
Formal support mechanisms/systems	12
Supportive Management Team	9
Time	2
Curriculum related systems	2
Working in a positive ethos	2
Self-development	1+1

Figure 22 - Staff responses for Self-Management (promotion), + symbol denotes a theme was tentatively identified by a school

Of the fourteen schools that participated in this study the theme of 'informal support from colleagues' was identified in the comments of thirteen of them, clearly demonstrating the importance peers have in the work environment in supporting each

other. The type of support that was highlighted included practical help, such as indicated by comments made in school 4 when a member of staff wrote *'...expertise/experience available when I need it'* as well as emotional support as articulately recorded when a member of staff in school 6 put *'...if overwhelmed, staff will listen and work out how to help.'*

A further aspect of support consists of being part of a team and the sense of sharing problems, with comments from school 7 including *'...team working reduces pressure'* and *'we do support each other on the top floor, help with planning etc.'* These three types of support, namely that of professional advice, managing personal stress and sharing problems by working as part of a team, demonstrate the value placed by colleagues on the support they provide for each other, which was also identified in the element of emotional processing.

The second most identified theme was that of formal support mechanisms, with staff in twelve of fourteen schools identifying the systematic support built into school life as supporting them with the management of their workload. The most common type of support mentioned was that of Planning, Preparation and Assessment (PPA) time, with staff in eleven of the twelve schools recording it. Similar to this, but more for staff with responsibilities, was release time and management time, with a member of staff in school 14 conveying the importance of it when they wrote *'...one and a half days release to support four responsibilities. Thank goodness.'*

Aside from time for planning or responsibilities related work, the importance of having formal time to meet with another member of staff was identified in a number of the

schools. Staff in school 5 highlighted the value of mentoring, staff in school 7, that of team meetings and staff in school 9, supervision. Staff in school 13 also noted the value of meetings for newly qualified teachers, with staff in both schools 19 and 20 highlighting performance management meetings as important.

Thus, whilst informal support mechanisms were identified as being highly important to staff, so were the formalised mechanisms that are embedded within school life, as they provide guaranteed time for staff to plan, as well as time to meet with colleagues for supervision. For schools, whilst ensuring that planning time and supervision sessions occur is an employer's obligation, the Head teacher can go beyond what they have to do with relatively small gestures if sufficiently emotionally aware. Such an instance is highlighted in a comment from school 16 where a member of staff wrote *'...work life balance weeks, six per year at the end of every term. No meetings and early end to day.'*

The third theme identified by staff, when reflecting upon what helps them manage workload and stress in school, was having a supportive management team. Whilst most comments simply listed the senior managers who provide support, such as the Head teacher, Deputy Head or line manager, some staff did elaborate upon the support the management team provides. In school 8, for example, one comment included *'...feeling that superiors listen'* with another in school 13 stating *'...an understanding deputy head who helps you prioritise'* highlighting the value of having someone in responsibility who can help staff to gauge the urgency of a task or situation. Finally, a comment, from a member of staff in school 16, again indicates the value management plays in providing support, but also draws attention to the dichotomy this presents in that providing support

is time consuming, when they wrote *'…the ability to discuss problems with Senior Management (when they are available).'*

4.2.8 Stress (Demotion)

MacDonald and O'Hara (1998) propose that stress comes from a variety of sources and highlight that stressors will vary from person to person. MacDonald and O'Hara (1998) also suggest that the key to reducing stress at work is by enabling people to identify stressors in their own terms. Correspondingly, in this study, staff were asked to consider the factors that exclude them from feeling part of, and participating fully in, school, as well as what increases their stress levels.

Identified themes	**Number of schools**
Time pressures	11+1
Workload	8+3
Paperwork	4+2
Too many initiatives	4+1
Behaviour of some children	3+2
Lack of communication	2+2
Issues relating to staffing	2
Equipment not working	2
Comments/actions of colleagues	2
Not feeling valued	2
Lack of Teaching Assistant support	1+1
Lack of quiet area for PPA time	1
Issues relating to Senior Management Team	1
Parents evenings	1
Ofsted	1
Too many meetings	1
Issues relating to role of Teaching Assistants	1
Lunchtime duties	1
Lack of support	1
Inconsistent or unclear messages	1
Targets	1
Entering data	+1
Factors external to school	+1

Figure 23 - Staff responses for Stress (demotion), + symbol denotes a theme was tentatively identified by a school

This element generated the most number of themes of any of the elements from the Ten Element Map and the breadth of themes reflects how situation specific issues can impact upon staff. Of the identified themes, however, one stood out as being a stressor for twelve of fourteen schools and that was of time pressures. One aspect of time pressures related to deadlines and was clearly expressed in school 5 where comments included; *'...very fast deadlines for data to be returned', '...short notice – deadlines'* and *'...lots of external demands at short notice that take time away from classroom teaching.'* Closely aligned to this was the level of demand upon staff members' time, with comments in school 6 including *'...never enough time to achieve everything you need to do'* and *'...no time to breathe.'* Such comments were echoed by staff in school 13 who wrote, *'...not having enough time to see jobs through'* and *'...too much to do, not enough time to do it.'*

Whilst these aspects of the time theme were identified in school 8, staff there also highlighted the lack of specific periods of time within the working day, such as a *'...need for more contact time', '...short lunch time'* and *'...not having enough release time to catch up with important issues.'* The final aspect of the time theme that was evident in the staff members' comments related to the impact that having insufficient time has, with comments from schools 6, 16 and 17 respectively including *'...not enough time to deal with large work load to be happy with one's self – knowing that you've done a good job', '...time to do job properly'* and *'lack of time to do things as well as you want.'*

The second theme that was identified was that of workload. Whilst a similar theme to time pressures the comments were subtly different in that they related more to the level or amount of work that staff experienced. This was clearly demonstrated in school 8

where staff wrote; *'...lack of understanding of what it's like to do 6 lessons a day'* as well as *'...having to work (unpaid) break times, lunchtimes and after school to complete necessary tasks'* and *'...students have real needs and I continually work 100% to meet them and I end up at weekends too tired to do stuff.'*

Closely linked to time pressures and workload were the third and fourth most frequently identified themes, namely paperwork and too many initiatives. Whilst both paperwork and initiatives have a direct impact upon time pressures and workload, they were identified as separate themes, as staff frequently simply put the words 'paperwork' or 'too many initiatives' and in general, did not elaborate upon the impact these have upon them.

Whilst all four themes could arguably be merged into one over arching meta-theme of work pressure, by keeping them separate, the different types of tasks that call upon a staff members time (the face to face work with the pupils, the associated paperwork of planning and marking linked to this, as well as the impact of school, county and national initiatives designed to improve schools and raise the standards of the young people in them), become starkly apparent.

4.2.9 Social Participation (Promotion)

This element relates to the process of actively being involved with others, engagement that adds to the overall quality of an individual's life. Furthermore, MacDonald and O'Hara (1998) propose that within this element lies the notion of social support, which not only has a generalised effect of improving mental health, but also acts as a barrier

that helps to cushion stressful situations. In this study staff were asked to consider what was in place in their schools that encouraged them to be part of the school community.

Identified themes	Number of schools
Informal opportunities for staff to socialise	12
Supportive nature of colleagues	7+1
Inclusion in school through organised events and activities	6+1
Formal meeting times within school	4
Staffroom	1+2
Cultural and community awareness	1
Positive Ethos	1
Pupil related activities	1
House system	+1

Figure 24- Staff responses for Social Participation (promotion), + symbol denotes a theme was tentatively identified by a school

When considering what promoted social participation, four clear themes were identified. The first related to staff having informal opportunities to gather and comments related to two areas; comprising of getting together and having fun with nights out, meals and parties or through extra curriculum activities such as sport clubs.

The second theme related to how colleagues support each other through being helpful, having time to talk and through generally being caring to each other, with comments from school 5 including *'lovely staff – friendly, warm and fun'* as well as *'working with like minded people.'*

The third and fourth most frequently identified themes were similar to that of the first theme, in that they related to opportunities to get together but referred to events that are organised within school. The third theme included times with the pupils, such as

assemblies, as well as school fund raisers and concerts, whereas the fourth theme related to structured times for staff to meet, such as staff meetings, planning meetings and training opportunities.

Whilst staff comments for themes one, three and four did not elaborate upon the benefits gained from spending times together as a unit, the fact these themes were identified reflects the importance of feeling part of a team or group and the significance this has in supporting staff members' emotional wellbeing.

4.2.10 Social Alienation (Demotion)

In comparison to social participation, social alienation is described by MacDonald and O'Hara (1998) as an exploitation of power and relates to the domination of the strong group, such as a socio-economic group for example, over a weaker group. In order to translate this into a school context, staff were asked to think about what excludes them from feeling part of the school community and from the responses, three themes were marginally more identified than others.

Identified themes	**Number of schools**
Lack of communication	4
Lack of time	3
Comments or actions of other staff	3
Sense of being excluded or isolated	2
Workload	1+1
Not feeling valued	1
Not having an area for staff to gather informally	1
Factors external to school life	1
Timetable issues	1

Figure 25- Staff responses for Social Alienation (demotion), + symbol denotes a theme was tentatively identified by a school

The first was that of a lack of communication and school 9 comments related to a lack of communication regarding decisions and included *'…most decisions here are top down*

which misses a lot of staff talent and leads to what a shame' and *'...not consulted about anything'* as well as *'...staff not being consulted on important issues.'* Whilst staff in schools 8 and 16 generally did not elaborate upon the impact of insufficient communication, comments from staff in school 20 were linked to the more physical aspect of not being involved and included *'...being separated from school and isolated'* as well as *'not being involved in staff meetings.'*

The joint second theme (in that this and the following theme were identified by the same number of schools) was that of a lack of time, with comments by staff highlighting three issues. The first was associated with only working on a part-time basis and therefore not being able to participate in social activities or social chat as much as full-time colleagues. The second issue simply referred to a lack of time due to work demands and therefore reducing the opportunities to socialise with peers, with the third issue being insufficient time to socialise due to other commitments outside school.

The next theme was linked to comments or actions of other staff and included responses such as *'...cliques'* and *'...unprofessional comments made by members of staff make you feel very uncomfortable'* from school 13, as well as *'...not belonging or being valued'* and *'...not belonging to certain cliques'* from staff at school 17. This sense of not being part of the 'in crowd' was also highlighted by staff in school 20, with one comment stating *'...some members of staff are treated differently from others and invited to the A list functions and then have your nose rubbed in it when you are not invited.'* This sense of subtle social exclusion through groups not including others, within a working environment, can have a detrimental effect upon wellbeing if people perceive, as the staff member at school 13 noted, that they do not belong or feel valued.

4.2.11 Summary of findings for staff members responses

In total one hundred and eleven themes were identified from the staff members responses, forty-six promotion themes and sixty-five demotion themes. Of these, the key themes, namely the themes that were most frequently identified in each element, are summarised in figure 26 and discussed more in Chapter 5.

Promotion Elements *(number of themes identified by schools in brackets)*	**Demotion Elements** *(+sign denotes a tentative theme)*
Environmental Quality - Staffroom (9) - Visual appearance (7) and Attractiveness of setting (4) - Space (6) - Resources (6) and Facilities (2+1)	*Environmental Deprivation* - Lack of space (7) - Staff toilets (5+2) - Untidy areas (5)
Self-esteem - Receiving informal positive feedback (10+1), Receiving formal positive feedback (3+1), Positive feedback from management (1) - Positive feedback from parents and pupils (6+1) - Sense of feeling valued (7) - Support from colleagues (6)	*Emotional Abuse* - Lack of appreciation or recognition (6+2) - Lack of praise (3+2) - Issues relating to communication (5+2)
Emotional Processing - Informal support from colleagues (12+1) and formal support from colleagues (2) - Support from management structure (8)	*Emotional Negligence* - Feeling undervalued/underappreciated (4), Lack of praise (3) and Efforts not being recognised (1) - Not being able to express views (4), Lack of communication (2+2) and Not being listened to (1)
Self-management Skills - Informal support from colleagues (13) - Formal support mechanisms/systems (12) - Supportive Management Team (9)	*Stress* - Time pressures (11+1) - Workload (8+3) - Paperwork (4+2) - Too many initiatives (4+1)
Social Participation - Informal opportunities for staff to gather (12) - Supportive nature of colleagues (7+1) - Inclusion in school through organised events and activities (6+1) - Formal meeting times within school (4)	*Social Alienation* - Lack of communication (4) - Lack of time (3) - Comments or actions of other staff (3)

Figure 26. Summary of findings for staff members' responses

4.3 Identification of Themes – pupil responses from the Ten Element Map

In the following section the themes generated by pupils are examined in pairs of elements and, as with the previous section, the promotion themes are discussed first and then the demotion themes.

4.3.1 Environmental Quality (Promotion)

In order to facilitate the understanding of what was meant by this term, it was re-phrased using child friendly language. As such, when the presentation was made to the focus groups, the young people were asked to think about the positive things to do with the school building, the school site and facilities that make them feel good about the school.

Identified themes	**Number of schools**
Specific areas within the school site	6
Outside areas	4
Resources	4+3
Facilities	2
Sense of space	2+1
Visual Appearance	2
Design of buildings	+1
Toilets	+1

Figure 27 – Pupil responses for Environmental Quality (promotion), + symbol denotes a theme was tentatively identified by a school

The most prevalent theme, identified by pupils, related to specific areas within the school site. Due to the nature of schools being individual, and therefore differing in design and layout, the students identified different areas within the schools, that they perceived as impacting positively upon their emotional wellbeing. In school 4, for example, the pupils listed; sports area, big hall, art room, computer suite and our classroom. In contrast, in school 9 the pupils highlighted; maths room, ICT room, science room, cookery room, art room, English room, the unit and terrapin (as it has air hockey).

Whilst some of the pupils explained their rationale for naming an area within their school, such as the case with the terrapin in school 9, the majority of pupils did not and therefore, whilst this theme indicates the importance of aspects of pupils' schools it is not clear as to why or how these areas within the schools support their emotional wellbeing.

In comparison the theme of outside areas, which was closely related, did generally have rationales attached to the comments, explaining why the areas were important to the pupils. These comments included comments from a pupils at school 6 such as *'...fields have lot of nice trees and you can run around'* as well as *'...hard area is good for playing football'* with pupils at school 16 stating *'...pagoda, like sitting there'* and *'...playground is spacious.'*

As with the staff members' comments relating to this element of the map in the previous section, I perceived resources relating to equipment and facilities to rooms to refer to slightly different things. However, I think they should be considered together. When examining the pupils' comments relating to resources, whilst many pupils simply stated the resource that they valued, some did quantify their comments with a pupil in school 6, for example, stating *'...book area – comfy chairs and rocking chairs, it is cosy'* and a pupil in school 8 noting *...interactive whiteboards make learning more fun and get to do games in lesson that involve ICT.'*

In relation to the facilities, the pupils in the schools where this theme was identified, highlighted the library and computer suite as important. These are two facilities that students are generally able to access in their free time (i.e. break and lunchtimes). Other facilities included the music block and drama area in school 5, which whilst less likely to

be readily available in students free time, are two areas where fun, practical based activities would occur.

4.3.2 Environmental Deprivation (Demotion)

When presented with this element the pupils were asked to consider what was not so good about the school building, site and facilities.

Identified themes	Number of schools
Toilets	5+2
Cleanliness of parts of school	2
Lack of green areas	1
Trees	1
Lack of space	1
Condition of some parts of the school	1

Figure 28 - Pupil responses for Environmental Deprivation (demotion), + symbol denotes a theme was tentatively identified by a school

The theme that was most commonly identified referred to the toilets, with comments focusing on the number of toilets and as well as the condition of them. Using the toilet is an intimate and personal process and having insufficient or poor quality toilets was strongly identified as an environmental factor that negatively impacts upon pupils' emotional wellbeing.

4.3.3 Self-Esteem (Promotion)

As self-esteem is an abstract concept it can be something that pupils find hard to understand, especially those that are younger. As such, in order to convey the concept of self-esteem, pupils were asked to think about what messages they receive about being valued and important within the school.

Identified themes	Number of schools
Rewards and reward systems	8
Receiving positive feedback	6+1
Members of staff	6
Being able to engage in activities	2
Friends	1+1
Sense of being valued	1

Figure 29 - Pupil responses for Self-esteem (promotion), + symbol denotes a theme was tentatively identified

The first theme that was commonly identified was that of rewards and reward systems. Rewarding good and desired behaviours is a common way of re-enforcing the school ethos (La Vigna and Willis, 1995) and whilst some pupils find accepting praise challenging, the majority of pupils enjoy the sense of being rewarded for doing something well. Although the rewards and reward systems vary within schools from *"golden time"* in school 4, to *"marbles in a jar"* in school 6 the pupils' comments acknowledged the value of rewards in their schools.

Closely linked to this is the second most commonly identified theme, which was that of receiving positive feedback. Whilst similar to rewards, in that it involves pupils receiving acknowledgement for something that they have done well, comments relating to this theme emphasised the process of being told, either verbally or a written comment, that they were doing well, as succinctly recorded by a pupil in school 8 who wrote *'…quiet feedback from teachers saying well done, either verbal or through notes in books.'* Thus whilst this theme is very similar to that of the previous theme, in that it relates to receiving positive feedback, it differs in that it involves staff communicating the praise as opposed to simply giving a reward.

The third theme relates to the members of staff in the schools. Whereas in the previous theme comments were associated with staff members giving praise, comments in this theme highlighted some of the other things that staff members say, to support and encourage their students. In school 8 pupils noted *'...teachers encourage you to believe in what you think is important'* and *'...teachers tell students to give others a chance.'* Comments like these were echoed by pupils in school 18 who stated *'...I don't like the thought of coming to school in the morning but once I'm here teachers help'* and *'...I don't storm off now like I used to do, I tell the teachers and they calm me down.'* The comments made by these pupils reflect the importance that staff have in making students feel valued and important in their schools.

4.3.4 Emotional Abuse (Demotion)

As discussed in the staff response section, in the Ten Element Map emotional abuse is the opposite of self-esteem and pupils were asked to think about what undermines their feeling of being valued and important.

Identified themes	Number of schools
Peers being unkind/actions of peers	5+1
Inconsistent implementation of sanctions	2
Lack of opportunity to be individualistic	1
Work related issues	1
Not receiving recognition for work	+1

Figure 30 - Pupil responses for Emotional Abuse (demotion), + symbol denotes a theme was tentatively identified by a school

The main theme that was identified by pupils when considering this element related to their peers. In school 4 comments included *'...fall out with someone'* as well as *'...when people don't let you play'* and reflected the unhappy feelings generated by pupils not getting along with their peers. This was also the case in school 16 where the pupils

provided comments including; teasing by other pupils, pushing and bulling, other children taking things without permission and other children laughing instead of helping.

Schools should be one of the most enjoyable and rewarding experiences of a young person's life and hopefully, in the vast majority of cases, this is true. Unfortunately for some pupils, they do not enjoy school and as identified by some of the pupils in this study, the actions and comments of their peers can impact negatively about how important and valued they feel.

4.3.5 Emotional Processing (Promotion)

For this element, pupils were asked to think of how their schools let them know that their feelings are important.

Identified themes	Number of schools
Talking to members of staff	4+3
Caring nature of staff	2+3
Support from peers	1+1
Talking to peers	1
Having people to talk to	1

Figure 31 - Pupil responses for Emotional Processing (promotion), + symbol denotes a theme was tentatively identified by a school

The key themes of talking to staff and the caring nature of staff were clearly identified by pupils and whilst slightly different, in that a member of staff does not necessarily have to talk to be caring, the two themes are closely related and reflect the positive impact that staff members can have upon pupils' feelings and sense of wellbeing.

4.3.6 Emotional Negligence (Demotion)

In contrast to the previous element, pupils were asked to try and think of times when their schools do not let them know, or make them perceive, that their feelings are important.

Identified themes	Number of schools
Not wanting to/being unable to express feelings	1
Consequences associated with inappropriate behaviour	+1

Figure 32 - Pupil responses for Emotional Negligence (demotion), + symbol denotes a theme was tentatively identified by a school

Responses for this element were limited with only responses from one school forming a theme and another school a tentative theme. This could suggest that the complexity of the element was too great for the focus groups involved or it could conversely mean that the schools involved in the study are doing a very good job at enabling and supporting their pupils to convey how they feel.

4.3.7 Self-Management Skills (Promotion)

Whereas in the staff version, staff members were asked to consider the structures in place that support the demands of their role and reduce stress, the pupils were encouraged to think about what systems are in place to help them cope with the demands of school life.

Identified themes	Number of schools
Teachers/staff providing support	8+2
Being taught self-management skills	3
Pupils' resilience, strategies and attitude	2
Academic/curriculum support systems	2
School systems	1
Informal curriculum related procedures	1
Healthy eating	1

Figure 33 - Pupil responses for Self-Management (promotion), + symbol denotes a theme was tentatively identified by a school

Whilst there were seven themes that were identified, the teachers and staff in the schools providing support was the main theme identified by pupils in this study. In schools the fundamental role of staff is to support pupils' learning, although they are also there to support pupils' emotional and social development as well as help them to develop strategies to cope with situations they find challenging. This range of roles was highlighted in the comments of pupils at school 19 when they stated *'…the adults make sure no-one hurts you'* as well as *'…teacher help you learn tricky words'* and *'…the adults sort them out and they say "stay away" and tell you to ignore them.'*

The pupils in this school were some of the youngest that took part in the study. However, their thoughts articulately conveyed the different ways in which staff members support their pupils and as with previous elements, emphasises the important role staff have in promoting pupils wellbeing in school.

4.3.8 Stress (Demotion)

In comparison to the previous element, pupils were asked to consider when the systems that are in place do not help with the demands of school life and only one tentative theme was identified.

Identified themes	Number of schools
Lack of staff availability to help on occasions	+1

Figure 34- Pupil responses for Stress (demotion), + symbol denotes a theme was tentatively identified by a school

As with the previous element, emotional negligence, the lack of themes may have been associated with pupils not understanding what the element was asking them to think about. During the delivery, great care was taken to differentiate the language to the appropriate ages of the students and the elements were presented to the focus groups by

educational psychologists, who are highly skilled in communicating with young people. As such, whilst it is possible that a lack of responses was due to a lack of understanding by the pupils, it could conversely reflect the fact that the schools in this study are supporting their pupils to a level where they are able to manage any feelings of stress that they experience.

4.3.9 Social Participation (Promotion)

For this element, the focus groups were asked what was in place that encourages them to take part in school life and makes them feel that they belong and are part of the school.

Identified themes	**Number of schools**
Clubs and school related events	10+2
Staff encouraging participation	2+2
Friends	1
Positive ethos of school	1
Pastoral related support systems	+1
Staff intervention to resolve friendship issues	+1
Peers helping each other	+1
Being involved in school decisions	+1

Figure 35 - Pupil responses for Social Participation (promotion), + symbol denotes a theme was tentatively identified by a school

Eight themes were identified by the pupils in the study, but the main theme was that of the clubs and events in school that support socialisation. Comments from the pupils included a range of different clubs, such as football, maths and choir as well as events organised within school including; competitions, plays, trips out and fetes.

Whilst there were few comments elaborating upon what the pupils gained from such experiences, two pupil comments articulately summarised the value of such activities. The first was from a pupil in school 6 where they highlighted the sense of inclusion when

they put *'...sports clubs, all can join in'* and another in school 19 who identified the sheer sense of enjoyment with their comment *'...you go to school to do lots of fun stuff.'*

4.3.10 Social Alienation (Demotion)

For the final element pupils were asked to think of when they do not feel included within the school and the following themes were identified.

Identified themes	Number of schools
Actions of staff	1
Actions of others	1
Time issues	1
Rules not being consistently re-enforced	+1
Equity of access to activities	+1

Figure 36 – Pupil responses for Social Alienation (demotion), + symbol denotes a theme was tentatively identified by a school

As with previous demotion elements, there were no key themes that were identified by pupils when considering what makes they feel socially isolated. The positive responses in the previous element suggest that schools in this study are doing well in engaging pupils in social experiences and making them feel part of the wider school community.

4.3.11 Summary of findings for pupil responses

For some elements few comments were provided by the pupils, meaning that themes were not able to be identified (reasons for which are discussed in Chapter 5), other elements of the audit tool yielded a rich array of comments and the key themes (namely where they were identified in more than a few schools) are listed in figure 37;

Promotion Elements *(number of themes identified by schools in brackets)*	**Demotion Elements** *(+sign denotes a tentative theme)*
Environmental Quality - Specific areas within the school site (6) and Outdoor area (4) - Resources (4+3) and Facilities (2)	*Environmental Deprivation* - Toilets (5+2)
Self-esteem - Rewards and reward systems (8) - Receiving positive feedback (6+1) - Members of staff (6)	*Emotional Abuse* - Peers being unkind/actions of peers (5+1)
Emotional Processing - Talking to members of staff (4+3) - Caring nature of staff (2+3)	*Emotional Negligence* - No key themes
Self-management Skills - Teacher/staff providing support (8+2)	*Stress* - No key themes
Social Participation - Clubs and school related events (10+2) - Staff encouraging participation (2+2)	*Social Alienation* - No key themes

Figure 37. Summary of findings for pupil responses

4.4 Overarching Themes

When examining the themes generated by staff and pupils for the ten elements MacDonald and O'Hara's map, the majority of themes were specific to the staff or to pupils. There were three, however, that were strongly identified by both pupils and staff and these are discussed in further detail below.

The first of these comes from the Environmental Deprivation element, with staff in five of the schools identifying the theme of toilets, with a further two schools identifying it as a tentative theme as important in promoting their emotional wellbeing. This theme was also identified by pupils in five schools, with two further schools identifying it as a tentative theme and indicates that having adequate toilet facilities is something that is important to both staff and pupils.

Whilst both the pupils and staff made comments relating to the number and quality of the toilets, staff also referred to the location of them. This was not raised by pupils as an issue which may have been because pupils can, with adult permission, exit a lesson if they require the toilet at any time during the school day. This is not the case however for staff members, as they are in charge of their class and pupils should not be left unattended. As such, the only opportunity staff members have to the use a toilet is at break times and having a toilet facility that is some distance from their classroom could clearly be inconvenient.

The second overarching theme was identified in the element of Self-Esteem and related to that of receiving positive feedback. Receiving positive feedback featured strongly in both the staff and pupils' responses for this element, with staff members highlighting different forms and avenues of feedback and the pupils, the process of receiving rewards.

The final theme that was identified by both pupils and staff members occurred within the element of Social Participation and related to having times to socialise. With staff this referred to nights out with colleagues, sporting opportunities and general get-togethers and for pupils, clubs and school related themes. Whilst the exact nature of the social experience therefore differed, the process of being with peers was the most commonly identified theme in this element by both staff and pupils and reflects the fact that we are social creatures by nature and that being with others makes us feel good.

In addition to common themes identified by both pupils and staff within elements, there were two themes that were identified across a number of elements, either by staff or pupils. The first was the theme of informal support from colleagues and was identified

by staff members in the elements of Emotional Processing, Self-Management and Social Participation and reflects the interconnected nature of the Ten Element Map.

The second theme, which was identified by pupils, related to the support provided by members of staff and occurred in the elements of Self-Esteem, Emotional Processing and Self-Management. Within school, teachers are there to inform and develop young people's learning, but also have a responsibility to nurture pupils emotional development and ultimately to keep pupils physically and emotionally safe. As such, the role of a teacher is multi-faceted and as the frequency of this theme would indicate, teachers have a significant impact upon the development of pupils' emotional wellbeing.

4.5 Results from the evaluation

In the following section the results are presented a question at a time as reflected in the evaluation forms.

Question 1 – General aims of the audit process

The first question related to the general aims of the audit process and there were three aims that the schools were asked to reflect upon when completing the evaluation form.

1. To enable you (as a school) to make alterations that lead to an improvement in the overall mental health of your pupils and staff.
2. To identify factors that cause stress in staff so that modifications can be made to school systems to reduce stress levels.
3. To identify the good practice in your school. Namely, that is occurring that facilitates the development of a supportive whole school environment that promotes children and young people's mental health.

To what extent were these aims met?	Completely (1)	2	3	4	Not at all (5)
Aim 1 - number of responses	3	4	6	0	0
Aim 1 - number as a percentage	23.08%	30.77%	46.15%	0	0
Aim 2 - number of responses	3	5	5	0	0
Aim 2 - number as a percentage	23.08%	38.46%	38.46%	0	0
Aim 3 - number of responses	5	7	1	0	0
Aim 3 - number as a percentage	38.46%	53.85%	7.69%	0	0

Figure 38: General aims of the audit process

When examining aim 1, the results indicate that seven of the thirteen schools perceived that having completed the audit tool (and received their school's feedback) that they were in a positive position to make alterations to lead to an improvement in the overall mental health of their pupils and staff. Whilst no schools rated the process negatively (i.e. a 4 or a 5), six of the schools rated the process as a three, suggesting they were undecided or unsure as to whether completing the audit tool had empowered them to make changes or not.

For aim 2, eight of the thirteen schools perceived that the process had helped identify factors that cause stress in staff within their schools. With the remaining five schools rating this aim as a three. It suggests that the audit tool had been useful to some extent, but that further work in investigating stressing factors would be beneficial to them.

In comparison to the two previous aims, all but one of the schools felt that the work had completely or almost completely helped them to identify the successful processes or practices within their schools that facilitate the development of a supportive whole school environment that promotes children and young people's mental health. The remaining school rating this aim as a three, suggesting that, whilst the process had been of use, it had not captured all of the work that was occurring within the school.

Question 2 – Content of the audit tool

The second question related to the content of the audit tool, namely, the introduction of the Ten Element Map and asked respondents to comment upon how interesting it was to them, how appropriate it was to their needs and how informative the content of the

session was. The results are recorded below in figure 39 and as school 6 omitted to complete this section the percentage figures have been calculated upon twelve responses.

	Very (1)	**2**	**3**	**4**	**Not at all (5)**
Interesting - *number of responses*	5	7	0	0	0
Interesting - *number as a percentage*	41.67%	58.33%	0%	0%	0%
Appropriate to your needs	4	6	2	0	0
Appropriate to your needs	33.33%	50%	16.67%	0%	0%
Informative	5	7	0	0	0
Informative	41.67%	58.33%	0%	0%	0%

Figure 39: Content of audit tool

The results demonstrate that that all of the twelve schools that completed the question found the content of the audit tool to be interesting and informative. Ten of the twelve schools also found the content to be either very appropriate or appropriate to their needs and none of the schools rated it as inappropriate to them. These positive responses suggest that the content of the audit tool was therefore interesting, appropriate and informative to the schools that completed this evaluation question.

This question also received six written responses from schools. School 4 posed a question relating to the level of complexity of the model when stating *'…this was quite a complicated model – could a simpler version be used and still result in effective results?'* suggesting that whilst the terminology of the Ten Element Map was altered, further simplification would have benefitted school 4.

School 9 also made a comment about the model stating *'… some categories were similar to each other and became a bit repetitive for staff.'* This may have referred to the

elements self-esteem and emotional processing as whilst they were discrete elements, there were aspects of the two that overlapped. This is because the systems that were in place within schools that promoted emotional processing and enabled staff to talk about their feelings also made staff feel valued and therefore related to self-esteem as well.

Question 3 – Delivery of the audit tool

The third question asked schools to reflect upon the delivery style of the session and whether it was clear and sufficiently interactive. As with the previous question, school 6 did not provide a response and therefore the percentages are calculated on twelve schools. As questions 2 and 3 were on the same side of the evaluation form, and school 6 completed the subsequent question on the next page, it suggests that school 6's lack of completion of questions 2 and 3 was in all likelihood an oversight, as opposed to them choosing not to complete them.

	Very (1)	**2**	**3**	**4**	**Not at all (5)**
Clear - *number of responses*	5	5	2	0	0
Clear - *number as a percentage*	41.67%	41.67%	16.67%	0%	0%
Interactive enough	4	7	1	0	0
Interactive enough	33.33%	58.33%	8.33%	0%	0%

Figure 40: Delivery of audit tool

Of the twelve schools that provided a response, ten of them felt that the session was delivered in a very clear or clear manner, suggesting that the delivery style was appropriate. Furthermore, eleven of the twelve schools indicated that the audit process was sufficiently interactive enough for them, suggesting that the manner in which the audit tool was delivered in this study justifies replication, if the study was repeated.

Five schools provided written responses in relation to this question, with school 18 commenting upon size of room needed for the delivery of the audit tool. This relates to the amount of wall space needed on which to place the A3 sized pieces of card. Upon reflection it is plausible that two rooms could have been used in this school, one for the promotion cards and one for the demotion cards, with the staff walking between the two in order to have overcome the issue of a lack of space. The importance of considering the room, within which the audit tool was delivered, was highlighted to the schools prior to the process being carried out. However, due to the differing sizes of schools, some did not have rooms that were of an optimum size.

In comparison, school 9 wrote about the recording process when gathering the pupils' comments and put *'...improvement to recording/independent scribe.'* This was a valid observation, as in an effort to minimise the cost of delivery, only one educational psychologist, who led each session, was involved and schools were asked to provide someone to scribe pupils' comments.

The further comment was a procedural one and related to the way in which the staff session was delivered, with school 14 stating *'...I think the staff session could have focused on one +ve/-ve pairing at a time to avoid time spent thinking... where does this fit?'* As discussed in Chapter 3, when the staff sessions were delivered the ten elements were placed on large pieces of card (in order for staff to place their comments around them) with the promoting elements being on one colour and the demoting elements in another. In the staff meetings the elements were grouped together, but then in order to enable staff to wander around to facilitate their thoughts, staff were not directed to start with any one particular element.

This comment however suggests that having a particular focus so that the staff knew, for example, that they were being encouraged to think about the environmental factors first, may have been helpful to the school. Whilst this would have been relatively simple to do, with all the staff remaining in their seats for a set period of time thinking about the relevant element, before getting up to attach their comments, it would have removed the interactive effect of staff members thinking about elements, before wandering on to the next element, but then potentially coming back to an element to add more thoughts.

Question 4 – Usefulness of audit tool

Twelve of the thirteen schools provided a response for this question, with school 18 omitting to complete this section of their evaluation form. Of the twelve schools, whilst only two stated that the process greatly stimulated their thoughts, a further six rated the audit process as a two, indicating it had stimulated their thoughts to a considerable degree. None of the school perceived that the audit process had not stimulated their thoughts to some degree (please see figure 41).

When asked to consider the extent to which the schools would be using some of the ideas generated by the audit tool, all of the schools indicated that they would be, with nine of the schools responding with a rating response of two. This suggests that the audit was therefore a useful process for the participating schools that answered this question.

	Greatly (1)	2	3	4	Not at all (5)
To what extent has the audit process stimulated any ideas or thoughts? –					
number of responses	2	6	4	0	0
number as a percentage	16.67%	50.00%	33.33%	0%	0%
To what extent will you be using some of the ideas?					
number of responses	0	9	3	0	0
number as a percentage	0%	75%	25%	0%	0%

Figure 41: Usefulness of audit tool

Of all the sections in the evaluation form, this one received the most written comments, with twelve of the schools providing a comment and three general strands emerged. The first related to how the information was of use to the management teams, with three of the schools making comments relating to this. For example school 13 wrote *'…a new Head teacher has been appointed from September – very useful for her to see staff's views of strategies in place or not'* and school 20 noted *'…fed back to Senior Management discussion – will inform future planning and support.'*

A second strand related to a lack of time or capacity to implement points raised through the audit, with three schools making comments associated with this. School 10 stated *'…due to the other pressures in school we have not been able to implement all of the ideas'* and school 17 reported *'due to the capacity within the school we have been unable to explore the outcomes of the audit process and whilst ideas and thoughts are apparent, collating them has not yet occurred.'*

The third strand was linked to what schools had done with the information following the audit, with school 8 stating *'…we have looked at CPD/development needs of staff, especially specific groups. Eg. we have a new mums' lunch for recent maternity leave*

returners' and school 5 putting *'…we know the need for staffroom and centre to the school is paramount and that staff sometimes feel undervalued and not praised enough by senior staff. I think there has been a concerted effort from the senior team to work on this aspect.'*

Question 5 – Confidence in implementing change

	Greatly (1)	**2**	**3**	**4**	**Not at all (5)**
How confident do you now feel about implementing some changes as a result of the audit process? –					
number of responses	2	7	2	1	0
number as a percentage	16.67%	58.33%	16.67%	8.33%	0%

Figure 42: Confidence in implementing change

Whereas earlier questions asked the schools to reflect upon the audit tool, this one encouraged them to think about their confidence to implement or act upon salient themes within their feedback. All of the 13 schools completed this question, with nine of them either choosing a rating of two or above, indicating a high degree of confidence. Of the remaining schools, one rated itself as a four, suggesting a low level of confidence, with remaining schools rating themselves as a three, indicating that they were neither overly confident nor unconfident in their own ability to act upon the information they had received.

When asked to consider if there was anything that could be done to help the schools with their confidence, nine comments were made. Three of the comments reflected a perceived value or being involved in the audit including a comment from school 5 who stated *'…I'm glad we did the audit and think it was good for staff. We have thought about the link between well being and a positive and rewarding work ethos and*

atmosphere and I'd like to think that for the most part we achieved this' and school 9 who simply put *'...thank-you for supporting us in moving forward, very thought provoking!'*

School 8 recorded how the audit data had been useful to another team working with the school when they stated *'...the audit has been of use to the consultant architects who are looking at how we use our site and how to improve the facilities for staff and students'* and this comment demonstrates the potential use of aspects of the data beyond the pastoral elements of a school which are more associated with emotional wellbeing.

Whilst the evaluation form encouraged schools to reflect upon the questions in relation to themselves, one school did highlight a desire to compare their data with that of other schools. At the start of the audit it was made clear to schools that their information, and therefore that other schools, would not be shared and when school 4's evaluation form was received with the comment *'...some ideas of how our school's results compare against others might be useful – are we doing anything quite well or have we still got a long way to go?'* they were contacted and this was re-iterated.

Of the remaining schools, one simply put *'...can't think of anything'* with school 18 succinctly writing *'... a repetition of the audit'* a comment which related to something they had written for the previous question where they had indicated a repeat of the process of the audit, on an annual basis, would enable them to measure progress. This comment alludes to the value the school gained from the audit tool and indicates a potential to use the audit tool on a cyclical basis, with it providing schools with yearly

information as to how well they were promoting the emotional wellbeing of their pupils and staff.

4.5.1 Summary of findings for the evaluation aspect of the audit tool

The evaluation process is essential within research, as it provides guidance to the researcher with regards to the effectiveness and value of the work to those involved. In summary the key findings from this part of the study are;

- 7/13 schools perceived that having had the audit they were in a positive position to make alterations within their schools
- 8/13 schools felt the process had helped them to identify factors that can cause stress for staff
- 12/13 schools perceived that it had helped them to identify good practice within their schools
- 12/12 schools found the content of the audit tool to be interesting and informative
- 10/12 schools stated that the audit tool was either appropriate or very appropriate to their needs
- 10/12 schools reported that the delivery of the audit tool was delivered in a clear or very clear manner
- 8 /12 schools noted that the audit process stimulated their thoughts
- 9/12 schools stated that they would be using some of the ideas generated
- 9/12 schools stated that they were confident or very confident with the implementation of the ideas.

4.6 Chapter summary

Using the Ten Element Map of MacDonald and O'Hara (1998) as an audit tool enabled the gathering of a large amount of data for staff and pupils, regarding the factors that they perceived as promoting and demoting their mental health and emotional wellbeing.

Once this data was thematically analysed, an array of themes was evident in the different elements of the map. Of these, some themes were frequently identified and are discussed in more detail in the following chapter. However, for ease of reflection I have listed the key themes from the staff and pupil responses in figure 43.

Staff Member Responses	***Pupil Responses***
Promotion Elements *(number of themes identified by schools in brackets and '+' sign denotes a tentative theme)*	
Environmental Quality - Staffroom (9) - Visual appearance (7) and Attractiveness of setting (4) - Space (6) - Resources (6) and Facilities (2+1)	*Environmental Quality* - Specific areas within the school site (6) and Outside areas (4) - Resources (4+3) and Facilities (2)
Self-esteem - Receiving informal positive feedback (10+1), receiving formal positive feedback (3+1) and positive feedback from management (1) - Positive feedback from parents and pupils (6+1) - Sense of feeling valued (7) - Support from colleagues (6)	*Self-esteem* - Rewards and reward systems (8) - Receiving positive feedback (6+1) - Members of staff (6)
Emotional Processing - Informal support from colleagues (12+1) and formal support from colleagues (2) - Support from management structure (8)	*Emotional Processing* - Talking to members of staff (4+3) - Caring nature of staff (2+3)
Self-management Skills - Informal support from colleagues (13) - Formal support mechanisms/systems (12) - Supportive Management Team (9)	*Self-management Skills* Teacher/staff providing support (8+2)
Social Participation - Informal opportunities for staff to gather (12) - Supportive nature of colleagues (7+1) - Inclusion in school through organised events and activities (6+1) - Formal meeting times within school (4)	*Social Participation* - Clubs and school related events (10+2) - Staff encouraging participation (2+2) *(continued overleaf)*

Staff Member Responses	***Pupil Responses***
Demotion Elements *(number of themes identified by schools in brackets and '+'sign denotes a tentative theme)*	
Environmental Deprivation - Lack of space (7) - Staff toilets (5+2) - Untidy areas (5)	*Environmental Deprivation* - Toilets (5+2)
Emotional Abuse - Lack of appreciation or recognition (6+2) - Lack of praise (3+2) - Issues relating to communication (5+2)	*Emotional Abuse* - Peers being unkind/actions of peers (5+1)
Emotional Negligence - Feeling undervalued/underappreciated (4), lack of praise (3) and efforts not being recognised (1) - Not being able to express views (4), lack of communication (2+2) and not being listened to (1)	*Emotional Negligence* - No key themes
Stress - Time pressures (11+1) - Workload (8+3) - Paperwork (4+2) - Too many initiatives (4+1)	*Stress* - No key themes
Social Alienation - Lack of communication (4) - Lack of time (3) - Comments or actions of other staff (3)	*Social Alienation* - No key themes

Figure 43. Summary of key themes for staff and pupils

Once the delivery of the audit was complete, the data analysed and fed back to the schools, they were asked to complete an evaluation form relating to the process and the use of the Ten Element Map as an audit tool. The return rate from the evaluation forms was high and having analysed their responses some of the main findings were;

- 12/13 schools perceived that it had helped them to identify good practice within their schools
- 12/12 schools found the content of the audit tool to be interesting and informative

- 10/12 schools stated that the audit tool was either appropriate or very appropriate to their needs
- 10/12 schools reported that the delivery of the audit tool was delivered in a clear or very clear manner.

In the following chapter the key themes from the staff and pupil responses are discussed in relation to previous research. The findings from the evaluation forms are discussed in the final chapter, when the research aims of the study are revisited.

CHAPTER 5 - DISCUSSION OF FINDINGS

5.1 Chapter Overview

In this chapter, the first section examines the key findings relating to the responses from staff members, discussing each key finding relative to previous research. The key findings from the pupil responses are then examined. Where appropriate, the findings for both staff and pupils are also considered in relation to ecological theory and the relationship between the nested systems proposed by both Bronfenbrenner and MacDonald and O'Hara, namely the micro, meso and macro systems.

Finally, the limitations of the research and problems encountered during its completion are reflected upon. The findings relating to the evaluation of the tool are discussed in Chapter 6, where the research aims are revisited.

5.2 Discussion of the findings in relation to previous research - staff responses

5.2.1 The Staffroom

The first key theme that emerged from the two environment elements was that of the staffroom, with it being identified as a positive aspect of the environment. The staffroom is important in facilitating different forms of professional interaction and provides a chance for staff members to relax away from the students who are generally not allowed entry (McGregor, 2004).

Whilst staffrooms can be spaces where some staff can attempt to directly, or indirectly, gain power over their colleagues (Paechter, 1998), they can also be positive and supportive environments, which foster the learning of teachers through mutual support and discourse (Christensen, 2013).

Whilst staff in this study often did not explicitly explain their rationale behind the importance of the staffroom, comments that were made highlighted the value of having an area separate from the pupils (a space which by default would therefore be with colleagues). Whilst there has been research that has emphasised the importance of social spaces in schools (McGregor, 2004), there was a paucity of research relating to the emotional and psychological value of staffrooms, indicating this may be an area for future research.

5.2.2 Visual appearance

It has long been acknowledged that buildings can enhance teaching and learning through high quality design (Clements-Croome et al., 2010). A key objective of the now curtailed Building Schools for the Future programme was to try and drive reforms in teaching and learning through the delivery of innovative school buildings (Leiringer and Cardellino, 2011).

This understanding has come from an increasing body of research investigating the physiological effects of sensory stimulation within the environment relating to the five senses, namely; what we see, smell, touch, taste and hear (Cooper et al., 2008). In keeping with this bank of research, one of the key findings that emerged from this study related to what staff members can see, with the themes of visual appearance and the attractiveness of the settings emerging as particularly important.

When staff commented upon visual appearances, responses related to the categories of light and the brightness of rooms, as well as the colours used internally on the walls and displays. Studies that have examined lighting characteristics in buildings have included

the colour and quality of light, coolness and warmth (Cooper et al., 2008) as well as the detrimental impact of inadequate lighting due to glare (Maiden and Foreman, 1998). Veitch and McColl (2001), highlighted that architects should make lighting choices dependent upon their suitability for the tasks to be undertaken within the building, as well as the aesthetic impact upon those using it.

Other areas of light that have been investigated include the impact of natural lighting in schools, with Grocoff (1995) finding that teachers felt that students behaved at their best under skylights or natural lighting and appreciated the low glare, good colour and the associated behaviour resulting from teaching under skylight classrooms.

The importance of colour was also highlighted by Higgins et al., (2005) in a review of studies relating to the impact of the environment upon mental wellbeing. Whilst many of the published assertions regarding the benefits for colour originate in the ideas of architects, and are therefore based upon professional expertise rather than empirical research, Woolner et al., (2007) propose that research into user perception tends to concur with the assumption that the colours on the wall are important.

The third category, relating to visual appearance, that was commonly mentioned, was that of art and displays. In schools, walls frequently house work completed by the students, in the form of displays, which are generally attractive to the viewer. Displays not only have a positive impact of the self-esteem of the students who made them (Woolner et al., 2007) but also have a positive effect on wellbeing for those viewing them as it makes the environment appear more welcoming (Maxwell, 2000).

In a classic example of how the systems nest within each other and interrelate, the findings relating to the visual appearance are influenced both at a macro systems level, through initiatives such as The Building Schools for the Future Programme as well as at a meso system level, due to colours and range of displays on the walls decided by the management team. These decisions can, as found in this study, have promoting and demoting impacts upon staff and the research relating to visual appearance, both from an educational and architectural background, correlates with the findings from this study. The results further emphasise the importance of appreciating the impact that the visual environment has upon the wellbeing of staff working in schools.

5.2.3 Space

The third key finding relating to the environment was a sense of space, with seven schools identifying it as a theme when considering the factors that promote their emotional wellbeing. Seven schools identifying the converse (a lack of space) as having a negative impact upon their wellbeing.

Within the theme of space, the beauty associated with attractive green spaces as well as the benefit of having outdoor spaces for the pupils to run around in freedom were identified and these comments reflect the findings of Cooper et al., (2008), who noted the importance of the exposure and access to views from nature, have upon improving individuals' health and wellbeing, by providing a break from visual stressors.

This dimension of the theme also correlates with the work of Baum and Palmer (2002), who found higher levels of social participation took place in areas where people held a

positive image of their environment and McGregor (2004) who identified the importance of providing students with the freedom to run around in a space that is their own.

Within the overall theme, the importance of having space in which to work or teach was also highlighted by staff, with the converse (a lack of teaching space) identified as having a negative impact upon staff wellbeing. Closely associated was the importance of having storage space and both the positive aspects of having storage space and the negative impact of insufficient storage space were noted by staff in this study.

When carrying out reading on this area, there was a dearth of research articles relating to the impact of space upon teachers' wellbeing, which suggests that more research into this specific area is warranted. What was apparent, however, was that from an architectural perspective, having sufficient teaching and storage areas is a contentious issue for new build schools. CABE (2010) highlights the value of the users of space within schools negotiating with the constructors of space to ensure that what is planned on paper is feasible in practice.

5.2.4 Staff Toilets

The final key finding in the two environment elements related to toilets. Whilst few comments were made by teaching staff explaining why the toilets were an issue for them, those comments that were made related to the condition of the facilities. Guidance to employers, regarding toilet facilities (HSE, 2007), highlights that facilities should be clean, with a sufficient supply of toilet paper and running water. The guidance also states however, that toilet and washing facilities only need to be adequate. As indicated by some of the staff in this study, "adequate" can equate to having a negative impact upon

emotional wellbeing. During the literature review, whilst numerous research articles were found relating sanitary requirements and disease risk management, no research was readily apparent relating to the impact of good or poor quality toilet facilities upon staff emotional wellbeing within British schools suggesting, this is an area for future research.

5.2.5 Receiving positive feedback and the inverse, a lack of appreciation or praise

Studies of health and wellbeing in general have recognised the importance of rewards and ensuring staff feel that they are respected at work, with Dunlop and MacDonald (2004), in a national review of teaching wellbeing in Scotland, noting a correlation between teachers perceiving they were appreciated in what they did and their perception of how stressful the work was.

Developing an ethos of appreciation and the effective use of praise is influenced by the underlying climate of a school and Dawe (2013) highlights that a positive culture within a school can have a beneficial effect on the motivation of teachers, which in turn has a direct impact upon the pupils.

In this study, the theme of receiving positive feedback was identified in a range of elements, with staff highlighting the importance of informal and formal positive feedback in general, as well as positive feedback from management, parents and pupils, in the element of self-esteem. Conversely, in the demotion aspect of this element (emotional abuse), staff highlighted the lack of appreciation and a lack of praise as impacting negatively upon their sense of emotional wellbeing, themes also identified in the element of emotional negligence.

These findings correlate with research from a range of countries that was examined in a review completed by Bricheno et al., (2009) where they noted that praise and recognition not only had a positive effect on teacher health and wellbeing, but also on job satisfaction.

One of the earliest researchers into job satisfaction and the related impact upon motivation was Herzberg (Steers and Porter, 1983), who proposed that if organisations enriched jobs, employees would be more interested to work, exercise greater responsibility and their work would be of a higher quality. Herzberg subsequently proposed eight suggestions for enriching jobs, of which one of them was ensuring that employees received direct feedback for their efforts (Steers and Porter, 1983).

Herzberg also developed the Hygiene theory of motivation (Steers and Porter, 1983), which is based upon the premise that the 'things' that people find satisfying in their jobs are not always the opposite of the 'things' that they find dissatisfying. Furthermore, the 'things' that contribute to job satisfaction are distinct from those that lead to job dissatisfaction, with the two strongest hygiene factors (relating to job dissatisfaction) being working conditions and interpersonal relationships.

Whilst there are methodological criticisms of Herzberg's theory, including the issue that the theory cannot be easily tested (Sachau, 2007), it provides a model whereby the importance of improving motivator factors in order to improve job satisfaction and staff wellbeing is clearly explained (Hollyeford and Whiddett, (2003).

In relation to ecological theory, whereas the receipt of positive feedback or the obverse, a lack of it, is most notable at microsystem level (through staff interactions with colleagues, pupils and parents) a positive (or negative) ethos relates to the philosophy of those in the leadership team and as such is also influenced at a meso system level.

This is reflected in research that emphasises the importance of understanding the impact of holistic whole school approaches to promoting positive environments, as well as the importance of ensuring that systems, such as staff receiving appropriate praise, are co-ordinated, coherent and planned (Weare and Gray, 2003).

In this study the value of feedback and praise was clearly important to staff and this finding not only correlates with a number of major reviews into research into this area, but also the established motivation model of Herzberg. This, arguably, provides further credence to the beneficial effect praising and appreciating staff has upon their emotional wellbeing and the importance of recognising and valuing staff being embedded into a whole school system.

5.2.6 Informal support from colleagues and times to socialise

The support provided by colleagues was a key theme that occurred in three promotion elements, with the emotional support gained from talking and sharing problems with peers, evident in the element of emotional processing and the support provided by colleagues in managing workloads in the element of self-management. Finally, the empathetic and friendly aspect of a supportive team was apparent in the element of social participation.

In a large scale longitudinal study in England comprising of 300 teachers and conducted over three years, Sammons et al., (2007) found that a key influence that shaped teachers' professional lives was staff collegiality. This dimension interacted with professional identity and personal identity, these three dimensions forming what they defined as teacher identity.

Sammons et al., (2007) found that having a strong teacher identity impacted positively upon their accounts of motivation, job fulfilment, commitment and self-efficacy and argued that that the support of colleagues was a key dimension when considering staff well-being.

In another large study Kinman et al., (2011) investigated the relationship between job experience and emotional labour, with 628 teachers from secondary schools in the United Kingdom, with the participants completing questionnaires in an attempt to identify the type of stressors experienced by teachers and the potential impact these have upon wellbeing.

Kinman et al., (2011) found significant effects of workplace social support on burn out and job satisfaction and argued that enhancing social support from various sources would help teachers manage the emotional labour of teaching, protect them from burnout and foster job satisfaction. Kinman et al., (2011) also hypothesised that an inverse association between social support and depersonalisation suggested that developing a supportive workplace was likely to enhance job performance, through helping teachers to manage feelings of estrangement from the teaching role.

Further empirical evidence of the importance of social support upon emotional wellbeing in teachers was found by Bricheno et al., (2009) when they reviewed British and foreign studies examining the impact of socialisation on teacher wellbeing. In the studies reviewed, Bricheno et al., (2009) consistently found a positive correlation between social support and positive wellbeing and also the converse, with issues with colleagues having a detrimental effect on staff wellbeing.

Beltman et al., (2011) also found similar findings when reviewing studies relating to the resilience of teachers early in their careers. In total the research examined 50 studies and whilst only 6 came from the United Kingdom a further 39 came from counties where English is the native language including countries with similar teaching environments such as Australia and the United States of America. Beltman et al., (2011) found that work colleagues were an important source of hope and inspiration to the less experienced teachers, whose support assisted the new teachers in coping with difficulties in work and helped to sustain their commitment to the job.

The value of informal social support from peers was also found by Salter-Jones (2012) who noted the value of friendships and professional relationships in schools, which facilitate an open and approachable ethos, making what can be a challenging job easier to manage. Furthermore, the value of talking to peers was also found by Partridge (2012) but the informal nature of such a process was conversely an issue for some staff, due to uncertainty of whether colleagues would be available and Partridge (2012) concluded that such informal support was therefore most effective when operating alongside opportunities for formal supervision.

In summary, the studies discussed in this section include large and small scale studies that have taken place both in and outside the United Kingdom. The common theme of these is that they have consistently identified the value that informal support from colleagues has for staff working in schools. As such, these studies provide strong corroboration for the finding from this study, with the importance of close social relationships highlighted through informal interactions at a micro system level, as well as more structured social experiences generated at a meso system level.

5.2.7 Support mechanisms within schools

Within the element of self-management skills, the value of having formal support mechanisms or support systems in place was identified as a theme by staff in twelve of the schools. The most commonly mentioned was the importance of having formal release time planned into the timetable.

Planning, Preparation and Assessment (PPA) time was introduced in England and Wales in the Autumn term of 2005, with a tenth of teachers' time being formally set aside. This came about as a consequence of concerns relating to high teacher workloads and the findings from this study suggest that the introduction of PPA time has been beneficial to many teachers in helping them manage their workload.

Within this element of the audit, staff also identified the importance of formal, planned times to meet with colleagues through mentoring. In a study investigating the major challenges facing teachers in the first years in post, Fantilli and McDougall (2009) found that mentor relationships could provide valuable support for early career teachers, especially if the mentoring was positive, professional and from teachers in the same

teaching area. Although not representative of the teaching profession as a whole, this supported the findings of Moyles et al., (1999) who had previously identified the value of mentoring to new teaching staff and who highlighted the importance of having the support built into the working week at a systemic level.

Fantilli and McDougall (2009) also noted the importance of the support being planned within schools and found that well designed and well-funded mentor programmes where graduates had some input, offered benefits such as increased retention rates, enhanced self-reflection and problem-solving abilities as well as higher levels of self-esteem, confidence and reduced feeling of isolation.

The supportive value of structured times to meet with colleagues in order to enhance professional development was also identified by Jackson (2002), who examined the use of discussion groups in schools. When investigating the role and impact of structured discussion groups, Jackson (2002) found, that providing teachers with the opportunity to step back from the intensity of the classroom and spend reflective time with colleagues, enhanced their observational skills and extended their understanding of the factors that impact on behaviour, learning and teaching. This, in turn, made staff feel less stressed and more supported in school.

In summary, a central tenet of the Ten Element Map is the notion that interdependence occurs between the mirco, meso and macro levels. The theme of support mechanisms within schools is an example of this, with staff comments highlighting the importance of structured and planned support, at all three levels. At a micro system level support was noted as occurring informally between members of the management team and specific

members of staff. At a meso system level support mechanisms included whole departmental meeting times or peer discussion groups and performance management meetings. Finally, on a macro system level national influence was evidenced when staff highlighted the value of Planning, Preparation and Assessment time and this theme reflects MacDonald and O'Hara's (1998) claim of the importance of having input to promote mental health at all three levels.

5.2.8 Supportive management team

In this study support from management was identified in two elements, emotional processing and self-management, with staff highlighting the value a supportive management structure has upon their emotional wellbeing. This finding is comparable with a number of descriptive surveys, with Davies (2007) noting that ineffective school management and poor leadership can be a stressor upon staff.

In a large scale longitudinal study involving three hundred teachers in seven English Local Authorities, Day and Gu (2007) investigated engagement and commitment to work. Overall, Day and Gu (2007) found declining commitment amongst the teachers participating in the research, with one of the most frequently cited causes for this being poor leadership.

Brown and Ralph (2002), who investigated teacher stress and school improvement, also found that ineffective hierarchical models of management (where there were minimal opportunities for staff to contribute in the decision making processes to any meaningful level), created stressors and highlighted the danger of management structures that restricted leadership to themselves.

The value and effectiveness of a leadership style that distributes responsibilities and gives people the freedom to innovate and experiment has become increasingly recognised (Goleman, 2000) and Leithwood et al., (2008) noted that school leadership has a greater positive influence on schools when it is widely distributed, as staff display higher levels of motivation and commitment.

Bush and Glover (2012), who adopted a case study approach when investigating high performing senior leadership teams, also found a positive link between leadership and staff engagement when they worked with four secondary, three primary and two special schools.

Bush and Glover (2012) found that all the secondary schools distributed leadership in ways that integrated the academic and pastoral dimensions of their work. In primary schools shared vision, good personal relationships and high levels of trust were significant features in the senior leadership teams with Bush and Glover (2012) finding that the majority of the schools in their study had also given considerable attention to the development and maintenance of good links with other staff.

Bush and Glover (2012) concluded that, whilst Head teachers retained a decisive role in the leadership of the schools, the work of an effective senior leadership team, through the distribution of leadership, was an effective model and had positive effects upon school ethos.

Other studies identifying links between supportive management teams and a positive impact upon staff wellbeing, include Dunlop and McDonald (2004) who, in a teacher

health and wellbeing review, undertaken in Scotland, found that collegiate leadership that was proactive in engaging with staff, was an important factor for teacher wellbeing. Partridge (2012) in a small scale study examined the emotional wellbeing of pastoral staff, highlighting the connection between having the opportunity to speak with someone in the senior management team and staff feeling more empowered to manage their workloads.

The value of having a supportive management team was also found in a literature review completed by Bricheno et al., (2009) which examined teacher wellbeing. Although many of the studies reviewed were from other counties (including studies in America, Belgium, Germany and Canada) Bricheno et al., (2009) noted that correlations were consistently found between positive staff-management relationships and staff wellbeing. Staff in the studies reported a greater sense of professional wellbeing and teacher efficacy, as well as feelings of trust and respect, when working in schools with supportive leadership teams.

When this theme is considered from an ecological perspective, the relationships that members of management teams have with general staff revolve around the skills of the individuals in question. As a consequence, this theme nests a series of micro systems (in that each member of staff is likely to have slightly different relationships with members of the management team) into the meso system (the management structure). When differences of opinion or personality clashes occur between members of staff (a microsystem), effective members of a management team can intervene in these potentially difficult situations, to resolve them. A management team that provides such an emotional buffer between staff, creates a more pleasant working environment, which

Cross and Hong, (2012) argue, in turn, encourages colleagues to respect each other and therefore contributes to an emotionally healthy working environment.

Having an awareness and respect of others' emotions is a useful attribute of a management team, as such a team is then likely to create a supportive working ethos that promotes the emotional health of its staff through embedded whole systems (Weare, 2000). In this study the value of a supportive management team was clearly identified and the findings of this study strongly concur with other research in this area and highlight the importance an effective and supportive management team has upon staff wellbeing.

5.2.9 Lack of time and time pressures

A lack of time and time pressures was a key finding that occurred in two elements, stress and social alienation, with staff highlighting that having insufficient time impacted negatively upon their ability to manage their work effectively and reduced their ability to socialise with peers.

This is similar to findings of other studies including a study into secondary school teacher workload and satisfaction by Butt and Lance (2005), involving staff from twelve secondary schools in England.

In their study Butt and Lance (2005) examined the patterns of work during the week and found that ninety-six percent of staff that completed the questionnaire reported that they worked in the evenings. Associated with this were staff concerns about the volume of work they were taking home and the culture of high expectations for this to occur, in

some schools. The study also found a lack of time to complete monitoring and assessment, in part, due to loss of non-contact time when covering for absent colleagues, as well as excessive government initiatives creating extra work, all of which were comments made by staff members in this study.

A similar negative correlation was also found by McCormick (1997) who gathered the views of four hundred and fifty five teaching staff among one hundred and nine schools in Australia. Teaching staff were asked to rate statements as to how they made them feel using a five point scale, varying from no stress to extreme stress and McCormick (1997) found that staff identified having insufficient time in the day as well, as one of the factors that causes extreme stress.

In summary, whilst the value of having release time to complete work has (as discussed earlier) been beneficial to staff, a lack of time to do the job continues to be a stressor for them. This finding suggests that further research into the time pressures, in order to gain a more detailed understanding of the impact of it upon staff wellbeing, is warranted.

5.2.10 Workload

Kyriacou (2001) suggests that one of the main sources of stress for teachers is that of workload, with Day (2008) finding that high workload was one factor, along with a lack of support, that negatively influenced teachers' commitment across all phases of experience.

In this study, staff, in eight of the fourteen schools, identified the theme of workload as impacting negatively upon their wellbeing and creating a sense of stress, with staff in a

further three schools also identifying it as a tentative theme. These results are similar to qualitative studies, including Brown and Ralph (2002), who investigated teacher stress over a two year period, using focused interviews with staff and found that one of the main sources of stress identified by staff was workload.

In an ethnographic study involving staff from one English primary school, Forester (2000) also found that an intensification of workload resulted in teachers experiencing a sense of inadequacy and personal dissatisfaction with their own performance. This finding is strengthened by Brown (2012) who, in a review of eleven studies relating to teachers and burn out, found that the less control teachers felt they have over their abilities to cope with work demands, the greater the levels of teachers' emotional exhaustion.

Bridges and Searle (2011) also found that heavy workloads had a detrimental effect on work life balance, with teachers completing work in the evenings and at weekends at the cost of time with partners and family. This issue was also identified by Butt and Lance (2005), who gathered data in the form of questionnaires from over six hundred staff and suggested that teachers were prone to wanting to do the best they could due to their caring nature: an attribute that Butt and Lance (2005) suggested not only contributed to the intensity of their workload, but also to their dissatisfaction, through working in a system where such efforts were not fully appreciated.

The detrimental impact of workload has also been highlighted outside the area of education, with a four year study in 2008 from the Chartered Institute of Personnel and Development (CIPD, 2008) investigating line management behaviour and stress at work,

identifying that the effective monitoring and managing of staff workloads was important for wellbeing in the workplace.

From an ecological perspective whilst workload is influenced indirectly at a macro level by government policy, a greater influence occurs at a meso level due to internal demands and expectations within the school. The relationship between workload and staff wellbeing has been widely researched, with large and small scale studies finding high workload having a detrimental effect upon staff wellbeing, an association that was also identified by staff in this study and as such, the findings, arguably, add to the present research in this area.

5.2.11 Lack of Communication

Issues relating to communication were identified by staff in three elements of the audit tool; emotional abuse, emotional negligence and social alienation and issues related to interactions at an individual or micro level as well as those at a systemic or meso level.

Whilst only a limited amount of research explicitly examining the impact of communication was evident during the literature review, this key theme corresponds with Brown and Ralph (2002) who identified that poor levels of communication between senior management and staff was a stressor within the work place as well as Trapnell (2013), who found that poor communication is frequently identified by leaders as a cause of conflict within the work environment.

In addition, in guidance for line managers regarding stress management at work, the Chartered Institute of Personnel and Development identified managing and

communicating existing and future work as a key management competency (CIPD 2008), with indecisive decision making and poor communication highlighted, as being detrimental to effective management.

Whilst good communication was not explicitly identified as promoting staff wellbeing in this study, having good communication between staff is a sign of an emotionally healthy school (Kyriacou, 2001 and Salter-Jones, (2012). They found that having regular, effective communication channels between staff and the senior management team in schools promotes the notion of feeling valued and supported in school.

In summary, in responding to the ten elements in the audit tool some staff highlighted that poor communication has a negative impact upon their wellbeing, by creating the feeling that their emotions were not being valued. Poor communication was also highlighted as having a detrimental impact upon opportunities to socialise with colleagues and whilst these findings do not relate directly to other research in this area, they add to the awareness that poor communication is a negative feature, when considering the wellbeing of staff in schools.

5.3 Discussion of the findings in relation to previous research - pupil responses

Of the fourteen schools involved in the study some provided more than one focus group and consequently the pupil data came from twenty-two focus groups varying in age from upper key stage 1 to key stage 3. Whilst some of the demotion elements produced no clear themes, two were apparent which related to toilets and the actions of peers. In comparison the pupils had no difficulties in identifying aspects that promoted their

emotional wellbeing and three key findings emerged from the promotion elements of the audit tool.

5.3.1 Toilets

In the element of environmental deprivation, poor quality toilets were a key theme that pupils identified as having a detrimental impact upon their emotional wellbeing. Comments related to the number or condition of them and the finding is similar to that of other studies. One such study was completed by Vernon et al., (2003) who provided pupils aged between 9 and 11 in a primary school in the North of England with a self-administered questionnaire. The pupils indicated that toilets could be unpleasant, dirty and frightening, with 68% of the boys involved in the study and 35% of the girls reporting that they avoided using them to defecate. The study completed parallel research in a school in Sweden and the results were similar in both sites.

In a comparable study Barnes and Maddocks (2002) used a questionnaire to examine the attitudes and experiences of 85 children of school toilets from a range of primary schools in South Wales. The questionnaire asked about the standards of the facilities, access, hygiene as well as any issues related to the toilets, such as bullying. Barnes and Maddocks (2002) found that 52% of the children questioned stated that there was a lack of lockable and therefore, private facilities and 63% stated that the toilets were not always clean. Barnes and Maddocks (2002) also noted that 52% identified that they experienced restricted access to the toilets and the researchers stated that the statutory health and safety regulations for adults in the work place requiring clean, well ventilated and private toilets, should also be the standard for pupils in schools.

Whilst based in Sweden, Lundblad and Hellstrom (2005) again found similar findings when investigating the perceptions of school children aged between 6 and 16, with secondary school children displaying the most negative perceptions. Lundblad and Hellstrom (2005) found that perceptions relating to sight and smell impacted upon pupils' views of the toilets and raised their concerns over the psychological impact of students using such facilities.

When responding to the audit tool, whilst the pupils involved in this study did not indicate that having clean and pleasant toilets impacted positively upon their emotional wellbeing, they were clear that poor quality toilets was a key factor that impacted negatively upon their emotional wellbeing. This finding correlates with other research into this area and highlights the importance of providing pupils with a similar standard of toilets to that of teaching staff.

5.3.2 Specific areas within the school and outside areas

When asked to consider the school environment, many pupils named particular aspects of the school building, such as the canteen or the school hall, that they liked or enjoyed and as discussed in section 5.2.2 architects are increasingly aware of the importance of visually pleasing rooms. In four of the schools the theme of outdoor areas was also identified by pupils as having a positive impact upon their emotional wellbeing and this theme echoes Rickinson et al., (2004) who completed a review of research published over a ten year period, into the use and impact of outside spaces for pupils in schools.

Rickinson et al., (2004) found that outdoor spaces had significant benefits for pupils' social development, with students developing more positive relationships with each other, as well as greater confidence and stronger motivation to learning.

The importance of outside space upon pupils' wellbeing was also found by Edwards (2006) who worked with three schools and questioned pupils on how their playground looked, the impact of other people in the playground and what there was to do at break times. Based on the information gathered, changes were made and subsequently Edwards (2006) noted a relationship between improved outdoor areas and children having increased pride in their school, improved co-operation and feeling happier at break times.

When discussing outside areas, some pupils in this study commented upon the attractiveness of the setting, as being important to them. This strand of the emotional benefit of outside areas correlates with the work of Dyment and Bell (2007) who investigated the impact of green physical space, in 59 schools in Canada. In their study Dyment and Bell (2007) noted the benefits of green grounds to facilitate active play and the findings, along with other research in this area highlighting the positive impact outside areas have upon pupils, correlates with the findings from this study.

5.3.3 Rewards, reward systems and positive feedback

A key finding that emerged from the promotion element of self-esteem related to the use of reward systems, such as marble jars and sticker charts, and the receipt of rewards, with this theme being identified in eight of the fourteen schools. Closely aligned to this was the use of positive feedback, with pupils highlighting that they are told when they have done something well.

The use of rewards and praise has been widely recommended as an important reinforcement method for teachers, because it provides encouragement and fosters close relationships between them and their pupils (Murray-Harvey, 2010).

In a study involving six schools and almost 750 students, Burnett (2002) investigated the impact of teacher praise and feedback upon students, separating the concept into ability feedback and effort feedback. Burnett (2002) found that those who received mainly effort feedback, namely for trying hard, reported positive relationships with staff whereas those pupils who received positive feedback for ability, namely their work, perceived the classroom environment and ethos in a more positive way. Furthermore, Hall (2010) found that pupils displayed an awareness of a range of mechanisms in school that were in place for adults to let children know when they were doing something well, indicating the importance of praise to them.

In a review of the impact of feedback from fifteen studies, Hattie and Timperley (2007) distinguished between feedback that impacted upon learning as it conveyed activity information and generic praise. They argued that rewards and non-task specific praise should be thought of as a form of feedback due to them containing such little information about what has been done well. Furthermore, they suggested that extrinsic rewards can undermine individuals' internal motivation and argued that praise that directs attention away from a task to the self, has limited impact on achievement and learning.

Whilst Hattie and Timperley (2007) argue praise and feedback should therefore be specific and information laden, they acknowledge that the rationale of praise and positive re-enforcement plays an important role in enhancing self-worth. Furthermore, positive

re-enforcement in the form of praise and rewards provided to pupils by staff members has been found to have a positive correlation with how students perceive their relationship with their class teacher (Burnett, 2002). Whilst such a relationship is one of many microsystems that a student will have in school, receiving praise and rewards from teachers lets them know when they have done something well (Hall, 2010) and promotes students emotional wellbeing.

In summary, the importance and value of rewards and receiving praise was clearly apparent in the pupils' responses in the element of self-esteem in this study and whilst pupils tended not to elaborate upon how praise made them feel or the value of different types of praise the underlying basis of the importance of praise to students involved in this study concurs with previous research relating to pupils and praise.

5.3.4 The role of members of staff

Students overall experiences of school are shaped by many factors, including their family and their immediate social circles, but also the relationships that they form with teachers and other members of staff. In this study, a key finding for pupils was the emotional importance that members of staff have for them, through the care and support they provide, with the theme of staff support being apparent in the promotion elements of self-esteem, emotional processing and self-management.

Research into the work of teachers emphasises the importance of care and commitment within the teaching, with it traditionally being perceived as a caring profession (O'Connor, 2008). Furthermore, Martin and Dowson (2009) suggest that in high-quality

relationships individuals not only learn that particular beliefs are useful, but actually internalise the beliefs valued by significant others, namely teachers.

In a study involving over 800 students from 21 schools, Murray-Harvey (2010) examined the extent that pupils perceived relationships with peers, family and teachers as sources of stress or support at schools; the impact they had upon their psychological health as well as their feelings about sense of belonging to school.

Murray-Harvey (2010) found a strong correlation between the positive supportive relationships provided by staff and students social and emotional wellbeing. Furthermore, stressful relationships were found to impact negatively upon students emotional wellbeing, with Split et al., (2011) finding that positive pupil staff relationships not only boosted pupil emotional wellbeing, but also increased teacher wellbeing, through a reduction of stress and an increased sense of reward.

The importance of positive teacher-pupil relationships was also found in a systematic review of the literature by Kidger et al., (2012) who found a positive relationship between teacher support and student emotional wellbeing in four studies they examined. They suggested that whilst these studies provided evidence of the importance of teacher support, more studies were needed to examine this association further.

In using the Ten Element Map as an audit tool, this study provided a framework for pupils to convey the importance that staff have to them, in supporting their emotional wellbeing. The theme was the only one that occurred within a number of elements,

indicating the breadth of importance that staff have to pupils, and parallels can arguably be drawn between this finding and previous research in this area.

5.3.5 Opportunities to socialise and the actions of peers

Positive peer relationships at school have been linked to numerous positive pupil outcomes including, supporting emotional health and wellbeing and as such, positive peer relationships are arguably one of the most influential factors in improving school culture and students' learning outcomes (McGrath and Noble, 2007).

The impact of positive peer relationships was investigated in eleven schools by McGrath and Noble (2010) and they identified that planning for and fostering positive relationships between peers was important, including through the explicit teaching of social skills and, as this study found, by providing opportunities at a meso level within school for pupils to socialise through lunch time clubs, as well as sport and drama activities.

McGrath and Noble (2010) proposed that pupils who experience predominantly positive and high quality relationships at school, are more likely to have positive mental and physical health, with those that are socially isolated experiencing the reverse. They highlighted the importance of ensuring that pupils have the opportunity to engage with their peers creating the potential for positive interactions to be developed.

A similar finding was also identified by Hall (2010) using the Ten Element Map in comparable manner to this study in one school. Hall (2010) noted that pupils identified the value of after school clubs as well as the equality of opportunity in school based

activities as important in promoting their emotional wellbeing. Martin and Dowson (2009) argue that a sense of belonging is one of the reasons why such activities yield positive effects upon promoting pupil wellbeing.

In contrast to the positive promoting aspect of having the opportunity to socialise and the benefits strong social bonds bring, pupils in this study also identified that peers being unkind to them negatively affected their emotional wellbeing and had a detrimental effect on their self-esteem.

Whilst in this study there was no identification of the impact of peers being unkind over time, McGrath and Noble (2010) highlight that research over the last three decades has consistently shown that being persistently socially isolated or rejected at school has a significant and negative impact upon pupil's sense of wellbeing.

In summary, for pupils in this study, the value of having the opportunity to socialise was clearly apparent and the finding reflects both a wealth of research in this area and the recognition that positive social interactions promote self-esteem and emotional wellbeing (Maxwell et al., 2008).

Furthermore, the findings support the claims of Weare and Nind (2011) regarding the importance of providing peers with opportunities to socialise in school and the value of whole school approaches that proactively promote and plan for a relationship culture.

These approaches, such as the Social Emotional Aspects of Learning programmes have been implemented on a national level and therefore from an ecological perspective the

theme of opportunities to socialise can arguably be said to be influenced at macro and meso system levels.

5.4 Summary of section

In this section the key themes generated from the staff and pupil responses have been discussed in relation to other research. In many areas the results from this study have been similar to previous findings and therefore added to the bank of research advocating or promoting a particular point. In relation to the impact of the staffroom, staff toilets, space and PPA time upon staff in schools, however, limited research was found to either support or challenge the findings, which suggests that these areas would benefit from further research.

In this chapter the theme of resources and facilities which was identified by both pupils and staff as having a positive impact upon their emotional wellbeing within the promotion element of the environment, was not discussed. This was because the pupils and staff rarely expanded upon the benefits of having resources and facilities (as opposed to simply naming them) and as such it was difficult to ascertain the underlying emotional or psychological reasons for their responses and therefore to compare this finding with other research.

5.5 Limitations of the research

This study used the Ten Element Map, which is based on the salutogenic perspective, in a dynamic manner as an audit tool. It involved pupils varying in ages from key stage 1 to key stage 3, who attended infant, junior, primary, secondary and special schools. It also

involved the staff of these schools and generated a huge amount of raw data which was analysed using thematic analysis.

In doing so, the research has therefore added not only to the bank of work associated with emotional wellbeing, but also to studies that have successfully used thematic analysis to analyse data. As with most studies however, a number of limitations exist, which need to be acknowledged and discussed.

5.5.1 Complexity of concepts

The first limitation relates to the complexity of the concepts and the associated language used for the pupils in the study. Whilst the language of the audit tool was differentiated for the relevant key stages, it became apparent during the delivery phase that in general pupils in year 2 and some in year 3 found even the differentiated language challenging to understand and required high levels of scaffolding from the Educational Psychologists (EPs) leading the sessions.

Due to the interpersonal skills and professional knowledge of the EPs, this meant that the problems were overcome. However, it was apparent during the data gathering phase of the study that the audit tool was more suited to pupils who had the language skills of an average year 3 student or above. A similar observation was also found by Hall (2010) who used the Ten Element Map with pupils in a single school, with ages ranging from reception to year 6, and noted that of the children who participated, it was those in years 5 and 6 (aged 9-11 years) who demonstrated sufficiently well-developed skills to be able to explore the area of discussion in great depth.

Associated with this is the complexity of the concepts linked to the demotion elements of the study for pupils in general, as, when data for the demotion elements for all of the schools was examined, there were no identifiable themes for 9/14 schools for emotional negligence, 12/14 of schools or stress and 10/14 schools for social exclusion.

Due to the wealth of studies relating to pupils' emotional wellbeing, the factors that have a detrimental impact upon pupils in school have been identified and consequently intervention programmes, whether targeted to "at risk groups" or through the implementation of whole schools' approaches have been developed and their effectiveness reviewed (Weare and Nind, 2011). Consequently, the fact that this study did not identify many themes in the three demotion elements discussed, may have been due to flaws in the study design or may have been because the issues were not there to be found, as the schools in the study had already taken relevant steps to ensure issues did not occur.

5.5.2 Cross checking the coding of themes

The second limitation of the study relates to the level of corroboration I was able to achieve over the coding process. Whilst I discussed the coding process, codes and themes with my supervisor, this only ensured for consistency in the method but did not provide multiple perspectives from a number of individuals.

As I was aware that this was a potential problem in using this form of analysis, as the issue had previously identified by Feredey and Muir-Cochrane (2006), I attempted to address it by asking a colleague to independently code one school's set of data. I also coded the data and we met to compare our coding decisions. Whilst a high degree of

comparability occurred, if I were to use this method again, having a colleague independently code all of the data would ensure a higher level of corroboration.

5.5.3 Administration of the audit

The third limitation relates to the administration of the audit. Due to this being a collaborative study there was a timeframe in which the schools involved needed the audit tool to be delivered. Whilst I was able to complete the audit in six of the fourteen schools in the study, six educational psychologists were involved in the remaining eight schools. In an attempt to ensure consistency of delivery I met with them to explain the model and provided a script, however if the study was to be repeated having just one person administer the audit would ensure a higher level of consistency.

5.5.4. Follow-up evaluation forms

The fourth limitation of the research relates to the poor return rate of the follow up evaluation forms that were administered six months after schools received their feedback. Whilst the potential reasons for this are discussed in section 3.7.1, the lack of data from the follow-up evaluation forms means that it is impossible for this study to gauge whether the points or issues for development identified by each school, were actually acted upon.

When thinking about the impact of evaluation forms, Gray (2009) highlights the benefit of constructing action plans, involving precise details of the next steps that are required with associated time frames. If the study was repeated, such action plans would be created with the recipients based on the results. Theoretically, this would increase the likelihood of them returning the follow-up evaluation forms. These forms which if

returned in this study, would have demonstrated whether the study had generated lasting, systematic changes for the schools involved.

5.6 Chapter summary

In developing the Ten Element Map, Macdonald and O'Hara (1998) based the model upon the notion that mental health is influenced by social processes and conditions and that perceiving mental health in a pathological medical manner is not useful for society. Instead they based their model upon a salutogenic perspective and proposed that ensuring individuals work and live within environments where mental health is promoted, so that they develop the skills and resilience to deal more effectively with the trials and tribulations of life, is more effective.

In the Ten Element Map, MacDonald and O'Hara (1998) highlight that all of the ten elements can occur or relate to three levels: the micro, meso and macro, and as such argue that mental health promotion needs to act at each level. MacDonald and O'Hara (1998) also emphasise the considerable overlap that occurs between each element and for this to also be recognised when considering mental health promotion.

The findings discussed in this chapter have demonstrated the overlap that occurs between the ten elements and, where appropriate, in considering them in relation to the ecological theory, have been able to highlight the interdependence that occurs between systems and structures.

In the final chapter, the research questions will be revisited, which will include discussing the value and applicability of using the Ten Element Map as an audit tool. In

addition, suggestions as to how this study may be a springboard for future research and the impact of the findings of this study may have upon the educational psychologists will be also considered.

CHAPTER 6 - CONCLUSION AND RECOMMENDATIONS

6.1 Chapter overview

This chapter first describes and then summarises the use of MacDonald and O'Hara's Ten Element Map as an audit tool in this study. The research questions are then revisited, before suggestions for future research are discussed. Finally, the value of using the audit tool to the educational psychology profession, is considered.

6.2 Using the Ten Element Map as an audit tool

In 1998 MacDonald and O'Hara introduced the Ten Element Map and sought to move the field of mental health promotion within the United Kingdom onto a new path. In developing the map MacDonald and O'Hara (1998) based the foundations upon the work of Albee and Ryan-Finn. However, instead of considering mental health from a pathogenic perspective, they proposed that mental health should be considered from a salutogenic perspective as advocated by Antonovsky (1990, 1996), with an emphasis being upon developing skills and resilience, in order to prepare people for issues and stressors that occur through life.

MacDonald and O'Hara (1998) also proposed that the factors impacting upon mental health promotion should be considered on three ecological levels (the micro, meso and macro level) and stated that the Ten Element Map can be used to plot activities within a setting on each of these levels and within the ten elements of the map.

After piloting the use of the Ten Element Map within one school, this study used the map as a audit tool, by using questions associated with each element, to gather the views of

staff and pupils in relation to the factors that promote and demote mental health, in 14 schools who were part of the TaMHS project within Forestshire, at that time. Those who agree to use the audit tool did so with the understanding that it would be used to identify the good practice within their establishments and to identify any factors that they would benefit from addressing.

Focus groups of pupils were identified by the Head or research contact in the 14 schools and once parental permission was gained for their involvement, the audit tool was presented to them (using appropriately differentiated language) to stimulate discussion. For the staff, their views were gathered via them recording their thoughts on post-it notes and attaching them to A3, sheets for the promotion and demotion aspect of each element.

Once the raw data was gathered, the pupil and staff responses were transcribed and thematically analysed. Each school's results were then fed back using a solution focused approach and support offered to facilitate their response to any challenging points that had arisen from the results.

Once this had been done for all of the school, the process and use of the audit tool was evaluated (with a follow-up evaluation form sent 6 months later). The themes were then considered as a whole in order to ascertain whether there were any commonly occurring themes across the 14 schools. These themes have been discussed in the various chapters of this thesis and in the following section the research questions are revisited.

6.3 Research aims revisited

6.3.1. Research aim 1- To ascertain whether there are identifiable factors in schools that promote and demote the mental health of pupils and school staff.

Fourteen schools participated in this study, with 361 staff and 219 pupils totalling 580 participants, and a large array of raw data was generated. This in turn equated to a considerable number of themes emerging. Whilst some themes were specific to an individual school, others were identified across a number of schools as well as within a number of elements, which I have classified as meta-themes from the study.

For staff, the first of which can be summarised as 'the support provided by colleagues' and was identified by staff in 6 schools within the promotion element of self-esteem, 13 schools in the promotion element of self-management skills and 12+1 (the + 1 referring to a tentative theme) schools in the promotion element of emotional processing. In addition, the closely related theme of 'formal support from colleagues' was also identified by 2 schools.

Formal support from colleagues was also identified by 7+1 schools in the promotion theme of social participation and, the closely related, theme of 'informal opportunities to gather' by staff in 12 schools. The number of schools in which this theme was evident, as well as it occurring in four of the five promotion elements, demonstrates interdependence between the elements (MacDonald and O'Hara, 1998) and highlights the importance that colleagues have, within the field of teaching, to each other.

The second meta-theme encompasses the themes relating to; positive feedback, praise (or a lack of it) and feeling valued (or not) and can be summarised as the sense of feeling appreciated (or not) through praise or recognition (or a lack of it) of ones' efforts.

The themes were generated in three elements, with the importance of positive feedback (including informal positive feedback, formal positive feedback, positive feedback from management as well as positive feedback from pupils and parents), all being themes generated by staff, within the promotion element of self-esteem. In this element 6 schools also generated the theme 'sense of feeling valued', with a further 6+2 schools identifying the converse as having a negative impact upon their emotional wellbeing, in the demotion element of emotional abuse. Within this element a further 3+2 schools, highlighted a lack of praise, a theme that was also evident for staff in 3 schools within the demotion element of emotional negligence.

This meta-theme provides an example of the interdependence not only between levels, but also between systems, as, whilst praise and appreciation occurs at a micro level, for the positive ethos of praise, recognition and appreciation to effectively operate on whole school level (Weare and Markham, 2005), it needs to embed in the systems of a school at a meso level.

The final staff meta-theme is formed from the themes of two demotion elements and can be termed work pressures. Within the demotion element of stress, 11+1 schools identified the theme of time pressures, with a further 8+3 schools the theme workload and 4+2 the theme of paperwork. In addition, the theme a lack of time was also identified by staff in 3 schools, within the demotion element of social alienation.

When considered as a trio of meta-themes, this study suggests that, for staff in the 14 schools involved in the project, three key points can be made. Firstly, the support provided by colleagues within school is valued by them and is a major supportive factor in promoting their emotional wellbeing. Secondly, receiving praise, positive feedback and recognition (which create a sense of feeling valued) is a further aspect within school that promotes emotional wellbeing, whereas the converse is a demoting factor. Finally, work pressures, comprising of issues relating to time, workload and paperwork, are also major demoting factors that have a negative impact upon the mental health and emotional wellbeing of staff.

For the pupil responses two meta-themes are evident and the first can be summarised as the supportive nature of staff. This meta-theme comes from three promotion elements, with pupils in 6 schools identifying the themes of members of staff in the element of self-esteem. Within the element of emotional processing, pupils in 4+3 schools provided comments that generated the theme talking to members of staff and, within the same element, pupils in 2+3 schools, the theme caring nature of staff. Finally staff were also identified as being important in supporting pupils with their management of daily school pressures, with pupils in 8+2 schools generating the theme of teacher/staff providing support.

The second meta-theme relates to the receipt of praise or acknowledgement. This is formed from the themes rewards and reward systems, which was generated by the comments of pupils in 8 schools, along with pupils in 6+1 schools whose comments formed the theme receiving positive feedback.

A number of other themes were generated from the pupils' responses, such as the positive impact of having clubs and school events to promote socialisation, or the detrimental impact of having poor quality toilets, which are clearly important when considering pupil emotional wellbeing within school. However, the two meta-themes highlight the fundamental role school staff have in making school a positive environment for pupils, as well as the importance of pupils being in an ethos that praises, rewards and provides positive feedback.

Weare (2000), Hornby and Atkinson (2003) advocate a whole school holistic approach as the optimal way of ensuring that the promotion factors are re-enforced and the demotion factors addressed. This is endorsed by a large bank of research and when reflecting upon the first research question I perceive that there are arguably factors that promote and demote the mental health and emotional wellbeing of both staff and pupils in school.

6.3.2 Research aim 2 - To identify whether MacDonald and O'Hara's Ten Element Map can be used as an effective audit tool to gather this information.

When describing the Ten Element Map MacDonald and O'Hara (1998) propose that it can be used as a planning tool, to plot both the mental health promotion activities occurring within a setting and to plot future activity. Each promotion activity is able to be located within a element and at a set level, with resulting maps demonstrating the extent of existing practice within a setting.

The notion of using the Ten Element Map as a tool to identify and plot activities has successfully been used previously in small scale research, within a young offenders institute (Woodall, 2007), as well as within a school by Hall (2010).

In both of the studies, the language relating to the Ten Element Map had been altered in order to aid participants understanding of the ten elements. I was aware that this was important in order to make the Ten Element Map successful as an audit tool within this study. Having differentiated the language, both for pupils and staff and explored the delivery style in a pilot study, I was hopeful that the map could be successfully used as an audit tool.

In order to ascertain whether this assumption was correct, initial and follow-up evaluation forms were sent out to the schools in order to gather their thoughts, as discussed in Chapter 4. Of the 13 schools that completed the initial evaluation form, 12 of them stated that the audit tool had helped them to identify good practice within their schools, thereby supporting the proposal of MacDonald and O'Hara (1998), that the Ten Element Map can be used to identify mental health promotion activities.

With regards to whether the audit tool was appropriate to the needs of the schools involved in the study, 10 schools reported that the audit tool was either appropriate or very appropriate to their needs, with 10 schools also stating that it was delivered in a clear or very clear manner. Feedback therefore indicates that using the Ten Element Map as an audit tool was helpful and appropriate to the majority of the schools who were involved in the study and completed the initial-evaluation form.

In relation to the effectiveness of the tool, despite the language used within the delivery process being adapted, it became apparent that it was still overly complex for infant children. This was noted by school 7 who stated *'...when talking to the children the questions were pitched at too high a level, especially for the Year 2's.'* Issues related the language were also evident in schools where children involved in the study had language difficulties and consequently, I perceive that the audit tool (and the related language used in this study) was more suited to key stage 2 aged children (and those with the corresponding language skills of an average 8 year old) and above.

In summary, with regards to whether the Ten Element Map can be used as an effective audit tool, I suggest that in this study it was effective for gathering the views of staff and for children of key stage 2 and above, but not as effective for key stage 1 children. Consequently, if it were to be used again with this age group, the language associated with the audit tool would need to be adapted further than it was in this study.

6.3.3 Research aim 3 - To identify whether leadership style has any impact upon the emotional wellbeing of staff.

Leadership in schools has evolved and is no longer provided exclusively by Head teachers (Leithwood et al., 2008). The model of a single individual taking on all responsibilities within a school has been recognised as being unrealistic (Munby, 2008). Instead, distributed leadership, whereby senior management or leadership teams work with the Head teacher, have been found to be effective models within education (Bush and Glover, 2012) and of the 14 schools involved in this study, all had distributed leadership within the schools, to some degree.

During the delivery of the audit tool leadership style was not considered. I hypothesised that if schools had leadership styles that were positive or negative in relation to the promotion or demotion of the mental health of their staff, it would become apparent through the staff members responses.

This was generally the case, and whilst many staff did not explain their comments some did, with comments relating to senior management within the promotion elements of emotional processing and self-management skills associated with three strands. The first of which related to taking time to speak or listen to staff, the second to being approachable and staff having a sense of trust in the leadership team and the third regarding support to solve problems.

Effective communication, being sociable and personable as well as taking responsibility to solve problems are three management competencies identified as reducing stress at work (CIPD, 2008) and correspondingly to contribute to a healthy work environment Leithwood et al., (2008).

For the staff in the study, where the senior management was identified as a demoting theme, comments relating to a lack of time and a lack of availability as well as a sense of feeling undervalued were noted. In general however such comments were made by staff in only a few schools and the majority of staff associated their leadership teams with having a positive impact upon their emotional wellbeing.

Of the schools involved in this study I knew many of the Head teachers and leadership teams well and personally perceived them to be emotionally aware of the needs of their

staff and have to have high levels of emotional intelligence. Consequently, I was not surprised when this was reflected in staff comments and it was pleasing to be able to feed such information back to the relevant school teams, as many of them appeared unaware of how effective they were.

In summary, whilst many staff did not elaborate upon the positive or negative attributes of their leadership teams, the themes linked to management were strongly identified as promoting factors and suggested that leadership style does have an impact upon staff wellbeing, with attributes that include listening, fostering positive relationships and providing support being particularly positive ones.

6.4 Suggestions for future research

This study was ambitious in that it worked in collaboration with 14 schools to gather the views of both staff and pupils with regards to the factors that promote and demote their mental health focusing around ten elements. As such it generated a wealth of findings, many areas of which could be the basis for further research.

When discussing the results, some of the themes, such as the impact of toilet facilities, the value of PPA time, space as well as benefits that the staffroom has upon staff wellbeing, had limited banks of comparable research and as such are natural areas to examine further, in order to ascertain whether the findings evidenced in this study form part of a trend or are anomalies.

In comparison, other findings from the study, such as the impact of workload upon staff, the importance of support from colleagues, as well as the value of praise and recognition

(both for staff and pupils) add to substantial banks of previous research and correspondingly merit further study in order to try and refine and clarify the main points so that they can be addressed by schools.

Other avenues for research include expanding the use of the audit tool to gathering the views of more pupils. Gathering and representing the voice of the child is a central role for educational psychologists (Hammond, 2013) and whilst this study has raised concerns over the effectiveness of using the audit tool with key stage 1 children (without the language used being differentiated further), it was successful in gathering the views of children and young people in other key stages. This study, however, only gathered the thoughts from focus groups of pupils within each setting and as such, a future direction could be to use the audit tool with all pupils within entire schools (having suitably adapted the language for key stage 1 children), along with all staff within entire schools to, gather greater breath of information.

Finally, in this study, the views of pupils and staff were gathered only once and whilst guidance and support was offered and provided to schools in the implementation of the findings, no follow-up occurred, to ascertain whether any change occurred. As such, an interesting development would be to revisit the schools and complete the audit process a second time with staff and pupils, in order to ascertain whether the factors identified as promoting mental health and emotional wellbeing have been embedded and conversely the factors identified as demoting mental health have been addressed.

6.5 Practical implications for the field of educational psychology

Whole school approaches to promoting mental health, that are well implemented, have consistently been found to be the most effective (Weare and Nind, 2011). Whilst so, all programmes need information and feedback to indicate whether they are effective and this study provides a blueprint for other educational psychologists, to use the Ten Element Map of MacDonald and O'Hara (1998) as a mechanism, to gather such information in schools in which they work.

Such information can be used to inform schools development plans and consequently provides educational psychologists with the opportunity to work with schools and make changes at a systemic level in order to enhance the emotional wellbeing of large numbers of pupils and staff. Furthermore, in working collaboratively with schools it ensures that they are not 'done to' but 'worked with', meaning that there is a greater potential for implementing any changes that come from the findings.

Finally, in using the Ten Element Map (MacDonald and O'Hara, 1998) in a dynamic manner, this study has demonstrated that it can be successfully used with pupils and adults to elicit their thoughts regarding the factors that promote and demote their mental health and emotional wellbeing within a school context. It could feasibly be used in other contexts however, such as that of educational psychology services, and as such could be used by educational psychologists to identify good practice and inform developments within their own working environments.

In summary, this study was successful in gathering the views of staff and focus groups of pupils in 14 schools within one Local Authority. The schools displayed ongoing engagement and enthusiasm, with the majority of them evaluating their involvement in the study positively. In addition, by involving other educational psychologists in the study, with whom the schools had a relationship, the psychologists have been in a optimum position to provide ongoing support to schools, in relation to the implementation and the sustainability of relevant changes.

Finally, in using the Ten Element Map (MacDonald and O'Hara, 1998) as an audit tool, this study was able to provide schools with information relating to the positive work they were doing to promote mental health, but also to focus their attention on areas that may warranted addressing. Hopefully the process and findings generated from their involvement in the study has been of value to those schools who participated in it.

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APPENDICES

Appendix 1 - Ten Element Map Prompt Sheet given to Educational Psychologists

Environment

I asked the children what they thought the word environment meant and they generally said something that included the words ‘area around us’ which I then capitalised on.

This refers to the buildings, both inside and outside. It includes things such as areas where you can sit outside, the playground as well as classrooms and the corridors.

Self-esteem

This refers to feeling good about yourself and thinking that you can do things well.

Emotional Literacy

I asked the children what the term feelings meant and they usually listed common ones such as happy, sad, angry.

I then said, sometimes you might come to school and feel really happy and other times you might feel a bit sad, perhaps for a reason you do not know. How does school let you know that your feelings are important?

Looking After Yourself

This is how the school helps you to cope with general school life. A lot can happen in a day, you might have a test or have to get a piece of work finished in a particular amount of time. You might have a disagreement with a friend or be asked to do something really special such as talk in assembly that might be worrying you. How does school help you cope with these types of things?

Taking Part in School Life

School is a big place and there are lots of people about. School is really like one big family, but how does school include you, or how do you make sure you are included in school. This could include clubs that you go to, special events that are organised in school or things outside the normal school day.

Appendix 2 – Consent letter to parents

Educational Psychology Service
A Centre
Harp Hill
Forest Town

MB/

Date

Addressee

Dear Parent/Carer

I am writing to inform you that your child has an opportunity to take part in a small piece of research being carried out by , our school's educational psychologist on .

The research is based around promoting emotional well-being and will involve your child, along with their peers in class, providing verbal responses relating to how they perceive the school and what they feel the school does to promote their emotional well-being. Your child will not be required to give their name and all responses will therefore be totally confidential when the information is written up.

This research will take approximately 40 minutes and will occur in a lesson. The findings will be fed back to the school and is very useful to us as it provides a further method of gathering pupils' views that we can use to inform our good practice.

If you **would** like you child to participate in this small research project, please return the attached form to school by .

Yours sincerely

Headteacher

✂……
……

I **do wish** my child ……..…… to participate in the short research project being carried out by , educational psychologist at School

Signed: ……Parent/Carer
……. Date

Please return slip to school by . Thank you.

Data Protection Act. This information is being collected for the purpose of determining the educational needs of the named pupil, but may also be shared with other relevant professionals such as teachers, health and social workers etc, to inform their work. The information collected may also be used for the wider purpose of providing statistical data used to assist with monitoring provision and/or determining areas of need in order to target future resources. For further information please contact Educational Psychology Service as above.

Appendix 3 – Evaluation Sheet

EPS –Evaluation

Using MacDonald & O'Hara's Ten Element Map as an Audit Tool

Venue

Date

Name of Educational Psychologist

Please score the following using a scale of 1 to 5, circle the score:

General aims of the sessions:

1. To enable you (as a school) to make alterations that lead to an improvement in the overall mental health of your pupils and staff.
2. To identify factors that cause stress in staff so that modifications can be made to school systems to reduce stress levels.
3. To identify the good practise in your school. Namely, that is occurring that facilitates the development of a supportive whole school environment that promotes children and young people's mental health.

To what extent were these aims met?	Completely				Not at all
Aim 1	1	2	**3**	4	5
Aim 2	1	2	3	4	5
Aim 3	1	2	3	4	5

Content:	Very				Not at all
Interesting	1	2	3	4	5
Appropriate to your needs	1	2	3	4	5
Informative	1	2	3	4	5

Was anything missing – what could we include to improve upon the content?

Delivery:	Very				Not at all
Clear	1	2	3	4	5
Interactive enough	1	2	3	4	5

What could we do to improve upon the delivery?

Usefulness

	Greatly				Not at all
To what extent has the audit process stimulated any ideas or thoughts?	1	2	3	4	5
To what extent will you be using some of the ideas *	1	2	3	4	5

*** If a 3, 4 or 5 please say why.**

* *If a 1 or 2 please say how you intend to use the material in your work.*

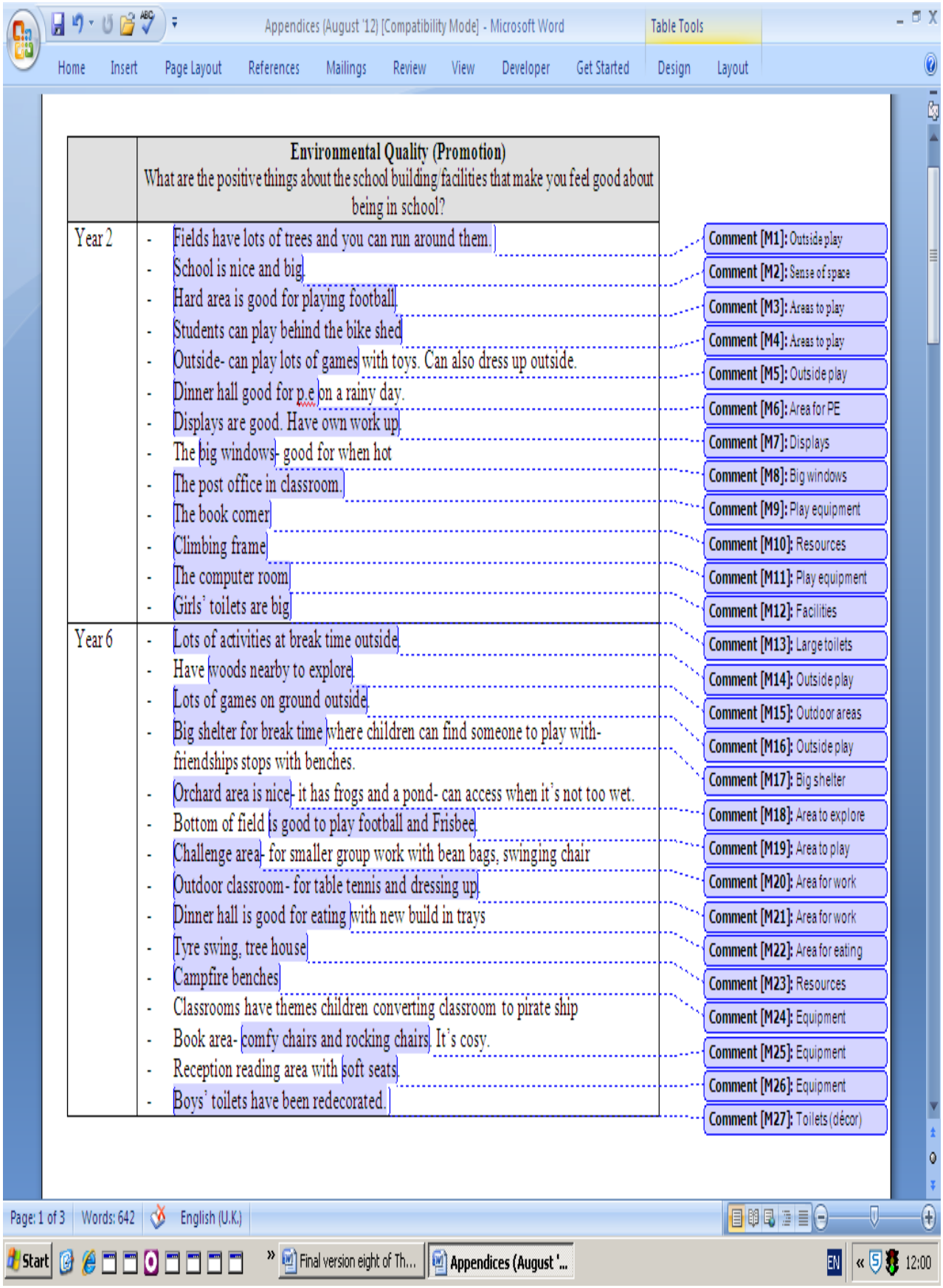
Confidence

	Greatly				Not at all
How confident do you now feel about implementing some changes as a result of the audit process?	1	2	3	4	5

Is there anything we could do to help you with this?

Any additional comments:

Appendix 4 - Example of using tracking function on Microsoft Word to code information



Appendix 5 – Example of collation of themes from Pupil Responses for four elements (schools 4-10)

SCHOOL	Environmental Quality (+ve)	Environmental Quality (-ve)	Self-Esteem (+ve)	Self-Esteem (-ve)
4	Specific areas/rooms within the school Resources to use	Lack of green areas	Engaging in activities Rewards	When peers are unkind
5	Specific areas within the school (esp atrium) Facilities Design of building (t)	Toilets Condition of some parts/areas of school building	Positive feedback Sense of being valued (t)	Sanctions being inconsistently implemented Dress codes and lack of opportunity to be individualistic
6	Outdoor areas to play Resources	Toilets	Positive feedback Friends (t)	No themes
7	Sense of space Facilities	Toilets	Reward systems	No themes
8	Specific areas within school building Resources Toilets (t)	Lack of space Cleanliness Toilets	systems Receiving praise (t) Teacher's valuing/listening	Not receiving recognition for work (t) Implementation of sanctions
9	Particular areas within the school	Toilets (t)	Members of staff making pupils feel valued and important	No themes
10	Specific areas within school Outdoor areas Equipment (t)	No themes	Receiving positive feedback Comments from staff	Actions or behaviour of some peers

Appendix 6 – Example of summary of Pupil Response themes for one element

	Environmental Quality (+ve)						
School Number ✓ Theme ✓ Tentative theme	Sense of space	Resources	Design of the building	Facilities	Visual Appearance	Outside areas	Specific areas within the school
4		✓					✓
5			✓	✓			✓
6		✓				✓	
7	✓			✓			
8		✓					✓
9							✓
10		✓				✓	✓
13	✓	✓				✓	
14		✓			✓		
16	✓				✓	✓	✓
17							
18	✓						
19							
20		✓					
Total	*3+1*	*4+3*	*+1*	*2*	*2*	*4*	*6*