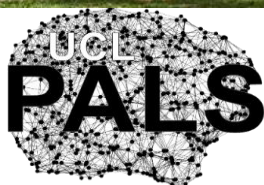UCL

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A Qualitative Evaluation of a Whole-School Approach to Improving Resilience and School Engagement in Childhood and Adolescence

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Resilience Research Group

UCL PALS

Haringey LONDON

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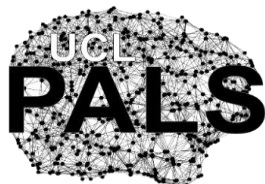[2]*Resilience Research Group*

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Key words:

Whole school; childhood; resilience; intervention; qualitative

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Study Team

Investigators

Dr Jennifer McGowan (PI), Lecturer, Department of Experimental Psychology (University College London): JM is a health psychologist and epidemiologist with a background in resilience research. JM provided experience of the resilience research literature, and how it relates to lifespan development, stress and coping. JM's background includes several published projects relating to resilience across the lifespan. JM has experience running and analysing school data projects - for example as trial manager for the INCLUSIVE study (a 3-year intervention to reduce bullying in schools) and provided scientific oversight, leadership and project management.

Dr Nicola Abbott, Lecturer, Department of Psychology and Human Development (Institute of Education): NA is a qualitative researcher, with experience working in the field of educational psychology. NA provided guidance on the project design and research questions.

Isabella Rubens, *Department of Experimental Psychology,* Division of Psychology and Language Sciences*,* University College London (UCL). IR is a research assistant with a background in mental health, resilience and trauma. IR was involved in the day-to-day running of the experiment, including data collection, analysis, and report writing.

Collaborators

Public Health team, Haringey Council

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Executive summary (1,200 words)

Background

Resilience research explores how individuals can achieve, maintain, or regain well-being in the face of hardship.[1,2] Intervention is one means by which resilience can be improved,[3] with schools providing a universal service from which to implement such provisions.[4] In particular, using a 'whole-school' approach enables all levels of a school to work together to enact change, targeting both ethos and behaviour.[5,6]

Haringey Council Public Health Team developed and implemented 'the Anchor Approach', a whole-school resilience intervention which has been applied in 31 schools for up to six years.

Aims

The present research had two key aims:

1) To explore perception of the impact of a resilience-based whole-school intervention to improve school engagement, using the Anchor Approach as a model

2) To explore school intervention sustainability focusing on perceptions of intervention

> (a) **acceptability** of the programme to staff and parents

> (b) **perceived efficacy** of the program and its components in relation to student behaviour

> (c) **feasibility** of the intervention to be implemented on an ongoing basis with 'minimal but sufficient resources'

> (d) **flexibility and adaptability** of the intervention to compliment the environment of individual schools.

Methods

A qualitative data analysis was conducted using hour-long online focus groups containing 1-6 participants. Focus groups were structured using either a staff or parent interview schedule, designed for this research via piloting with a parent and staff member linked to Anchor Approach schools.

Participants

We contacted 12 schools. Whilst consent was sought from 11 schools and 39 participants, not all attended focus groups. The researchers spoke to 20 participants, including 4 parents (20%), 12 members of school staff (60%) and 4 CAMHS staff (20%), from 7 different schools.

> Of the members of staff:
>
> **7** were teachers (59%)
>
> **3** were SENCOs (25%)
>
> **1** was a cover supervisor (8%)
>
> **1** was a trainee teacher (8%)

Results

The key themes identified were: (1) timeliness of the intervention, (2) impact of the Anchor Approach in the school setting, (3) engagement with the Anchor Approach, and (4) working together.

Timeliness

The Anchor Approach was identified as a timely and progressive intervention by parents, staff, and CAMHS; the latter of whom reported using elements of the approach in their work in other boroughs. Parents were vocal in their support for psychological and emotional well-being initiatives being used in schools. Staff and CAMHS were enthusiastic about the Anchor Approach's ability to promote a shift away from more punitive measures used traditionally in education, which often fail to account for the individual needs of students (e.g. in relation to SEN students). CAMHS in particular noted that staff in some Anchor Approach schools were increasingly confident in supporting students, which enabled CAMHS to spend more time supporting those most in need.

> *"I certainly liked the sort of thinking behind it of like trying to dig a little bit deeper into why kids behave in certain ways because sometimes it can just feel like detention and repeat and actually trying to tackle like, the cause of why their behaviours might be the way they are. And I definitely like that approach. And that felt like something quite novel. Yeah, for the school."* (**Staff 11**)

Whilst the Covid pandemic was cited as disruptive to the implementation of the Anchor Approach, the intervention itself was described as a remedy to many of the challenges faced by young people during Covid.

Impact of the Anchor Approach in the school setting

The Anchor Approach increased school staff confidence in multiple domains, such as responding to student stress, communicating with staff, parents, and students and justifying staff's use of behavioural strategies via theory.

In terms of student behaviour, CAMHS did not identify a difference in the referrals they received before and after the Anchor Approach. However school staff reported changes such as greater attendance and emotional control. In some cases, parents identified improved emotion regulation and communication, although were unsure whether this was as a result of the Anchor Approach. The Anchor Approach training empowered school staff to consider the context behind student behaviour, promoting a positive cultural shift. Staff welcomed the prospect of incorporating the Anchor Approach into policy and considered this to be important in ensuring continued change and application of the approach under the guidance of the Anchor Approach team.

> *"I had a child that came into my class and she was adopted and you know the parents had a lot of, sort of anxieties um, as well as the child, …[personal details removed]… I think for all of them it was, it was quite a difficult time and I think having kind of these strategies in place of being able to sit down with the parents and explain how we go about things and why um, I think that's helpful for parents and for the social workers that were involved in that case as well, just to sort of reassure them that we, you know, we do know what we're doing and we've got theory to back it up. Um, yeah, it makes a lot of sense."* (**Staff 2**)

Engagement with the Anchor Approach

Both school and CAMHS staff spoke enthusiastically and with great respect about the Anchor Approach. Some staff felt they had not engaged fully with the Approach, most notably citing time, accessibility of resources, and communication as barriers. CAMHS echoed the challenge of time as a systemic problem in education, as did parents. Workload was a common concern, suggesting that push-back may occur as a result of school context, as opposed to a lack of interest.

Staff and parents praised the colourful and clear resources, including the resilience wheel, leaflets and common language resources. These were visible in the school environment and discussed amongst staff. However both groups noted the quantity and in some cases length of resources as a barrier to engagement, and parents felt that the language was at times too scientific.

School and CAMHS staff praised the Anchor Approach team's communication and quick responses. Parents felt they had not been communicated with effectively, lacking awareness and knowledge of the intervention. A 'school champion' was suggested as an effective means to improve engagement.

> *"The resilience wheel, I think that's one of the things that really stood out for me from the training as a nice tool for kind of thinking about gaps and provision and what might be supported. And for a child in school, and I think that yeah, that was definitely something I took away cause the part, a big part of our role is whole school approach as well. But I think it provided quite a useful model for us to go away and talk to schools and also and yeah, to figure out if they've had the training or it might be useful for them as well."* (**CAMHS 3**)

Working Together

Participants spoke enthusiastically about working together to ensure continuity of care. However school staff reported that continuity of care was not always present, causing concerns about behaviour regressing if strategies were not standardised. This extended to CAMHS staff and parents, who expressed a desire to be more involved to ensure they could reinforce similar strategies outside of the school environment.

School staff were in favour of a whole school approach, such that senior staff should assume responsibility for implementation, pastoral staff should support disruptive children, and teaching staff could focus on whole classes. Some staff noted a lack of engagement from senior staff as a barrier to their ability to implement the Anchor Approach. CAMHS commended the Anchor Approach for facilitating a better division of labour, allowing CAMHS staff more time to focus on individuals who needed additional support.

School and CAMHS staff were keen to share best practice across schools, in order to better understand and implement the approach.

Participants frequently praised the support provided by the Anchor Approach team, focusing particularly on their responsiveness and support with specific children. There was no consensus regarding the ideal logistics of the Anchor Approach training sessions (e.g. in relation to frequency, length, medium). However, it was widely agreed that regular recaps would be beneficial.

> *"I'd say I really like one of the I, I, started looking at the different [coughs] PDFs and the one called 'emotionally friendly communication', and it's got about five or six pages with lots of different colours and I thought it was brilliant. I wanted to get uh, my partner to print it at work, so we could really look through, you know, it's got a step-by-step guide of different situations and different kinds of communication. And uh, you know, that seemed like a great resource to share, among, among all parents."* (**Parent 3**)

Discussion

Impact

The Anchor Approach was considered a timely and impactful intervention, which reduced pressure on CAMHS by increasing school staff knowledge and skills to support students without external support. Whilst some staff noted improved personal well-being, others found the increased workload a burden.

Acceptability

Staff and CAMHS spoke positively about the acceptability of the Anchor Approach. Parents displayed interest in the Anchor Approach, but a lack of awareness about the intervention. Increased

involvement from parents would improve the continuity of care and help reinforce key messages in the home environment. Resources such as the resilience wheel and common language were praised, although the quantity presented a challenge in some cases, and some of the terminology was considered overly academic or theory heavy.

Efficacy

Examples demonstrating increased understanding and application of theory were provided by staff. Improved emotion regulation in students was noticed by staff and parents. However, CAMHS did not report a reduction in referrals.

Feasibility

The Anchor Approach has the ability to reach whole-school saturation, although it was not being used in this way in all cases. In some schools it was used only with disruptive children, and others reported difficulties engaging students with low attendance. The time commitment and need for top-down involvement may also present challenges to feasibility (and sustainability, below) in some schools.

Flexibility and Adaptability

The Anchor Approach is flexible enough to be adapted to the specific needs of each school. However, there is a need for continuity of care and consistency across organisations and school year groups.

Sustainability

The Anchor Approach effectively improved staff confidence in applying a non-punitive approach and promoted better communication between staff, CAMHS and parents. Changes were identified in relation to school ethos which are likely to have a long-term effect. However, there was a heavy reliance on the Anchor Approach team to support implementation, which may present a challenge if the intervention is expanded to more schools without additional capacity.

Abstract (350 words)

Background: Worldwide, 10-20% of children and adolescents experience mental health problems. High levels of preliminary resilience may buffer against mental and physical distress in children and adolescents, as has school engagement. Student well-being can be most effectively supported through a 'whole-school' resilience approach, whereby all levels of a schoolwork together to enact change. In order to understand the full impact of a whole-school interventions we must 1) take into account the opinions of the staff involved. Here we explore the perceived impact of a resilience-based whole school intervention (the Anchor Approach) according to school staff, parents, and Child and Adolescent Mental Health Services (CAMHS) staff.

Aims: We aim to explore perceptions of the impact of the Anchor Approach, including school intervention sustainability, acceptability, efficacy, feasibility, and flexibility and adaptability.

Methods: Seven qualitative focus groups were conducted with parents (N=4), school staff (N=12) and CAMHS (N=4) from six schools between March – April 2022. Thematic analysis was conducted on the data by two qualitative researchers.

Results: Four themes emerged: 1) "Timeliness", 2) "Impact of the Anchor Approach in the school setting", 3) "Engagement with the Anchor Approach", and 4) "Working together". Participants felt that the Anchor Approach was a timely and well supported intervention. There was great evidence of buy-in to the Anchor Approach's aims, several examples of how participants had begun to action these changes in conceptualisation away from punitive pedagogy and towards emotion-focused care. However there was great variation between schools in the ways that the Anchor Approach was being used, which resulted in different levels of staff confidence, student behavioural change, and continuity of care. There were concerns about the feasibility of the intervention – in terms of the time taken to implement it, the resources provided, and communication around the support being offered.

Conclusions: The Anchor Approach has a good impact and efficacy on the school environment, including staff confidence, student behaviour and staff-student interactions. It had a high level of acceptability across most participants and was being well utilised (with some variation). The feasibility and sustainability of this intervention may be impacted by environmental factors such as staff time and the complexity of the resources provided.

Part 1: The Background: Resilience and School Interventions

Globally 10% to 20% of children and adolescents experience mental health problems.[6,7] In England the prevalence of child and adolescent mental health risk has shown a consistent increase in emotional problems over the past 20 years.[8,9] Mental health problems in childhood and adolescence contributes to lower achievement in education, and increase rates of health risk behaviours, self-harm, and suicide.[10,11] The consequences of such difficulties often persist into adulthood,[12,13] impacting physical and mental health, employment, income and quality of life.[14] Such short and long-term outcomes are socially and economically costly to the individual and wider society, with the burden falling on education, healthcare, housing, justice systems, and social services.[15,16] Child and adolescent mental health research is therefore integral to the well-being of the individual and the population at large.

1a. Resilience

Resilience research explores how individuals can achieve, maintain, or regain well-being in the face of hardship.[1,2] A resilient individual is often described as having a 'better than average response to stress',[15,17,18] where stress is a feeling of emotional strain and/or pressure, caused by personal, social, or biological factors.[19] Resilience research focuses on increasing the possibility of positive outcomes when an individual is faced with stress, rather than on reducing the likelihood of stress or adversity itself. For example, resilience could constitute the strengths and assets[20-22] which enable students to continue to perform well at school despite worries about their grades, future, or identity.

The positive impacts of resilience are significant. High levels of preliminary resilience have been repeatedly found to buffer against mental and physical distress[23-28] in children and adolescents.[29-35] Furthermore resilience can be improved via intervention.[3] As schools are a universal service operating in collaboration with local authorities and wider communities, they are well-placed to implement resilience provisions.[4]

1b. School engagement

School is a central component of a child's life, where relationships and identities are forged.[36,37] Educational research corroborates that of any environment, the classroom has the greatest impact on learning[38,39] and social and emotional health.[40] In order to identify how the school environment interacts with student well-being, it is important to take into account 'school engagement'.

'School engagement' is a broad term which covers participation in the classroom, academic attainment, positive and negative behaviours (i.e. attention and truancy respectively), extracurricular engagement, and level of interpersonal relationships.[41] These constructs are often grouped into three core dimensions: affective, behavioural and cognitive engagement.[20,41,42] Affective engagement is seeming happy and interested whilst at school. Behavioural engagement includes increased verbal participation or involvement in classroom activities, while motivation and

investment in learning signal cognitive engagement. Engagement also encompasses the attitudes of school staff, and the level of involvement in available school activities, such as extra-curricular clubs.[41,42]

Higher school engagement is associated with lower levels of anxiety and depressive symptoms, stress, and obsessive-compulsive disorder in students.[6,36,43-45] It predicts subsequent attainment, attendance and school completion.[46,47] School engagement has also been shown to be related to resilience, such that children with high resilience show higher school engagement, lower engagement in unwanted behaviours, and a more secure attachment to formal learning.[48,49] Further, school engagement may protect against substance use, early sexual initiation, violence and poor mental health.[46] As such school engagement can be considered an integral protective factor to explore when examining child and adolescent health and resilience.

1c. Whole-school interventions

As schools are a universal service working with children during a critical developmental period, they are well-placed to implement resilience provisions.[4] Schools are widely considered the optimal setting for interventions promoting mental health; reducing substance use and other social harms; and teaching risk management.[50]

A 'whole-school approach' involves all levels of a school working together to enact change, such that the ethos behind problematic behaviour is targeted, as well as the problematic behaviour itself.[5,6] Beyond merely delivering classroom-based lessons, whole-school interventions aim to modify policies and systems.[4,51,52] They require partnership between senior leaders, teachers, support staff, parents, carers and the wider community. Whole-school interventions have been found to be more effective than student-facing interventions in reducing depressive symptoms, internalizing and externalizing emotional problems, general psychological distress, and anxiety symptoms[32] in students; especially when they focus on the promotion of mental health rather than the prevention of mental illness.[53,54] Whole school resilience programs specifically have been shown to produce a range of positive effects on children's academic, behavioural and social-emotional functioning including: enhanced social and emotional competence and connection to school; reduced behavioural and mental health problems, and; significantly enhanced academic achievement.[55]

One whole-school programme that incorporates a resilience element is SEAL (Social and Emotional Aspects of Learning). This was implemented nationally in the UK in 2005 (although funding has since been withdrawn).[4] An evaluation of SEAL found that the most crucial implementation factors were staff willingness to engage, staff knowledge of the intervention, time, and availability of resources.[4] The introduction of SEAL highlighted the importance of evaluating interventions, drawing on existing knowledge and models, in order to further develop them. Further to this, the use of SEAL highlighted the importance of resources (time and monetary) for staff and engagement with parents or carers, in order for an intervention to be successfully applied. Another recommendation was that interventions should be evaluated on a small scale, before being rolled out.[4]

1d. Need for the current study

There are barriers towards using a whole-school resilience intervention, and limitations in our knowledge of how and when they are effective. Currently, there is a bias towards student self-report in resilience research.[56,57] Whilst student experience is valuable in evaluating the effects of an intervention, it is also important to gauge staff and parent perceptions.

In part this is to determine whether the intervention is being run as intended. Treatment fidelity is essential if the intervention is to effect positive change, and fidelity is strongly reliant on staff buy-in to the intervention.[58,59] Teachers' evaluation of the acceptability of a programme significantly influences not only their preparedness to implement a new programme but also the extent to which they implement it accurately.[35,60,61]The voices of parents as stakeholders are also important, as they too can reinforce the intervention's message, using resources and techniques at home.[58]

Further, it is necessary to understand how each component of an intervention fits (or does not fit) together in the eyes of those adapting and utilising it. This is essential in order to stream-line the implementation process and reduce unnecessary effort on the part of the (already busy) teaching and learning staff. It also takes into account the context in which the intervention takes place – and how this alters the needs and capabilities of the staff and students involved. Without understanding this context it is impossible to create an effective intervention response. However by collecting a range of opinions from those implementing an intervention, it is possible to identify which dimensions of school adaptation are important for specific outcomes.[62-64]

Finally, there is a lack of longitudinal or cross-environment follow-ups in school-based interventions. Most school-based programs target only one age cohort within a school and are implemented for a short time, usually by the researchers exploring the intervention. Their use in a natural setting are therefore circumspect, and any effects may not be maintained over time, especially when researchers leave the school following the cessation of their study.[35,65,66] Long-term follow-up at a point where the intervention has been integrated holistically into the whole-school culture is necessary in order to understand the real-world impact that the intervention can have, and to confirm that it is fit for purpose.[58] Multiple sites within a region should also be explored before an intervention can be used to inform wider educational or healthcare policies.[4,66] Currently few such programmes exist, and those that do are primarily based in America[51,67] and so may not be generalisable to English schools which have a different educational system.

Summary

In summary there is a significant need both for 'real-world' resilience programmes, and for research which explores these programmes. There is also a need for school interventions which are supported at a whole-school level, and focus on classroom teachers' implementation of the program.[68] It is also beneficial to gain a range of opinions on the factors which facilitate the ongoing implementation of such programs.[58]

Part 2: The Anchor Approach Intervention

"Supporting children and their families to live resilient and stable lives"

2a. What is the Anchor Approach?

Sitting within the Public Health team, the Anchor Approach works with staff in education settings, health services, children's services and third sector organisations in the London Borough of Haringey, delivering a universal provision to positively impact engagement and emotion regulation in all students at population level, while also offering targeted support with young people "causing concern". It adopts an evidence-based Emotion Coaching approach[69,70] - a communication strategy which supports young people to self-regulate and manage their stress responses. This supports organisations to embed systems and strategies that are attachment-aware into practice.

The Anchor Approach is a whole-school intervention that aims to:

1) Support student emotion regulation.
2) Identify and meet unmet developmental needs,

…leading to more young people engaging with education and reducing exclusion, truancy and other unwanted behaviours.

The Anchor Approach framework has been further developed in response to, and in consultation with, schools, social care workers, health care workers, parents, wider local authority departments, and the third sector and so is adaptive in its approach. It was one of six national projects selected to be part of an exhibition at the Houses of Parliament in May 2018 as an example of innovative practice to support mental health & well-being and so is an appropriate, applauded, and well-designed intervention to utilise when exploring this topic.

The Anchor Approach has been used in 31 schools for up to six years (mean implementation time: 2.14 years, range= 0.25 - 5.25 years). Research-based tools,[71-73] training and ongoing support are offered to schools in order to improve the resilience and well-being of their students. Tools include: the Resilience Wheel, the Emotionally Friendly Communication booklet and various other resources for students and staff which focus on well-being and communication (for a full list see below).

Table 1. A list and description of the tools and resources offered by the Anchor Approach team.

Resource Type	Intended Audience	Use
Training	Staff	Provides underpinning principles to support behaviour and culture change
How to Be	Staff	Supports staff to know when to soothe or stimulate using physiology, communication style and developing a sense of self in the young person
Emotionally Friendly Communication	Staff	Provides scripts to support staff to adapt their spoken communication to 'contain' emotion and facilitate emotion regulation; additional information to support emotion coaching
Emotion Coaching	Staff and parents	Provides a structure to support adults to 'contain' emotion and facilitate emotion regulation
Emotionally Friendly Classroom	Staff	Provides common scenarios that children who are sensitive to shame can quickly become overwhelmed by; suggests why this may occur, due to early experience, and strategies to try
Resilience Wheel	Parents, staff & young people	Provides a straightforward structure to recognise and meet developmental needs to build resilience
Attachment theory	Staff	Provides underpinning theory to reframe notions of 'bad behaviour' (via training and tools)
Neuroscience	Staff	Provides a framework to understand the impact of early experience on brain development and resulting adapted behaviours
Relationships & Behaviour Model School Policy	School Senior Leadership	Supporting schools to write a relationships-based behaviour policy
Resilience & Wellbeing Self-Audit for schools (Autumn '22)	Senior Leadership & School Staff	Supporting schools to audit strengths and areas for development in attachment aware, trauma-informed practice at school; provide a resilience & wellbeing audit trail for Ofsted

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Staff Wellbeing for Schools Toolkit (Autumn '22)	Senior Leadership & School Staff	Supporting self-awareness of resilience and wellbeing to facilitate behaviour and culture change
Assessment, planning, target-setting & review tool (Autumn '22)	Emotional Wellbeing lead/Sendco	Support schools with assessment, planning and review of resilience, wellbeing and associated behaviours; from early screening to more complex cases
Newsletter / web page insert	Parents	For use in newsletter or on web page – to support family resilience and wellbeing & reinforce messaging to young people in the assemblies
Resilience & Wellbeing workshop	Parents and staff	Supporting parents and staff to recognise areas of need requiring boosting and some practical ways to do that for themselves, colleagues and families
Leaflets	Professionals, third sector staff and parents	To provide information about the Anchor Approach
Posters	Young People	To reinforce messaging from assemblies and lessons
Network meetings with staff to discuss young people causing concern	School staff	To support staff to identify unmet need and consider a range of strategies to meet them
Assembly packs (primary phase)	Young people (YP)	Staff share with YP to support resilience and wellbeing
Philosophy for Wellbeing (primary phase) Autumn '22	Young people (YP)	Teaching staff to deliver with young people to increase critical thinking skills around core resilience and wellbeing themes (support DfE statutory guidance – relationships education and physical and mental health)

The Haringey Anchor Approach is jointly funded by the Clinical Commissioning Group (CCG), the Public Health team, and the Commissioning team in the council, and forms part of the Local Transformation Plan.

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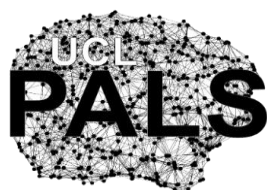
2b. Intervention Methodology

Applying the Anchor Approach involves a collaboration between students, teachers, staff, parents, and health and social care professionals to encourage long-term behavioural change.

The 'whole-school approach' encourages schools to target more than classroom behaviour. Policies and systems must be modified too. The Anchor Approach starts with a whole-school training offer that is delivered to all staff. Training sessions are offered to both staff and parents. Central School Training is offered throughout the year, in order to catch-up new staff.

The Anchor Approach provides a straightforward common language for front line practitioners to promote high levels of resilience, well-being and mental health when working with children and families. The Anchor Approach also offers co-developed research-based[71-73] tools, training, and prolonged support to participating schools to support them to create environments that are attachment aware, and trauma informed.

In addition the Anchor Approach adopts an evidence-based Emotion Coaching approach[69,70] - a communication strategy which supports young people to self-regulate and manage their stress responses. Commonly a member of staff from the Anchor Approach team meets with a school, identifying areas of difficulty or students with additional needs who may particularly benefit from specific strategies. Using traditional cultures research[74,75], these areas of difficulty can be reframed and considered in a practical context, enabling the school and Anchor Approach staff to co-produce and tailor resources to the needs of the school or any individual students. There are also termly Emotional Well-being Forums for all schools (and other connected agencies in health and social care) to attend. These meetings include a guest speaker and the opportunity to discuss good practice, changes in policy and any updates to the intervention itself. Despite the COVID-19 pandemic and associated challenges in education (i.e. high staff turnover and absences) impacting implementation and roll-out in schools, the Anchor Approach team were "committed to continuing the work they were doing during this time and the subsequent period of disruption".

2c. National Policy & Local Response

The government's drive for a whole school approach to resilience, well-being and mental health, as outlined in the document jointly published by the Dept of Health and Social Care and the Dept for Education: 'Government Response to the Consultation on Transforming Children and Young People's Mental Health Provision: Green Paper and Next Steps' (July 2018) is central to the ongoing development of the Anchor Approach training, tools and resources.

At system and whole school culture level, these include:
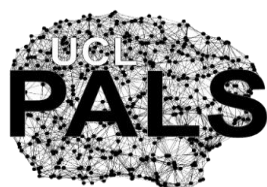
(i)   a 'Relationships and Behaviour Model School Policy' already being used by schools, while currently in development, for distribution in the Autumn 2022 are

(ii)   'School Self Auditing Tool for Resilience, Well-being and Mental Health',

(iii)   an 'Assessment, Planning, Target-setting, Review and Strategy Toolkit' and

(iv)   a 'Staff Well-being Toolkit'.

For working directly with young people, already in use in primary schools are the:

(v)   'Assemblies for Well-being' which teach key points about resilience and well-being while

(vi)   'Philosophy for Well-being' core lessons for KS2 are aligned to the DfE statutory guidance documents 'Physical Health and Mental Health (Primary and Secondary') and 'Relationships Education (Primary); both updated Sept 2021, and

(vii)   the 'Philosophy for Well-being Themed Lessons' will support young people around different forms of exploitation, including gangs, violence against women and girls, and extremism, among others.

However, further rigorous evaluation is required to strengthen the evidence-base for the intervention. As a result of the intervention's length and breadth, the whole-school approach and the authenticity of its adaptation to the school conditions, the Anchor Approach is considered an acceptable intervention to explore for the current research aims.

Part 3: Research design

3a. Aims

The present research aims to:

1. Explore perceptions of the impact of a resilience-based whole-school intervention to improve school engagement, using the Anchor Approach as a model.

2. Explore school intervention sustainability[60] focusing on perceptions of:

   a. The acceptability of the programme to staff (teachers, teaching assistants, senior leadership and special educational needs co-ordinators) and parents.
   b. The perceived efficacy of the program and its components in relation to student behaviour.
   c. The feasibility of the intervention to be implemented on an ongoing basis with 'minimal but sufficient resources'
   d. Flexibility and adaptability of the intervention to complement the environment of individual schools

3b. Ethics

Research in the field of psychology must adhere to stringent guidelines laid out by the British Psychological Society. Compliance with the BPS Ethical Code of Conduct protects participants from harm (2018). The four tenets of sound ethical practice are:

1. Respect: *ensuring all participants are treated with dignity*
2. Competence; *gaining specialist training, skills, experience and knowledge*
3. Responsibility; *for managing all elements of the research as far as possible*
4. Integrity; *behaving honestly in relation to both participants and methodology*

Ethical approval was obtained on (20th December 2021) from UCL Research Ethics Committee (21415.003).

An amendment was registered and accepted by the Research Ethics Committee on (April 28th). The original proposal included plans to conduct focus groups with four different groups of school staff (teachers, teaching assistants, SENCOs and senior leadership), so as to prevent perceived hierarchy impacting contribution. However due to time-tabling difficulties it was decided that it was more important to be inclusive with the opportunities provided for participation, and so participants were provided with any available interview slot within their group (staff, CAMHS, or parent).

3c. Study Design

A qualitative focus group design was adopted for this report. Qualitative research is often conducted when researchers want to collect very rich and detailed feedback from participants who have first-hand experience of the research focus (in this case, the Anchor Approach). A focus group is a conversation on a specific topic between a small number of participants guided by a researcher. In this format participants can discuss any areas of disagreement or shared views, which enables the collection of very rich and detailed data.[76]

Focus groups are structured by a series of questions, called an interview schedule. Two interview schedules (one for staff and one for parents) were designed by the researchers in collaboration with the Public Health team at Haringey Council and stakeholders (parents and staff), in order to evaluate the intervention in light of the research aims.

Development was guided by the research aim: 'to explore the perception of a resilience-based whole-school intervention to improve school engagement, using the Anchor Approach as a model'. Further to this, as detailed in section 3a, a second core aim of the research surrounds intervention suitability and contains four sub-components. In 2005, Susan Han and Bahr Weiss published a peer-reviewed journal article titled *'Sustainability of Teacher Implementation of School-based Mental Health Programs'*. This paper laid out recommendations for exploring school intervention suitability; recommendations which were used to guide the aims and subsequent interview schedule development.

The initial design phase was as follows:

1) The UCL research Team met with Haringey Council to discuss the research aims.
2) The first draft of the questions was structured using the research aims as a basis.
3) This initial draft was shared with Haringey Council, who provided comments.
4) Further amendments were made by the UCL research team, in-line with the feedback provided by Haringey Council.

Pilot

A pilot run of the interview schedules was conducted with a staff member and parent linked to the Anchor Approach. The pilot enabled the researchers to hear from those with experience of implementing the Anchor Approach, and refine the questions asked to better suit the level of knowledge and experience of these population groups. Based on the feedback from these participants, several changes were made to the schedule:

1) Questions for parents about their use of and opinions about the Anchor Approach resources were added.
2) Questions were added about communication between staff, and staff and parents, using the common language as a tool to explore this.

3) Questions were added about the impact of the Anchor Approach on well-being in a personal and professional context.
4) Questions were added about the impact of the Anchor Approach on student behaviour.
5) Phrasing was adjusted to ensure tone was appropriate for each distinct group (i.e. using the terms 'child' versus 'student').

The pilot also provided an opportunity for the researchers to discuss logistical arrangements with participants, such as the scheduling of focus groups. Following discussion and feedback from the staff member and parent (and the Steering Group), the final questions were agreed and submitted to UCL Research Ethics Committee, in the Ethics Application Form.

Study Materials

Staff and parent interview schedules were designed to extract opinions regarding the overall feasibility of the Anchor Approach in a naturalistic school setting, based on the experience of the specific group. The staff schedule considered four key areas:

(i) Opinions of the Anchor Approach;

(ii) How well the Anchor Approach works;

(iii) How realistic and costly (in terms of time and economic costs) programme implementation is, and

(iv) How easily the intervention and accompanying resources can be adapted to meet the needs of the school.

The staff interview schedule can be viewed in Appendix A.

The parent schedule was designed with the knowledge that parents had comparatively less awareness of the intervention itself. Instead the focus was on their thoughts about the resources being used and their impact, as parents are well-placed to identify behavioural change in their children. Further, parental influence can be used to reinforce the ethos of the Anchor Approach in the home environment which can help develop the intervention for the future and so parents were asked whether they would be interested in using the materials in these ways. There were three key areas of interest to the researchers:

(i) Awareness of the Anchor Approach and feedback on resources.

(ii) Perceived impact of the Anchor Approach on their child in school and at home, and

(iii) Impact of the Anchor Approach on communication with their child and members of staff.

Full details can be found in Appendix B.

3e. Participants

Participants were recruited through opportunistic sampling via an email to staff and parents in participating schools, sent by the school administration. All staff and parents were eligible for participation.

CAMHS (Child and Adolescent Mental Health Services) team members were also recruited. The mental health teams that contributed to the evaluation sit in Barnet, Enfield & Haringey Mental Health NHS Trust & form part of the Trailblazer partnership supporting mental health in schools in Haringey, of which the Anchor Approach is one partner. They were asked for a view because they are working in schools and could provide an independent view on the impact of The Anchor Approach.

Following consent from Head teachers, Haringey Council shared the contact details of 12 school Heads with the UCL research team. School details were shared between the end of January to late

April 2022. Heads were then approached by the UCL team for consent for their school's participation in the research (gateway consent). 11 Heads (92%) provided gateway consent and acted as a point of liaison contact for the next stage.

13 parents and 26 staff members provided their consent to participate in a focus group. Of these, 4 parents and 16 staff members attended a focus group (representing 51% of the original sample). The parents represented two different schools, whilst the teachers represented five schools, representing six of the twelve schools contacted (50%). Of the schools, six were junior schools and one was a secondary school.

The researchers spoke to 20 participants from various schools, including 4 parents (20%), 12 members of staff (60%) and 4 CAMHS staff (20%). Of the members of staff, 7 were teachers (59%) 3 were SENCOs (25%), 1 was a cover supervisor (8%) and 1 was a trainee teacher (8%).

Figure 1. Participant engagement and attrition across the recruitment process.
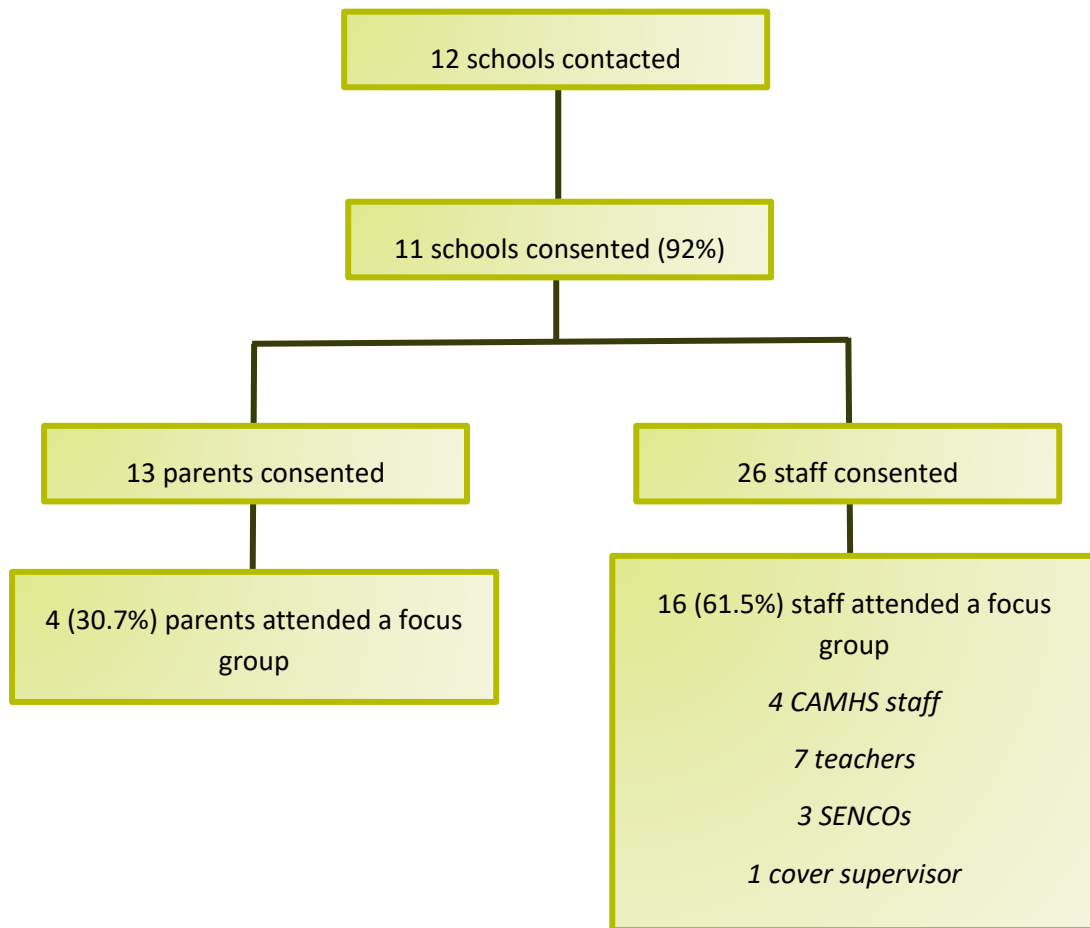
3d. Procedure

Figure 2. A timeline of the research

AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL

Apply for and gain ethical approval

Develop interview schedule

Literature review

Approach schools for gateway consent

Gain participant-level consent

Conduct focus groups

Transcription, analysis and report write-up
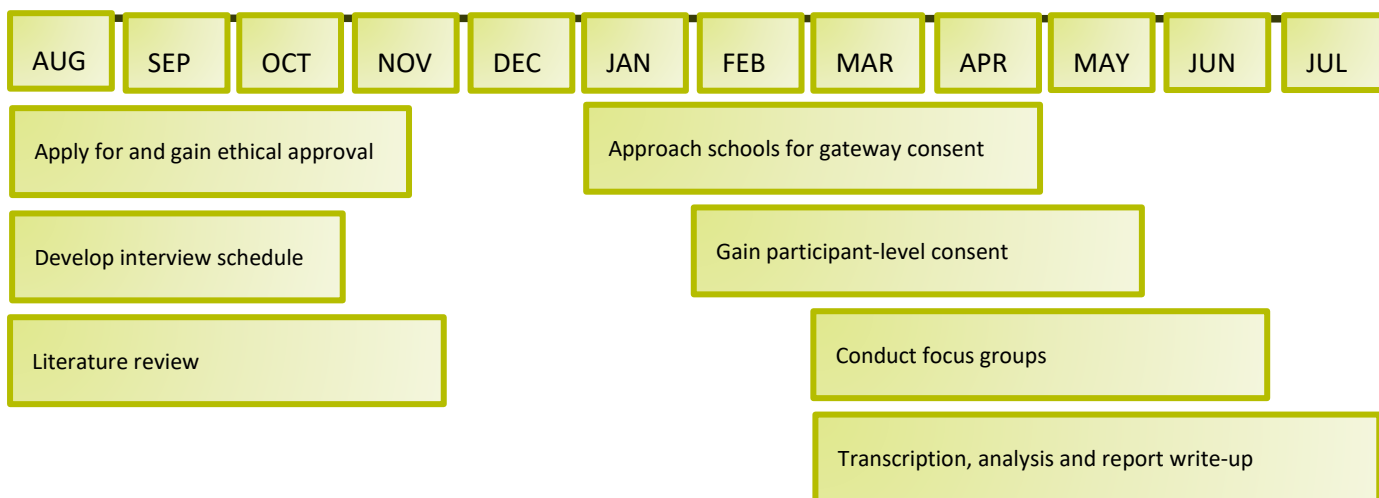
Each school's point of liaison was provided with a letter to be distributed to staff and parents, containing the information sheet explaining the research (see Appendix C). Interested parties were able to consent via an online form and share their availability for a focus group. To further drive uptake, the UCL Team were in frequent communication with schools, via email and phone communication. Whilst Haringey were not informed of which schools were involved for ethical reasons, they supported recruitment by sending email remainders. Both UCL and Haringey were sensitive in their contact with schools. This helped to increase participant numbers, whilst ensuring minimal disruption to the professional and private lives of participants.

Focus groups were organised for parents and staff members separately. Group allocation was determined by participant availability. Once 1-6 participants had signed-up for an individual focus group, they received email confirmation along with a Teams calendar invite. Participants were encouraged to ask any questions about the structure of the focus group, or highlight any adjustments required. A further two reminders were sent before their focus group – one on the morning of the group and one 15 minutes before the scheduled meeting time.

Figure 3. A summary of the focus group procedure details.

Where?	When?	Who?	Length?
Microsoft Teams	March-April 2022	1-6 participants	45 mins
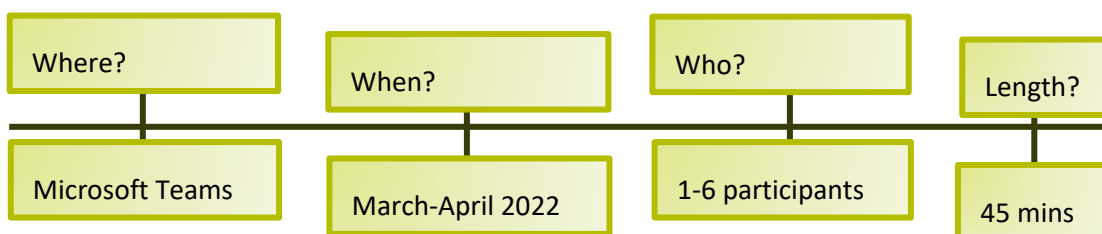
In some cases schools preferred to liaise directly with the research team to attend focus groups as a team a pre-organised meeting time (such as a staff meeting). In these instances, an appropriate time

was confirmed, and a meeting link was sent to the school liaison to allow participants into the Teams room on the day. The liaison was also given the consent form and information sheet to be provided to all participants. At the start of the focus group participants were reminded to complete the consent form prior to the focus group commencing. Where possible, participants were allocated to minimise same-school membership within focus groups. This ensured participant privacy was maintained by reducing mixing within schools.

Focus groups were conducted digitally using Microsoft Teams, with small groups of 1-6 participants between April and mid-June. Focus groups lasted approximately 45 minutes each (range = 22-65 minutes, mean = 45).The groups opened with a standardised introduction from the researcher, detailing the research and reminding participants of their ethical rights (i.e. to withdraw at any point without explanation or consequence, to remain anonymous) (see Appendix D and Appendix E).To counter-act the potential effects of hierarchy, staff were reminded at the start of each focus groups that all voices are valued equally. Further, a working document was shared with them during the focus group so that they could contribute any additional thoughts or notes, if they felt uncomfortable expressing these verbally with the group.

The focus group interview schedules were used to direct the topics of conversation in each focus group. The order and content of these questions were adapted based on the natural shift of the conversation, but the content remained the same. At times follow-up questions were asked to confirm details mentioned by participants.

After the focus group, participants were contacted again with a standardised debrief (see Appendix F). Additionally, the Anchor Approach resources were attached, where participants requested these.

The results of these focus groups were transcribed automatically by Microsoft Teams and checked manually by a researcher. They were anonymised at this point by the study team.

The transcripts were then reviewed by two reviewers (IR and JM) using Braun and Clark's inductive and deductive method of qualitative analysis[77], and a list of key themes were agreed. This approach was most suitable for this novel research as it enabled analysis to be led by the research questions but primarily driven by the data. The transcripts were divided into key quotations which were assigned to the key themes, and associated codes (please see below for more details).

How to read the results section

The results section below is broken down into 'themes' that the UCL research team identified from the interview focus group transcripts. These 'themes' are ideas which came up repeatedly across participants and across interviews, and so are considered to be strong evidence of their feelings towards The Anchor Approach. Each 'theme' is further broken down into sections (or "codes") for ease of reading.

Each section is supported by some example quotations to provide evidence for the researcher's conclusions. Quotations are given exactly as spoken by the participants, other than in three cases:

1. Where the context is not clear from the quotation, clarifying words have been added in square brackets (e.g. "it [the intervention] has...").
2. Where a quotation includes personal information, this information has been removed and replaced with a place-holder in square brackets (e.g. "[staff name]").
3. Where a quotation moves away from the point, but then comes back to it, the irrelevant information has been replaced with '...'. This is **only** done where the information is not relevant, and removing it does not change the context of the quotation.

In many cases there will have been more examples than are shown, but for brevity only the most informative examples have been displayed. For transparency, a full list of all the quotations, as they relate to themes, can be found in the Appendix G.

Part 4: Results

The results are broken down below into four main themes, which emerged when talking to staff, parents, and CAMHS (children and adolescent mental health services) team members about the acceptability, efficacy, and feasibility of the Anchor Approach. These themes were 1) "Timeliness", 2) "Impact of the Anchor Approach in the school setting", 3) "Engagement with the Anchor Approach", and 4) "Working together". The results below are discussed in relation to these themes, using key quotations to evidence these concepts.

Each theme is also broken down into associated "codes", which are smaller descriptive subsets of the wider narrative displayed in theme. Each is described below under the associated theme heading. Figure 4 below displays how these themes and codes relate to each other.

Figure 4. A thematic map of themes and codes identified by participants in their evaluation of the Anchor Approach intervention*
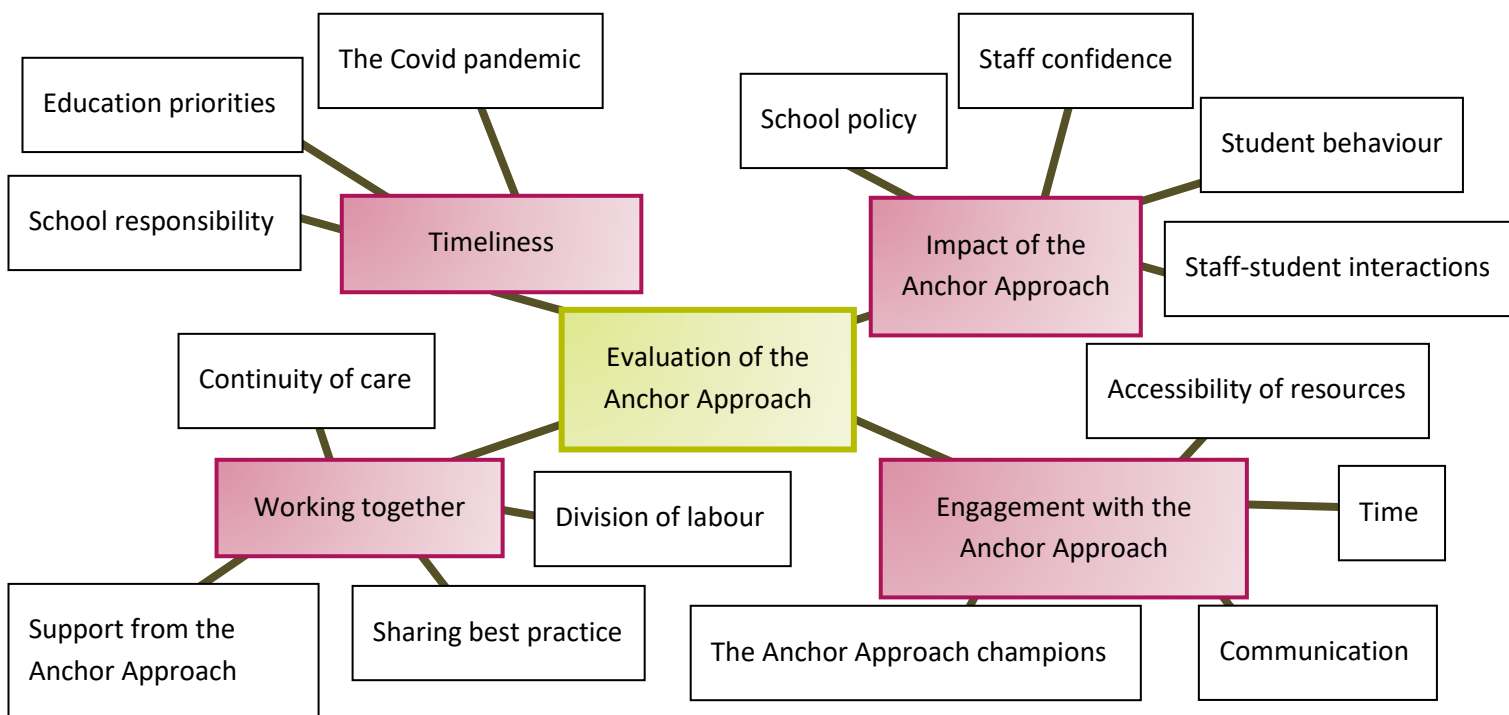
Pink boxes represent themes and white boxes represent codes

A full list of the quotations drawn from the transcript documents as summarised in relation to "acceptability, efficacy, feasibility, and flexibility", can be found in the 'Summary and

recommendations' section. A full list of the quotations pulled from the interviews, as they relate to these themes, can be found in appendix G.

Theme 1: Timeliness

A recurring positive comment provided by the participants in relation to the Anchor Approach was the timeliness of the intervention. Staff, parents, and CAMHS staff were aware of both the need for emotional support for students and the current limitations in emotional support provided within schools. Many identified the Anchor Approach as having a positive impact on this support, and all were interested in the Anchor Approach's aims and a move away from punitive responses to disruptive behaviour.

CAMHS staff in particular work across multiple schools in their borough and so are in a privileged position for identifying differences or similarities in outcomes between schools that do and do not use the Anchor Approach. They reported that the Anchor Approach had a positive impact on staff behaviour and school policy, as identified through the content of the referrals sent to them, and in comparison to the student well-being interventions provided in other boroughs. However this did vary between schools.

> *"I know [staff name] we were in one together and you can clearly tell it, it was almost just obvious from going in the front door that they hadn't had any the Anchor Approach training or anything on kind of looking at, you know, just individual children or managing behaviour, just the language they were using, you know, the discipline, everything about it just screamed that they hadn't."* (**CAMHS 13**)

In wider educational policy, student mental health has recently become a key outcome of interest for the Department of Education. Mental Health Support Teams have been instigated in schools by the Department of Education and NHS England to support student well-being. In the Haringey Borough, these teams are called "Trailblazer Teams".[78] CAMHS staff reported that in Haringey, in comparison to other boroughs, the Trailblazers team was sustaining demonstrable change, and that a "big part" of making this "work" borough-wide was due to the support and coordination provided by the Anchor Approach team.

> *"...but trailblazer in Haringey was different because it had partners with us and the Anchor Approach was one of the partners with the mental health support team, which then came Trailblazer project. There are other trailblazers sites, but there might just be a mental health support team on its own. Whereas in Haringey we've got all different partners."* (CAMHS 1)

> *"No, it's a big part. So they're rec- like a partner and it goes along with it, kind of, one of the aims of the mental health support teams is to create a whole school approach. So like I said, with the*

Anchor Approach being able to do that staff, training and developing the whole school approach, it definitely works, like alongside our role" (CAMHS 1)

One CAMHS participant reported that they continued to use the Anchor Approach resources with their new borough. This participant showed less confidence in the interventions offered by other boroughs than in the Anchor Approach, as evidenced by a need to develop their own intervention rather than rely on those in place. The feeling was that the Anchor Approach had fast-tracked the Haringey borough ahead of the trend for student support, while other boroughs were still in the process of developing their well-being approaches.

"*I think it's kind of worth kind of saying I work in a different borough now where there are a couple of different competing whole school approaches. And then there's questions about whether our MHST will be making a whole school approach as well as their own. Compared to that The Anchor Approach as a single kind of point a single body in the borough that MHST is clearly paired with. That worked quite well, so yeah*" (CAMHS 2)

"*Yeah, I think I've worked as a CWP in three different teams now, and Haringey really is the one that had that close partnership with an approach like The Anchor Approach. And yeah, it really did pay off actually, it's really valuable. Very good communication between the two as well.*" (CAMHS 2)

School responsibility for child well-being

Participants reported a need for student well-being to be supported in the school environment, and an understanding that schools play a large and important role in the well-being and self-esteem of its students.

"*Yeah this [school] is actually your safe place, potentially, like a safer than being at home.*" (Staff 12)

"*I think [for] a lot of students there is that pressure where I want to do well in school, but I'm not having a good time at school and then it can be quite challenging having had some experiences that are, sort of quite unpleasant.*" (Staff 7)

"*...And for those children that maybe don't get a lot of adult engagement, it's nice to know that someone is always thinking about you and remembering parts of your life. Even as an adult, it's nice if someone remembers things about you*." (Staff 1)

Parents in particular demonstrated interest in what schools were doing to support the development of their students and teach them how to cope with their emotions. Parents were vocal in their

support for school well-being initiatives such that children could learn emotional coping methods from an early age.

"Then it's something I probably believe is needed in school to assist the children with their wellbeing emotional, especially in that age." (Parent 2)

"My interest was cause I'd approach the school about six months ago wondering. Uh, what's gonna be the approach? What are we doing about Umm, uh children's kind of education in emotional intelligence." (Parent 3)

"So I mean, I suppose broadly, like I think broadly I'm kind of really, I really support the idea of actually thinking about like behaviour and, and improving children's well-being. So like I'm really supportive of the concept, if you like and, and, what you're trying to achieve." (Parent 4)

A wide agreement was reached across participating groups that schools needed to pivot towards student-centred care and away from punitive measures. Punitive measures were identified as being short-term in their outcomes, and school staff reported these measures as ineffective, identifying the circular nature of inappropriate student behaviour and punishment, resulting in worse student outcomes and heavier staff work-load.

"It's a good way to try and think about those interventions for kids that are just yeah, like you say, just going round and round the loop of detention and reports and endless. Yeah. It's good to kind of try and get to the root of that more and view the kind of behaviour more of like a symptom..." (Staff 10)

"So if your experience is just like, I'm struggling in class, I'm in detention. Yeah. And it's just rinse and repeat." (Staff 11)

> *"I think desperation, if I'm honest, because the sanction approach was not - is not - working"* (**Staff 4** on why they used the Anchor Approach)

Further than this, staff demonstrated an understanding that student behaviour needed to be understood in order to bring about change and appeared to bring this into their daily work. This change in behaviour was noticeable to by CAMHS staff as a difference in behaviour between staff at Anchor Approach schools and non- Anchor Approach schools.

"Yeah, I liked the, I thought the categories were interesting to think about it in, like in terms of a what, what, what needs they're missing rather than the behaviour they're exhibiting. So yeah, like you said, kind of the cause of it." (Staff 10)

"And it's never too late. I think that was also the thing that very much came through from the Anchor Approach that, you know, change can happen … Yeah, but you can turn it round. And I've

seen that and now, I just, it's, you know. And it's a kid wanting to know that you care I think actually, more often than not." (Staff 4)

"Yeah, I would say similar, very much, like for me it was clear in kind of the language and tone that was used when talking about behaviours like whether they were spoken as like a problem behaviour or this child needs some support and this is what we've tried." (CAMHS 3)

"Or even when teachers are kind of thinking about making referrals into our service, so they will be even how they conduct, how they would speak about their child or making a referral specifically for that child because of this behaviour and not really, you can tell if they've had the training they'll be reflecting on, oh, but you know we've tried this, so we've tried that strategy or this might be happening for the child and it goes kind of, behind the behaviour. So that's definitely something I notice, that they haven't had the train and there's a very strong focus on like the outward behaviour and not on what might be underneath." (CAMHS 1)

Figure 5. Example student-staff interactions demonstrating attention to the factors underlying student behaviour

"But like you know, I saw a kid who, he's a problematic child who's now left the school got kicked out. Whatever. He I don't know. It's a big family. Like I don't know how much attention he gets. He's not very strong academically, and that's where one time in the music club and he was like playing the piano and like suddenly he was like, I've never seen him in that mood before. Like his face was lit up like a little kid like it should be, you know, I mean, it just made me think, like, how often, how often does this kid get attention or where he feels like he's good at something and where he gets. And then obviously, you know, the framework brings it, like a sense of 'purpose' or something like that or to 'achieve' it. So it kind of put it in those kind of tones and was like, Oh yeah, like. He is just a kid. He wants to feel like he's good at stuff or wants some attention and like how much time does he ever spend getting that feeling? And he's like one of a lot of children. I don't know from a difficult home life and he's not strong at school, like, doesn't do much extracurricular, like, where does he actually get a feeling of, you know, purpose, achievement?" (**Staff 11**)

"So what I think about, say students like um, '[redacted name]' when I think about one of the key students, she was on report, she was getting recurrent detentions and so forth and key things were happening. So when I kind of thought about OK, what are the challenges? OK, then there's the challenge in terms of resilience and I was identifying some resilience and what are the challenges with actually being able to employ that, Uhm, and what are the external, what are the external reward systems that can be employed to ensure that she gets it as well as other positive aspects to encourage her to feel motivated… she's now off report and she's now this close to being in positive points as well, she's no longer going to be negative." (**Staff 7**)

The Anchor Approach itself was identified as facilitating this move toward student-centred care. Staff reported that the Anchor Approach was a useful tool for changing the way that they thought about and interacted with students, and provided an alternative to punishing students with disruptive behaviour. In this way the Anchor Approach itself, even aside from the content and resources, may be beneficial for staff looking to change their interactions with more challenging students. In identifying this need, participants also identified that for several of the participating schools this was a "novel" approach to student care and marked a transition away from more punitive methods used traditionally in education.

"Well, I think the conversations have changed, you know, I don't anymore hear "Ohh my goodness, he's the most awful child" you know those terrible things, you know, "he just can't behave" and actually there is much more of an understanding and I've actually noticed on, we have a system for recording behavioural incidents, and there's so much more on it about: "and I had a discussion about what's going on at home", "and I had a discussion about how he's feeling" and so I think that is a very gradual move, which I think is wonderful." (Staff 4)

"I certainly liked the sort of thinking behind it of like trying to dig a little bit deeper into why kids behave in certain ways because sometimes it can just feel like detention and repeat and actually trying to tackle, like, the cause of why their behaviours might be the way they are. And I definitely like that approach. And that felt like something quite novel. Yeah, for the school." (Staff 11)

"That kind of thing, I think it really works for some of our children and it's just, it seems so simple, but it has such a big impact and I think it just gives teachers and support staff another, just another way of dealing with things instead of just being really firm and strict, it just gives them a completely different way of uhm, I don't know what the word is, but of dealing with, uhm, children's emotions and behaviours. I just really like it actually." (Staff 3)

"So I and like, we're quite a kind of zero tolerance, supposedly behaviour school. So yeah, that kind of try, trying to use something other than just a detention whenever you do something wrong, I think was a good idea." (Staff 10)

CAMHS staff also identified a shift towards student well-being in schools which had undertaken the Anchor Approach. In schools where the Anchor Approach is present, CAMHS reported that school staff were taking more responsibility for talking to the students themselves, rather than relying on external support. They also reported that staff from Anchor Approach schools were more open to the interventions suggested by CAMHS. In this way they suggested that the message of the Anchor Approach "echoes" outwards to wider, systemic, effect.

"I can think of just some schools where you go in where they're kind of behaviour management is still quite shame based. Or even just, I've been in somewhere. They're keeping children and at lunchtime and very much speaking down to them and, and it just so happens that this is one of the schools that didn't have the Anchor Approach." (CAMHS 4)

"Yeah, a bit vague, but I kind of feel like there might be a difference between schools where the Anchor Approach hasn't been when it feels very much like we're asking you as an external agency to come in, see this person change things and then go, versus a school that has the Anchor Approach in where they'll kind of say, OK, we're all part of supporting this young person. This is what we've already done to try and support them. How else do you think we can help? Do you have a role in that help? It feels like more of a, a shared approach like, like you were saying." (CAMHS 2)

"...if they [schools] really embraced the Anchor Approach and that whole school approach, then they actually, we probably end up have a quite, having quite a good relationship with them too. It echoes out." (CAMHS 1)

"And yeah, I, I found that the schools who were engaged in the training, had a much more well-rounded approach to support and they seemed more either more aware or more interested to hear what was on offer in lots of different ways, um, and it was so much just like we need this sorted." (CAMHS 3)

This may demonstrate a cognitive and behavioural shift in these staff, caused by the Anchor Approach, towards understanding and communicating with their students. However it is important to note that this may also be an artifact of initial school interest in the Anchor Approach. In other words, schools which are more open to non-punitive measures and alternatives ways of supporting student well-being may be more likely to engage with the Anchor Approach and CAMHS in the first place. This is known as "participation bias"; a scientific term meaning that individuals with certain characteristics (e.g. prior interest in the intervention's outcomes) are more likely to engage with an intervention. This means that the participating sample is systematically different from the general population, potentially resulting in biased outcomes (e.g. more positive intervention outcomes).

"I agree with you [participant name] and cause I think those schools that are like, that we struggle sometimes to make contact with and get it. It's clear that they're the ones that probably haven't had the Anchor Approach." (CAMHS 1)

"I think there were some schools where I found it less, I don't think I found it less helpful, but I found it less easy because some schools I think it was quite hard for us to get in touch with anyway, so then promoting the Anchor Approach, I think sometimes felt quite difficult and I wasn't always sure how much the schools were taking on board from what I was saying." (CAMHS 3)

Education priorities

CAMHS participants identified a shift in education priorities within schools participating in the Anchor Approach. In particular they reported a lower CAMHS workload in Anchor Approach schools due to school staff attempting to remedy the situation themselves prior to handing over to CAMHS.

They also reported that staff in these schools were actively attempting to engage with the students themselves, and so were providing more detailed individual information on the students, and on the approaches attempted, at referral. This supported CAMHS in being able to provide more specific support, and to spend more time supporting the more complex cases.

"I'll have review meetings and they'll say, I'll go, they'll have a list of kind of children or class groups and they'll think, right, well, I'm gonna speak to the Anchor Approach team about this child, whereas you know, who knows? A few years ago it might been like, OK, I'll refer this child to CAMHS. It's creating a different thinking." (CAMHS 1)

"Yeah, I agree with that. But I, I didn't notice specific changes in kind of the referrals that we were getting, but I did notice in the conversations about referrals or yeah in what was written in them. I think over time there was more, um, yeah, a bit more information about kind of what, well, things have gone well, things that haven't, you know, things that have been tried and, and people who have been involved and stuff like that and I think that's probably what I noticed from the schools who were engaged in the Anchor Approach." (CAMHS 3)

There were however variations between schools in perceived buy-in and use of the Anchor Approach. Some participants reported more difficulty than others in reconciling the Anchor Approach with their school's priorities or with the mind-sets of more senior staff. For example there was a feeling that there would be cynicism from older staff in learning to use the Anchor Approach. These staff were described as "militant" in their desire to follow the school policy rigidly and combatively. These schools were perceived as experiencing push-back against the use of the Anchor Approach which caused inconsistent student support.

"I mean, we are like. Trainees new to the profession in a school that's we've probably all felt was quite draconian at times. I'd be intrigued to know what, like a veteran? Yeah, 20 years in the game would think about it, do you know what I mean. I'd imagine they said we heard all of this in the 80s and 90s. It gets recycled every ten years under a new banner. But yeah, I would imagine everyone in the teaching profession. I don't know, I don't know. Well, like I don't know, I'd be intrigued to see how cynical more experienced teachers were about this, but certainly from our perspective, I think I can speak for to us. Yeah, definitely love to do more of this kind of stuff." (Staff 11)

"And I actually think they've got really like a big like, challenge on their hands, really. That isn't always, I guess, acknowledged. If you're thinking about whole kind of school staff and, you know, some teachers, not all, but there are still some teachers who are really, like, strict and kind of strict behaviour management in their classroom. And so that's why, like, what the Anchor Approach really has to have the backing of like head teachers and like senior leaders." (CAMHS 1)

"And the reality is it's not like a priority in terms of the whole school's picture and therefore the implementation of it, is always gonna be haphazard and inconsistent because, time is not carved out to make it a priority." (Staff 11)

"I think we've got some members of staff no disrespect to them, but, uh, are quite old school, so might not want to use it like someone said at the beginning, that kind of more nicey nicey approach and might go straight in for the, you know, for the firm strict telling off ..." (Staff 1)

Staff 11: *"My view would be I would what I mean, [staff name], he's my mentor, you know"*

Staff 12: *"He's very militant."*

Staff 11: *"Yeah, I think he represents what SLT wants. And I think its like, I'm sure they would accept that there are some circumstances where some discretion is necessary, but they feel that in general Like there's the previously is and can be too much leniency applied and that in general consistency of the rules is actually what they want, but they sure they said there might be some extent exceptions. "*

In these situations staff appreciated the presence of the Anchor Approach to support and evidence their choices in responding to disruptive students. The Anchor Approach empowered these staff members to feel more confident in making choices not supported by other staff/their school policy.

"For me it's been really useful um, just as you know, um, lots of strategies that, they, as um the other lady said, they are common sense a lot of them, but it's again it's just having that sort of theory to back you up on why you're doing things that I think some people might look at as being a bit too soft, a little bit too positive because you know it's obviously trying to, to take that route rather than to, you know, lots of sanctions and it's understanding why children are acting in the way that they are, behaving in the way that they are and trying to support them, sort of holistically." (Staff 2)

Some participants themselves believed that punitive punishment has its place in education, and so demonstrated that they had not internalised the lessons of the Anchor Approach. This is of particular interest as these were often the same staff who positively evaluated the Anchor Approach in the last section, demonstrating that even amongst staff who see the benefits of understanding the context of student behaviour there remains a negative perception of students who require additional support. This included feelings of dislike for disruptive students, feeling that students "deserved" punishment regardless of their circumstances, and feelings that some students would change their behaviour regardless of the support provided.

"Yeah, or that student, yeah, some people just want to watch the world burn. You know what I mean?" (Staff 11).

"You still give them (SEC students) warnings. but would you give them, Like maybe you wouldn't give him a warning for doing it, even though I'm sure, yeah, I guess they deserve it." (Staff 12)

"But that's a lot. Just to be interested in them, that's all they want. They honestly all kids want is, for them to feel like you love them. That's it." (Staff 12). *"I do love some of them."* (Staff 10). *"Yeah, but if you make the effort, even if you don't love them, but you make them feel like you're interested. Yeah, you're just be like, how's it going? How's your life? What's you know, even if it's insincere, they don't know. You know."* (Staff 12).

"Would she have been off report eventually if, you know, if that wasn't in place? Because I I think you know there are some students in in my class who have escalated, escalated, escalated, and then eventually, they've had enough of report and they've got themselves off of it, you know so." (Staff 6)

Although this may show a lack of interest in, or embedding of, the Anchor Approach, it is also worth remembering that school staff are human, and that it is difficult to be sympathetic towards people who make your life more difficult, especially if their behaviour feels like an attack. As such it may be unrealistic to expect a full change towards an emotion-centred response to disruptive students.

"And like, if you're a new teacher just trying to find your feet in a particularly notoriously stressful profession. Yeah. Just trying to get yourself through the days, you know, once again bullied by your next year nines. So I mean, like the … the emotional capacity that you're gonna dedicate to, like, pastoral stuff is always gonna be limited." (Staff 11)

The Covid pandemic

Another important consideration in the timeliness of the Anchor Approach intervention is the Covid pandemic (May 2020-2022). Due to the pandemic the Anchor Approach team were unable to go into schools in person for a long period of time, and schools themselves were overburdened with staff and student support needs, while simultaneously finding themselves with fewer resources. This impacted the recency of the training program and so the strength of understanding and use of the Anchor Approach within some school settings. This context must be kept in mind when reviewing the information provided in this report.

"… it was quite a long time ago that we did have the resilience wheel training … but I just wish, um, that, um, you know, obviously that things hadn't been as disrupted because I feel like I can't talk about that side of things very well." (Staff 1)

"My school similar to S2D, we have had the training, but it was I can't really remember exactly when it was, but it feels like a long time ago." (Staff 3)

During the course of the pandemic students experienced significantly reduced opportunities to socialise and increased stress.[79,80] Participants reported concerns that this had caused delayed emotional development within the student population, including reduced resilience and a larger

number of struggling students. There were also concerns about the long-term impact this would have for the development of these cohorts. The Anchor Approach was seen as a remedy to these difficulties, demonstrating high faith in the Anchor Approach amongst both CAMHS and school staff. As such it is possible that there may be an increased need for the Anchor Approach in the coming years.

"And so when I've gone into schools, they're talking about how, you know, they're seeing like whole year groups struggling. So before COVID it seemed to be, you know, they would pick one or two from a classroom and now teachers are talking to me about in terms of whole year groups." (CAMHS 1)

"And also the kids are struggling more mentally... And yes, like some of these kids just like the year sevens are mentally like 9. They have no respect, they have no resilience. Like they look like they're gonna cry if I don't take that question when they're asking if they need to write in a pen or a pencil. So I think these things, yeah, in some ways, they're needed more than ever. But in other ways because of the current situation, it's even less possible to, I mean like I think staff are struggling more mentally as well after COVID." (Staff 10)

"I think especially now actually, we've had a huge amount of behaviour challenges, not straight after COVID but, now we're seeing these things coming out. And to have, I think that, to have some of those strategies fresh in our mind is good. So if we do have a fresh training which [the Anchor Approach liaison] said we are, we hopefully should be able to, then yeah, it's, it will be a good use of CPD [Continuing Professional Development] time, but I just think when it happened for us, it wasn't the right time because but because, because of the pandemic, but that's, that's no one's fault." (Staff 1)

"I was also thinking maybe because obviously my experience with my daughter, it has been during pandemic, so maybe also part of the let's say lack of communication of difficulty in communication is because there are not as many parent meetings as probably there used to be before the pandemic, so yeah, maybe that has had an impact on how much was communicated." (Parent 1)

Theme 2. Impact of The Anchor Approach in the school setting

The Anchor Approach was widely used by school staff, including counsellors, pastoral teams, teachers, and support staff. A wide range of behavioural impacts were identified as resulting from the Anchor Approach. The majority of these centred around improvements in staff confidence, but some changes in student behaviour were also identified. Staff using the Anchor Approach felt supported to make student-centred changes to their behaviour and appreciated having a range of options to turn to when responding to disruptive students. Staff reported being more aware of 'belonging' in their class work. Communication between staff, CAMHS, and students was improved. Student attendance demonstrated some improvement, as did emotional control. In some schools there was also evidence for the Anchor Approach's impact on school policy, although this did vary.

However work pressure and changes to how the Anchor Approach is utilised at the school level at times limited the impact of the intervention. Some schools were still using punitive measures alongside the Anchor Approach, and some did not have the level of support required to instigate The Anchor Approach-related changes. These are discussed in order below.

Staff confidence

A commonly identified impact of the Anchor Approach intervention was an improvement in staff confidence – both in responding to student stress, and communicating with students, parents, and with other teachers. Staff appreciated having additional "strategies" to consider when responding to students and this increase confidence in turn improved the well-being of the staff members themselves.

> "I think in terms of for me, yeah, I feel happier that I can, I've got some more strategies so you know that helps in the terms of my day-to-day jobs, so obviously that improves my wellbeing and yeah." (Staff 1)

> "But I think as [staff name] said, just having the strategies and being able to support the children better has an impact on our wellbeing because especially when it's such a positive outcome. Yeah, like gentle approach to things, it just you walk away feeling a lot better than you would if you took a firm, strong shouty [laugh] method of things. So yeah, I think indirectly, yes." (Staff 3)

Having the ability to draw on the "theory", or the 'evidence-based practice' behind the Anchor Approach was also important to staff. The presence of a theoretical base was thought to be "reassuring" to parents and allowed staff to both feel confident in the steps that they were taking, and in explaining the reasoning behind these steps to the student's parents. Staff felt that they knew "what we're doing".

> "... it's just good, like if you've got theory behind it" (Staff 1)

"I had a child that came into my class and she was adopted and you know the parents had a lot of, sort of anxieties um, as well as the child, …[personal details removed]… I think for all of them it was, it was quite a difficult time and I think having kind of these strategies in place of being able to sit down with the parents and explain how we go about things and why um, I think that's helpful for parents and for the social workers that were involved in that case as well, just to sort of reassure them that we, you know, we do know what we're doing and we've got theory to back it up. Um, yeah, it makes a lot of sense." (Staff 2)

Relatedly, the language provided by the Anchor Approach also improved confidence. Staff felt that they had the theoretical understanding and training to communicate empathetically, professionally but truthfully with parents. This enabled them to highlight a student's disruptive behaviour without apprehension, orienting conversation towards working together and with the child. Similarly, some parents reported higher confidence in being able to express their thoughts to teachers using this shared language (although see "Engagement" below).

"I just think for me it's the language that's used in the Anchor Approach, it's always helped me with a lot of my um, engagements with parents, you know. Just knowing how to approach a subject and saying it in a sensitive way, in an empathetic way." (Staff 1)

"As I said earlier, with the little girl who'd had quite recently been adopted, it was it was definitely really helpful, in that instance, and to be able to, you know, speak with the parents and them know that I, as much as I could, I understood how they were feeling, um, and that there was, um, you know strategies and theories in place and within that approach. So I think that in that instance that's probably what comes to mind as being the most helpful, because I think a lot of the anxieties weren't from the children they were from the parents ... but it was quite nice to be able to work through that with them and it definitely helped in that situation." (Staff 2)

"And you're always as a parent trying to figure out how to say what you want to say. You know, so that you're on the same wavelength as the teachers. And you're always wondering if you can convey, something that you want to express to them in a way that they'll understand, in knowing that you've only got two and a half minutes." (Parent 2)

"I mean for myself, I'd like it because uh, because um, you know it, it, it, it makes manifest and it puts words to things that you know all parents come across and and are aware of all of these issues and probably have thought about 90% of this, but you know haven't had the words for it, or know that there are words or know that um, these kind of things are, can be talked about and can be monitored and and engaged about so you know it's a positive thing. It just seems to be like a, you know, a huge step culturally, uh, for people here." (Parent 3)

CAMHS staff similarly reported that the Anchor Approach gave them more confidence to talk to school staff. The common language and training increased their confidence in talking about well-being strategies without feeling that they were chastising teachers for their current response and improved their confidence that the staff who had taken the Anchor Approach training would understand the strategies being suggested.

"And so I always try to like, empathize to say, you know, I'm not a teacher, but you know, what's it like for you and then being able to use the Anchor Approach tools or just more confident in speaking about strategies in the classroom to them without them feeling in a kind of judgment way, I think." (CAMHS 1)

"I think it it really helped actually, cause some schools were really familiar with the Anchor Approach quite early on. And so kind of being able to explain, well, for us, I guess being able to explain that we were a partner, but also kind of being able to explain how everything fits in terms of whole school approach...I think it provided another option and something else to kind of frame conversation around in terms of whole school emotional well-being, which was really helpful." (CAMHS 3)

"I think just knowing if the schools had the training as well, like having an understanding of what level they're at in terms of the training they've had and what language you can use with them and what they understand from what you're saying, because actually you've had the training as well that you could, you know, you're on the same page, which has been quite helpful." (CAMHS 4)

CAMHS staff also felt more confident in their own approaches to supporting disruptive students. The Anchor Approach training, alongside the knowledge that their work was being actively supported by the Anchor Approach team, alleviated some personal responsibility for getting the response "right" and increased confidence in the strategies being provided to schools.

> *"But also I think I feel more confident"* **(CAMHS 1)**

Student behaviour

CAMHS staff identified no difference in the types of referrals they were receiving – suggesting similar behavioural difficulties amongst students before and after the Anchor Approach. However staff reported improved attendance amongst students where the Anchor Approach had been used as the "go to" strategy. They attributed this change in behaviour to higher personal responsibility amongst the students, better emotion control, and greater feelings of belonging. Emotion coaching in particular was mentioned several times in this context.

"But yeah, in terms of one of the, the targets was obviously to improve attendance, and it did get better… and now you know attendance is bad again, but it's more so punctuality so lateness." (Staff 5)

"I'm just thinking back over the years that we've had it, and I've definitely had some children in my class, probably one per year that have um, experienced trauma and for them in particular

that's been my go to of helping them to try to stay in the class really and to access the curriculum and um, just to feel like they belong." (Staff 2)

"Take for example the attendance thing, when it's when we kind of refer to the attendance discussion we had that was one to one with them and say OK, I need you here, you must be here, and if you're not gonna be here just for yourself in the first case would be here just for me and in in some weird sense, like say a month down the line and they missed one day and they come back the next day they'll be like sir I'm sorry for missing a day and you're like woah woah, woah were you not sick? [laughter] So it kind of helps it's not just that we're aware, they're aware as well, that we kind of hold them to account and care about them truly." (Staff 7)

"And I can give an example of the boy in my class we've had the network meetings for and we're not, we think that possibly there is more to his home life that we aren't 100% aware of. but basically he just gets dysregulated very, very quickly over the slightest thing someone brushing past him, he can't find a pencil, so like the tiniest thing and it's a big meltdown, tears, physical, everything and well, that was at the start of the year. But since then I honestly use emotion coaching probably every day with him, um, and it just helps him calm down so much quicker. At the start of the year, it was at the start of the academic year, it was kind of like if he has one of these meltdowns, it's unlikely we'll be able to get him back in class at all that day. And now it's we definitely will, probably within five minutes..." (Staff 3)

Some parents also reported changes in their child's behaviour, although they were less clear on whether this related to the Anchor Approach. Some parents reported better emotion regulation in their children, and better ability to communicate about emotions – including children showing interest in actively introducing the Anchor Approach concepts to their parents for use at home. However other children had not communicated interest to their parents. This may mean that student engagement with the Anchor Approach may not be universal or may simply be a difference in levels of communication between families.

"Uh, so I remember, you know, having conversation and my daughter introducing it, also talking about it so uh and so we had this uh phase where, you know, talking about at the end of the day how she was in the blue and the green and the red. Umm, so yeah, I don't know if it's related [laughs] to the Anchor Approach project, but that was, yeah, something quite, like quite clear that was going on." (Parent 1)

"I do do remember the green, red and amber zone which [parent] is referring to. I do remember it. And then it was sort of a good one, good one for us, you know, younger kids just start to sort of, you know, accepting as well, there are some moods and then and be aware of them and name them as well. So it was definitely helping." (Parent 2)

"I don't have any contribution from, you know, what my children have said." (Parent 3)

Although there were some demonstrable changes in student behaviour, as shown above, these changes were limited by the way in which the Anchor Approach was being used in some schools.

More specifically the Anchor Approach was often being used with disruptive children only, rather than with the whole student cohort, meaning that it had minimised whole-school impact.

"*Yeah, four to three people within each form group and with, Uhm, with the head of year, uh focusing on key peoples as well, selected people.*" (Staff 7)

"*I agree with [staff name], I think it's a similar approach at our school where it's working really well for the children with quite significant attachment or trauma needs, but uhm, I wouldn't say it's used so well as a school wide approach*" (Staff 3)

"*And so I think for those children within our school, it's kind of our 'trauma children' that we really do um, use this approach for, but in terms of sort of general school-wide kind of, as a strategy, it's maybe not as implemented as it, as it could be...*" (Staff 2)

The reasoning behind this was generally due to work pressure resulting in less time to practice the Anchor Approach more widely. Staff felt that it was difficult to use the Anchor Approach in class, whereas it was easier to set aside time to talk to a student individually. There were also feelings that the Anchor Approach as a whole-school approach was too large a task for the staff members involved.

"*I think another barrier is we have a really short on teaching assistants, a lot of times there's one member of staff in each class, so it's easier and it's not right, but it's easier just to shout and say like "stop doing that", than to take them out and have a chat with them, because how do you when you've got the rest of the children?*" (Staff 3)

"*I think in terms of unpacking this, when we come to knowing how to approach, take the Anchor Approach, we set on a more realistic target.*" (Staff 7)

Although on the surface this seems like a sensible use of resources, the difficulty here lies in how students are identified as needing this additional support. In this school in particular students were referred for Anchor Approach support if they had logs of repeated disrupted behaviour. This meant that the Anchor Approach was not necessarily being used from the start of the disruptive behaviour – and so key opportunities to redirect the student's feelings were being missed. It also meant that punitive measures (e.g. detentions) were being used with students *before* the Anchor Approach was considered, and so the use of the Anchor Approach was being reduced to only places where punitive measures were not effective. This goes against the aims of the Anchor Approach, which are to replace punishment with understanding and so reduces the impact that the Anchor Approach can have at a school-wide level, or the opportunities for some staff members to engage.

"*So we tend to choose those students based on the data we collect on Broadcom often, and the incidences that take place. Often they come from a perspective where teachers would have logged negative points that would. That would be quite significant, um, for it to be flagged up along with the reports that are being, um, that are put in as well as comments.*" (Staff 7)

"I think, for members of staff who are fortunate not to have children in their classes who are exhibiting difficult, challenging behaviour, I think maybe they don't, they didn't see, they, I don't think it was probably as, you know, they didn't find it as helpful as I have." (Staff 4)

Staff-student interactions

Staff were interested in supporting their students emotionally. Following the Anchor Approach training staff felt more able to recognise and understand the context behind student behaviour, and more confident in their ability to react appropriately to the situation. This in turn was believed to improve staff-student relationships, and make students feel safer. Staff also felt more confident in talking about students positively to other staff – demonstrating a cultural shift towards understanding student behaviour.

"But it wasn't just me, because there were a number of members of staff who are dealing with hugely challenging issues and actually have said, you know, I'm looking so differently at those children now it's, you know. And delving much more back into the into their history, finding out what's going on at home and, um, yeah. So I think it's not just me, it's, it is other teachers as well." (Staff 4)

"I think my, um, the first, the first year that we had it in place actually, I had a child who um, had a very tricky home life, [personal details removed], um, and he got very anxious about who was collecting him the, that day, or if he, you'd notice a change in his behaviour whether he'd stayed with his parents or whether he'd stayed with his, his grandma. And it was quite up and down. So it, I think it helped me to, to look out for how he was feeling and see possible triggers and to understand those a little bit more and then sort of help him to, to be able to talk about how he was feeling and why and give him that safe, safe space. So it equipped me with them with ways of interacting with him that helped him to know that I was there and you know he could trust me and I was listening and I, I think that, I hope that, it helped him." (Staff 2)

> *"And then I agree, the rest is just all by proxy because it's just day-to-day it, it's a more positive, um, it's more positive way to be interacting with children than sort of shouting, um you know, being strict and firm, so it is, it's less exhausting I think so, [laughs] yeah."* **(Staff 2)**

Staff felt more able to reach out to their students about non-academic subjects. Staff were previously uncertain whether students would respond positively to having a teacher approach them conversationally, or whether this would be worthwhile behaviourally. They now felt that students welcomed this personal touch and that focusing on students as individuals was worth their time.

"But it was good in terms of making me of going up to him and saying how are you? The things I don't know how much they care. They might be like please don't talk to me!" (Staff 8)

"I think if anything else it helps us sort of think about them a bit more, it certainly puts them at the forefront of our minds and taking notice and saying o! there you are!" (Staff 7)

"I think for the children that that you know again, those children who have experienced trauma, I think that they seem to feel, more understood..." (Staff 2)

Staff also reported a more active focus on "belonging" in the school setting and in their interactions with students. They demonstrated both an understanding of the importance of belonging, and self-reflection on the types of activities that they could implement to improve it in their classes. This included consideration of the addition of new activities, and revision of current actions.

"So for example, children who don't have a good sense of belonging, doing an after-school club, or at least a specific after school club, could be part of their kind of long term intervention. So you, so at the beginning of the year you make sure that they join an after-school club and then you check up with them every so often to make sure they're continuing to go to the after school club." (Staff 8)

"Yeah, I've definitely heard anecdotally of, like, I don't know, even making a kid like uniform monitor and checking [unintelligible] bucks them right up there is that thing. Like there is there thing that if you make a naughty kid, give them responsibilities and yeah, they suddenly have a role in the class and they feel that well, they feel value, right?" (Staff 11)

"Our students still get negative points for being late, um, and of course at that point it doesn't really help instil a positive atmosphere for them, or especially if it's not going to be a positive start." (Staff 7)

"... and I think it's more than just the Anchor Approach like it's the relationships that he's built with the class team and things, but I think it's, you couldn't separate the Anchor Approach from it because we're all using it. Um, so yeah, it's definitely had a big impact on him." (Staff 3)

Schools which embraced the 'belonging approach were also more likely to refer whole classes to CAMHS, rather than individual students. This demonstrates an understanding that the context of the child's behaviour needs to be addressed, rather than only the behaviour itself.

"Some of the schools that have only recently started to engage with the Anchor Approach, they will be more likely to make referrals for individual children and ask to work with that individual child, whereas in other schools the kind of planning meetings are much more broad thinking." (CAMHS 1)

"Whereas the one that had engaged quite proactively with the Anchor Approach… I think they thought more, more widely about the school as a community rather than individual, inside those classes." (CAMHS 2)

School policy

In some schools the Anchor Approach was being (or would soon be) used to change school policy directly. These schools demonstrated a strong and committed shift towards the Anchor Approach's aims, and wide-spread buy-in to the Anchor Approach intervention's aims. The ability to embed the Anchor Approach in school policy was welcomed by the staff interviewed, as was the opportunity to support the Anchor Approach's aims in a systematic and long-lasting way. Schools which had not yet placed the Anchor Approach in policy reported high confidence that the Anchor Approach was established enough in the school ethos to be included, should the policy be reviewed. There was no difference in length of time using the Anchor Approach between schools which had, or had not, included the Anchor Approach in their policies.

"I think it's definitely there's a link to the Anchor Approach in my well-being policy, but I, from the meeting I had with [the Anchor Approach liaison] recently she was telling me something about how there is going to be a behaviour policy, um, that we can maybe use or take bits from, um, so I think going forward, um, it will be, it will be used. It is also mentioned I think in my whole school provision map, uh, which is on our website" (Staff 1)

"I think in terms of whole school policy, I don't think it has explicitly, Uhm impacted it, although to be honest, I think the behaviour policy is, probably needs renewing anyway, so I think, uhm, if we were to look at that over the next month or so, I think we would find that, that a lot has changed in the way we deal with behaviour. But it's not explicitly in there yet, I'm pretty sure." (Staff 3)

"We are actually also sort of in the process of re-writing our behaviour policy. Based on [the Anchor Approach], I mean ours is such a sort of a sanction-based behaviour policy which now just does not fit with the way that we are working in school?" (Staff 4)

Schools were keen to have the Anchor Approach team involved in their policy-rewrites, or to provide a policy brief, such that the Anchor Approach's aims could become a central tenant to the policy rather than "added on". This was considered important for real change to occur, and participants felt confident in the Anchor Approach staff to direct these policies.

"I think actually writing the, writing the policy because I know it's only a policy and actually you know the policy is only a written document. But I do think that quite often that's kind of what people use as their term, you know, for reference. And I think we do want support on that because it's got to be right. You know, there's no point rewriting something if we're gonna end up with a

mishmash of kind of what we've already got just with a little bit added on, I think the whole thing needs to be completely changed. So and I, and the Anchor Approach have said that they will support us with that and, And so yeah, that, that for me that's very exciting actually because I can see that as a way forward, so, yeah." (Staff 4)

"I would be keen to as well. If that's something that the Anchor Approach are going to kind of make a template of, I think we definitely will look at implementing that." (Staff 3)

In other schools although there was an appetite for a commitment to the Anchor Approach-based policy changes, but a recognition that currently senior staff buy-in was low. Without this fundamental top-down promotion of the Anchor Approach, the intervention staff did not feel safe using an approach that went against the school's policy – especially when there were other, more supported, demands on their time. As such the use, and impact, of the Anchor Approach was lessened. In this way, policy was an important factor influencing the impact of the Anchor Approach.

"But if the school was to say, in a strong, you know, forthright manner, we have a policy and we have a whole program on your children's emotional development, uh, we think it would be really important for you, uh, to come and discuss and just hear about it, ... I'd have been, I think and a lot of people would have been, sold on the idea that the school really pays attention to emotional and, you know, and puts up front why that's important. And then says, here's how we're gonna do it." (Parent 3)

"I think that comes down to the fact that like there's a lot of new teachers who don't use discretion and maybe do just follow the behaviour policy." (Staff 12)

> **S11G:** *"So like in terms of the bigger picture of what the school's priorities are, it's clear that it's not this kind of approach for the kids and it's always gonna fall by the wayside if it's"*
>
> **S10G:** *"It's always at the bottom of the To Do List you never get to the bottom of."*

Theme 3. Engagement with The Anchor Approach

It is important first to note that engagement with the Anchor Approach was high across most participants. CAMHS staff reported using the Anchor Approach in their own work, and in their communication with schools, and school staff praised the approach. The Anchor Approach was well respected as a resource and engaged with regularly across a range of activities by both CAMHS and school staff (as seen above). A brief list of positive comments are given below.

Figure 6. A short list of common positive feedback regarding engagement with the Anchor Approach

"So I have used the emotion coaching training so much in my own kind of work with parents, with teachers and with, with children, and that, I think has been the most like the tool that I really take with me and use all the time." (**CAMHS 1**)

"Um, I seem to remember doing the resilience wheel together as well. That was actually a really helpful one that that I used in some of our, our work. We kind of borrowed that, that model and put it in our work too." (**CAMHS 2**)

"I think I mentioned the resilience wheel being the thing that I kind of picked up from most and I think that I still think back to that quite a lot when I'm thinking about, if, if a young person comes onto my caseload and there's various things going on, I think it's really helped me to, Yeah, just think more broadly about what might be going on and who, who is involved, who's been involved in the past, how can we help in a more well-rounded way?" (**CAMHS 3**)

"Yeah, I echo what they said, but also I think a lot of the attachment theory stuff has really to help me as well. Particular when I'm working with my parents and just exploring what that looks like for them and the developmental side." (**CAMHS 4**)

"Yeah, everything about it is great and the whole premise around it is, is very, um, it's user friendly, it's not, you know, it's things that you can do all the time, it's great, … I think, I think it's brilliant...I definitely think it's a good use of our CPD time." (**Staff 1**)

"Uh I think it was very clear, I think that that was what was very good. It was and you know the first part was theory, which when you're doing theory actually to start with you think ohh, this isn't really getting anywhere. But actually by the time we got to the second, third, fourth session, there was a real, you know you needed theory. Um, but I think it was very well, it was very well organised and yeah, it was just, it was really good. I, I can't speak highly enough. Honestly. It was very good." (**Staff 4**)

"Yeah, and you could do, and the Anchor Approach is quite easy because it's not academic… like helping support someone's behaviour is almost easier, if you're conscious of it, and if you know what works with them, it really helps. It would help in lessons as well as help them to feel good about themselves." (**Staff 8**)

However there were cases where participants expressed that they had not engaged with the Anchor Approach as much as they felt that they should. Where engagement was low amongst education staff this was primarily due to external factors or context, rather than the aims of the Anchor Approach itself. These included having the time to effectively use the intervention, having easy access to intervention resources in an accessible format, and having the Anchor Approach training sessions effectively communicated.

"Yeah, I can't honestly say that I've noticed that positive improvement, but again, I'm sure I could have done it a lot better, yeah. With more time set aside and it, you know, if it was made clear to me there was a priority and I think that I don't know, I feel like it's a big factor." (Staff 11)

"If I'm honest, I don't know if I necessarily implemented it enough to actually [comment], to be completely honest." (Staff 10)

Engagement was also lower amongst parents, and this will be discussed in detail below. However even amongst this group the *desire* to engage with the Anchor Approach was expressed.

"And then I looked at the Anchor Approach project stuff and there's just loads. It was very impressive." (Parent 3)

"But I'm … would really actually [laughs] like to implement at home is how I use this and how I use this to support the children." (Parent 4)

Without engagement an intervention can have no impact, no matter how beneficial the outcomes may be, and so we discuss here the most commonly reported factors influencing engagement.

Time

Researcher 1*: "So actually the buy in seems to be there from you guys you seem supportive of program, but time is the biggest factor."*

Staff 11*: "Yeah, one hundred percent."*

Possibly the largest barrier to engaging with the Anchor Approach identified across participating groups was a lack of time. Staff identified difficulties with committing time to both learning about and implementing the Anchor Approach due to their busy schedules. They also reported that the Anchor Approach required them to work additional hours outside of their schedules.

"But again it it's sometimes like [staff 3] said, rolling these things out it just is really difficult to organize and the admin side of things" (Staff 1)

"Yeah. I don't really know when we have time." (Staff 10)

"But it's [time] definitely affected from my perspective how you know how much I've engaged with it and to what extent I've been able to implement it effectively." (Staff 11)

CAMHS staff similarly identified 'time' as a barrier to engagement within the staff that they saw in schools – both in terms of initial and ongoing interest in the Anchor Approach. Time is likely therefore a widely recognised, systemic problem likely to impact school-level and individual-level uptake of the Anchor Approach.

"But when teachers have a lot going on and they feel like they're already at full capacity then even to think about something, even if it, no matter how easily presented it is, can feel too much and so I think it can feel like a lot of resources sometimes that schools are getting in if they don't have the time to really say these are this is what they are. Umm. So I think it is about time cause actually if they had some time, even just to say, OK, this is what what this is really quickly. I think teachers would grasp, they would grasp but quickly, quickly. But when it's just a resource for them, I don't know how much time they have to really kind of get their head around or just sending it by themselves maybe." (CAMHS 1)

"I think the only thing for me which has kind of come up before was probably around kind of the time commitment for schools, because thinking of the schools who didn't, uh, take part or not early on. I think that, that some of the feedback was about actually it's a lot, it's a big commitment, doing all of the sessions, and having staff out for that, um..., I think for some schools the feedback I had was that that it felt like a a what's the word I'm looking for is, a big commitment, I guess, and maybe they had other things kind of on their agenda of training." (CAMHS 3)

Similarly parents identified that although they would like to engage with the Anchor Approach, they found it difficult to find time in their day to properly engage with the process. They similarly expected the amount of time that it would take to engage with the Anchor Approach to be substantial – both in terms of talking to the school about the Anchor Approach and using the Anchor Approach at home.

"The difficulty with that is then when the school asks us as parents, none of us have got time to go in and, you know, spend 2 hours at school going through this." (Parent 3)

"There was one for, there was like 2 workshops on introducing the Anchor Approach and I was only able to go to one." (Parent 4)

Time was identified as an issue to engagement for hourly contracted staff in some cases. Staff participants felt that teaching assistants for example would need to use their personal time to learn about the Anchor Approach in after-school training sessions (causing participation bias). This is a particular limitation to engagement, as only staff with high interest in child well-being (and therefore those least in need of the training) may be attending the Anchor Approach training sessions. As identified by the staff themselves, this may cause incongruence or conflict in student support

methodologies between the staff within one school. However, the Anchor Approach team do deliver additional training sessions at a range of times to overcome this issue, and so this is a school-specific organisational issue.

"But we had it split over 4 after-school sessions, um, and just because of the logistics of finding time for kind of a longer amount of time, and although it did work okay, the problem was that our teaching assistants aren't, UM, contracted to stay that late, so it was kind of they had to opt-in like voluntarily and I think they were paid to stay, but still, it's not their directed time, so it's still a choice for them, which made it a little bit difficult with all staff being on the same page with the approach." (Staff 3)

"I think it's like also some teachers are into doing more pastoral and some are not. Yeah, I think it comes down to the character of the person, because that might just be a natural thing that as a form tutor, you just check in Umm, OK, how you going or if there is a kid that you know is perhaps vulnerable or you know. Has taken a step back and you notice a change in them. You would naturally go. Hey, you OK? Like cause you see them every day. You're gonna form those relationships naturally anyway. So I mean. But if there's something that was structured, it would probably help." (Staff 12)

A similar difficulty with participation bias was also reported in relation to student participation in the intervention, with staff identifying that often the children most in need of support did not attend school regularly or were unable to attend community-building activities, and so engagement was difficult with the most 'at-risk' populations.

"That you know, there's a handful of students that I hardly ever see, but they are in school. I just never see them almost. So I've not really been able to do much with them and then there was another student who you know new and we thought, OK, let's put them into clubs and activities. But then the safeguarding issues they were saying that they weren't allowed to spend time after school. So like OK, there's limitation and restriction to what I could or realistically possibly do with the class, or the individual I should say." (Staff 6)

"Yeah, it seems like with this sort of Anchor Approach programme, it's worked out with students that are more mainstream within the schools, are able to be more visible and present in school, at that point." (Staff 7)

Additional concerns around "time" related to workload. Implementing the Anchor Approach was seen as an additional work activity which no specific time was set aside for. This was an especially common theme amongst more junior participating staff who reported workloads that were "extreme" and "jam packed". This resulted in feelings of increased resentment towards the Anchor Approach in this population - that staff "had to" implement the Anchor Approach rather than it being a personal choice.

"Yeah because there's no actual explicit time for it ever. It's just kind of something we've talked about the we're supposed to kind of. Yeah, like you say do when you get a chance...But the form time schedule is very jam packed anyway" (Staff 10)

"But I think in terms of, because one thing I think, I think about this, is who has got to implement it? School tutors have to implement it, and I think the in the school, like for example, they just made form time longer. So you basically got teachers who, I mean, we're pretty overworked as it is." (Staff 11)

This negative response not only endangers the implementation of the Anchor Approach but also may inadvertently negatively impact their interactions with students through feelings of loss of control or increased stress. Staff at some schools felt that due to increased workload their own well-being was not being managed, and this reduced their interest in engaging with the Anchor Approach. These staff members had fallen into a 'survival strategy', where they needed to store their remaining emotional resources for themselves and found it difficult to find extra to give to students. There was some irony noted in being asked to give up their spare time to provide well-being support for students, and a feeling that the Anchor Approach needed to include the teachers' well-being as well as the students'.

"Kind of ironically, it [the responsibility] makes me, it makes me want to be do pastoral stuff even less." (Staff 10)

"Yeah, and delivering, delivering PSHE about the importance of work life balance. The cheek of it." (Staff 11)

> **S10G**: *"Maybe we need some Anchor Approach!"*
>
> **S11G**: *"Yeah, we need some Anchor Approach."*
>
> **S12G**: *"Well, I think that's an excellent point because there's so much CPD on how to cater to the needs and the different needs of children, but what about teachers?"*

Several staff demonstrated undertaking a "cost-benefit" analysis of the time spent on the Anchor Approach training versus the usefulness of the training to their everyday practise. This resulted in a sense amongst some participants that they were doing the Anchor Approach team "a favour" by providing their time, rather than necessarily feeling the personal benefit of the training. However others concluded that the time spent in training was valuable despite the additional pressures that teachers are under because of the benefits (e.g. reduced classroom disruption and subsequent workload). It is also worth considering how much this response was due to the additional difficulties represented by Covid.

"But again, it's just the business of schools, it is really difficult. Yeah, I just, it's just, sometimes I feel like, I'm doing them a favour. [smiles] I know that sounds awful, but sometimes I feel like they're begging me can we come in and do a workshop, can we come in and do a workshop? And it's like we're just so busy I, I haven't got the time to sort out a workshop, but I do think it will be, it will be useful, but it's just, it's just finding the time for it." (Staff 3)

"Yeah, I agree it's been, yeah, it's definitely a good use of time and I think you know those, those hours that you spend in the training have probably saved a lot, a lot more time along the way, um, with sort of equipping us with how to how to deal with um, behaviour issues and how to support children emotionally within the classroom, which you know can save disruption, and that's time, and that's other children's learning time as well, so I think it definitely is good use of time." (Staff 2)

Finally, staff of more junior levels reported a need to focus their time on "deliverables" for their career progression. As the Anchor Approach was not seen as providing "concrete" demonstrable outcomes it therefore was not a priority and so the intervention was not always implemented in the classroom.

"Yeah, I also think on like, it's not particularly concrete, a lot of the stuff... But like, it's kind of, oh, check in with them or ask them how things are going at kind of I think things like that that aren't kind of actually tick-offable necessarily or that aren't concrete or measurable. Again, always thought the bottom of your list." (Staff 10)

Despite reporting time as a limitation, participants simultaneously expressed, both in their day-to-day actions and in conversation with each other and CAMHS, an interest in using the Anchor Approach. Even when providing criticism, participants were still exploring how they could better engage with the intervention. Interestingly some of the strongest advocates here were the same participants who reported the largest work-load concerns and stress above, suggesting that their push-back against the Anchor Approach has more to do with the school context in which it is being delivered than the intervention content or a lack of desire to support students. This demonstrates a wide and continued interest in engaging with the Anchor Approach (should time allow).

"I'm always feeling guilty about this because the other parents, if they were able to, would, would want to be asking you all kinds of questions just about how the kids are doing but, really you get kind of 10 minutes every term, otherwise you've got to kind of hang around and see if you can speak to a teacher outside the door, and you know, if there's an issue and then you might have time to talk, but you don't have that kind of ongoing chance to develop a kind of shared language." (Parent 3)

"...that's when finding that extra time to really commit, to ensure that that that I mean I I show my extra time when I observe the lessons when I walk around the corridors and appear, like I'm here, I'm here guys how you doing? [laughter]... Nooo, I care, I care. Trying to find time to kind of get to the playground early enough for before line up and say see them in the morning. Uh, so." (Staff 7)

"So yeah, in terms of CPD, yeah, I, I definitely think it's more useful than some of the things we have, but how useful CPD's are when they're introducing new things that you have no time for anyway." (Staff 10)

"Yeah, I thought it was like I thought it was good [use of CPD]. It was like. I mean it definitely. Yeah, like it was pleasing to see that like there were people at the school considering this approach... But again, it's just that sense of like. I don't know. The time to do it effectively, I don't feel like it's

prioritized in that way. So it's like, Oh yeah, this is great. But like, I mean, it's the same for all our CPDs, I don't know like you get a CPD on how to like design a whole new worksheet from scratch and you're like when am I supposed to do it, Jesus Christ." (Staff 11)

Accessibility of resources

Associated with 'time', the quantity and length of materials provided by the Anchor Approach was identified as having a particular impact on engagement. Materials which were easily digestible (e.g. the leaflets, the resilience wheel, and common language document) were highly praised by participants. Staff and parents found the use of colour and break-down of material across the parts of the resilience wheel particularly engaging.

"Everything in there, all the resources are very user friendly and very positive and you know things that I'd want to adopt, there's nothing that we wouldn't disagree with from what I've seen so far anyway." (Staff 1)

"I'd say I really like one of the I, I, started looking at the different PDFs and the one called "emotionally friendly communication", and it's got about five or six pages with lots of different colours and I thought it was brilliant. I wanted to get uh, my partner to print it at work, I haven't got a printer at home, so we could really look through it and look through in colours and it just seemed to go through, you know, it's got a step-by-step guide of different situations and different kinds of communication. And uh, you know, that's seemed like a a great resource to share, among among all parents." (Parent 3)

"Yes, we have that [the resilience wheel]. That was part that was very much part of the training, which was very helpful. And I think that was a visual that was great! I mean it, you know, it was really helpful and other people commented on that as well." (Staff 4)

"The emotionally friendly communication document, I just love all the little scripts" (Staff 3)

"Well, there was another sheet... It was kind of what professionals look out for and the teachers to look out for, but also it applied to parents and I'm sure you'll send that one on too, and that that one was brilliant, you know, so issue by issue and that's the thing like we said hooks parents, give, give people something that goes situation by situation by situation, if you see this do this, you know, even if you argue with it the point is you know internally if you start to argue, you're thinking about it. So you're thinking about the issue. And thinking if it does or doesn't fit for your child, or which child it fits for, or whatever. So yeah, I'd say the more material you give to parents, the better." (**Parent 3**)

These materials were widely used - participants reported not only using these materials themselves, but using them with students in the classrooms, and so felt that they were visually engaging and accessible enough to use with student populations.

"I think generally though like there's maybe something in that about it being quite visual and it's not particularly waffly or complex. It's something straightforward that they can, they can engage with, and it can be made. It can be made to almost sit in a, a classroom-ish exercise. So yeah, I'd say in that in that respect, it works for them." (Staff 2)

"There were a lot of bite size well-being things sent out, which was good because like I said time is very limited in schools so things that people don't have to spend ages looking at are going to be useful and a couple of members of staff did say to me I found those bite sized leaflets really useful, I saw, I saw one up in someone classroom just to give pointers, you know." (Staff 1)

"Um so like for example, the one on the right, I think, like, I just think maybe those kind of posters um, just having those around, you know the kids don't need to have each of the four areas unpicked for them, like I think actually just having it combined is really clear and having those positive messages um, is a really nice way of just trying to get them to be nice to one another [laughs] and kind of be nice rounded individuals." (Parent 4)

Most impressively these materials were reported as both being in visible use within the school environment and actively and positively spoken about within the school staff. This suggests not only expansive use of the Anchor Approach materials, but that these materials have entered into common culture. The fact that staff are talking about the Anchor Approach amongst themselves suggests that they are comfortable with their understanding of the intervention, believe that others will similarly understand it, and are actively thinking about and exploring its use.

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One participant reported that the Anchor Approach resources were particularly easy to use when training new staff. This demonstrates good buy-in to the Anchor Approach, as staff are keen to use it to develop new teachers and to explain how the school as a whole responds to students with difficulties.

"And if I've got student teachers in the classroom, and that's quite a nice way for, you know, rather than bombarding them with the enormity of your behaviour policy or something like that, then they can have a look through this and it really does, it's easy to digest, it's really user friendly and I still refer back to it at times." (Staff 2)

Another participant suggested ways to further develop the resources to be used more directly with students – by suggesting actions that the students could take themselves if they recognised, from the resource, that they were not feeling well.

"*I guess with the poster on the left, um, what might be quite nice, it would be to have something within it, where like if they weren't feeling that, that they were sort of instantly directed to what they needed to do, you know, because they might read that and think, well, actually, I don't feel that I'm important and my opinion matters, and then maybe kind of, if they're reading that and think I don't feel I belong with the school, then that, whilst it's a positive message, if they are maybe, if something is going on then it might be quite nice directly for them to be like if you want to talk about it, um, there's something, some, some sort of form of direct help, because they might read that and think, well, actually that's not how I'm feeling right now.*" (Parent 4)

However, at times participants felt overwhelmed by the amount of resources or wanted the Anchor Approach team to go through them more slowly to solidify their understanding. Staff reported that the sheer number of resources greatly reduced engagement despite believing that these resources were useful. Participants were interested in shorter materials, and most importantly shorter "take-away" messages to ensure that they understood the main aims for their practice.

"*One thing I would say is we had, I think it was after COVID there was a document, um, about returning to school with wellbeing in mind and it was really useful but it probably took me about three hours to read, and I think I forwarded it on to staff, but I can't imagine anyone read it because it was just absolutely massive. So I think maybe a lot of the resources are user friendly, most of them are, but I think just some of the bigger documents, it would be nice to have, like a summarized version because yeah, so many emails are sent round and you want, you want it to be, actually read and looked at.*" (Staff 3)

"*No, I don't think there's anything we wouldn't use, I just think maybe, I would like, with the Assembly pack, maybe I'd like someone to go through it with us, "cause it's still sat in my room in the same bag, I haven't got it out yet*" (Staff 1)

"*I think it just having it just distilled a bit more kind of I suppose a bit, a bit like what the principles that we have for the kids to teach them, you know, give, give them one kind of achievable target. One thing at a time. Make sure they understand that. Then move on to the next thing. I think it needs to be maybe introduced a bit more like that kind of OK, we're gonna focus on the belonging side of things. Let's talk through a few examples. What might you say? How might you apply this in your class and then move on to the next one? I suppose I'm just a bit of cognitively overloaded.*" (Staff 10)

"*And then the last one we just paid to try and boil down some of the key messages into, into some take-away points for the attendees.*" (CAMHS)

Parents in particular expressed concerns that when a child is upset it takes too long to identify the correct response using the Anchor Approach resources. They believed that on the ground a faster,

more simplistic understanding of the materials was necessary to properly respond to the child's needs and so pushed back against using the resources currently being provided.

"So if I have a child that's coming home upset or saying they don't wanna do something or not joining in, but like I was like, I can't go through like 4 sheets of paper working out which of the behaviours it most fits and what I need to do. So I suppose it was, whilst I get the idea of it, I was kind of as a parent struggling to think about how I would implement it." (Parent 4)

However it is important to note that some of this feedback may also relate to the lack of current direct engagement between the Anchor Approach and parents, meaning that they are not as aware of, or confident in, using the Anchor Approach resources.

"So if my child did come home, and they were upset or there were, you know, there were behavioural issues. I don't understand at the moment how I could use the Anchor Approach to help me address that." (Parent 4)

"So that's my input in terms of how to do it. Just to, you know, just to make it easy for kids, not even for us, because it has to go both ways". (Parent 2)

Despite this, participants did report actively wanting to break past the 'cognitive load' related to the Anchor Approach materials, and suggested adaptations to the Anchor Approach to make this possible. One common adaptation was in relation to providing materials and training that were context specific. Staff felt that having "concrete" or "practical" responses to specific situations would provide them with confidence and consistency across student cases. Some of the live training materials were considered to be too theoretical to be of interest to school staff.

"... but it would be useful to have a little passport for them. So like you have SEND passports, but a little like a coloured diagram, which is like, I like you to say: "hello, how are you, good morning". Something really easy that you can follow. Yeah, really easy and concrete that you can follow in order." (Staff 8)

"I suppose um, my interest in this concept as, I suppose as a parent, was more trying to think about how you could meet your child's well-being needs and thinking about maybe trying to link behaviour to a particular need that wasn't being met. So within the wheel, I was kind of maybe hoping, you know, if maybe they were saying they didn't wanna go somewhere, go and join a club, they didn't wanna go, or if there was something that, you know, they're unhappy about, trying to maybe - and this might be the incorrect application, of course - maybe trying to kind of unpick, what, what was the need that wasn't being met? Or are there ways that you could improve that, to help them, make them happier, but help them kind of be addressed that whatever it was that was upsetting them, or maybe that was needed, and I just found that kind of that application of the, of the wheel quite difficult to translate, I don't know if that makes sense". (Parent 4)

"I wasn't sure some other parts of that presentation were. I felt like they got quite, there's quite a lot of literature and backgrounds, which was great for the knowledge, but then made it quite

hard to carry into the work and same way that we did carry the resilience wheel. So to say maybe trying to make those simpler, simpler, more practical models that we can use more readily would have been nice." (CAMHS 2)

This need for "concrete" examples at times belied some lack of confidence in the Anchor Approach as an abstract approach. There were questions raised about whether the Anchor Approach could effectively take into account the student as an individual. For example, there were concerns that the Anchor Approach liaison couldn't make appropriate suggestions without knowing the person (child) and associated context.

"I think for me, maybe from the training that I went to, there was a lot around like developmental psychology and I would say maybe half a day which is quite interesting, but I wonder if from a school's point of view like how practical with that. Maybe like condensing it down a bit more to like, OK we understand that development is really important and like the early childhood experiences that. Yeah, maybe not so much I wondered if people were kind of like, um, drifting off that point. Not out of boredom, but it just didn't feel relevant to them maybe as teachers to have that much on development, maybe, I'm not, maybe." (CAMHS 4)

"I thought it was all quite helpful. I think sometimes there's, like, you're never gonna get kids that always completely neatly fit into categories like that. So I don't know. I think you just gotta accept with all these models that can never be perfect. I don't know if there's a tendency to just kind of label someone as 'purpose' when inevitably people are gonna have more complex needs that, can be categorized by a wheel. Do you know? I mean, but that's just an inevitable part of trying to design a kind of catch all intervention framework, you know, I don't know if there's any getting around that. Really." (Staff 11)

"[the Anchor Approach liaison] said she wouldn't come into the class to see the children and I think that would have been nice if she could have spent a little bit of time observing the children before we talked about them because she is making suggestions, but she doesn't, she's never even seen them before, so I think that's another thing that, that would have been nice." (Staff 3)

Communication

As well as the context of the Anchor Approach training and materials, access to these materials was seen as a barrier to engagement. Participants reported mixed feelings about the communication provided around the Anchor Approach - parents felt that they had not been communicated with effectively, while school staff and CAMHS praised the Anchor Approach team's responsive communication.

> **Parent 1**: *"I thought maybe co-regulation is the most technical to me, er, obviously I know what coregulation is. But yeah, I understand it's, yeah, it might not be. The others are a bit more, you know, 'adventure', 'achieving', 'connecting'. It's a bit more, yeah, it's fine, you know, to talk with other adults."*

Parents stressed a lack of communication surrounding the Anchor Approach. This included a general lack of knowledge about what the Anchor Approach was and how it was being used in schools. Many of the parents who came to the interviews did so as they were hoping to learn about the Anchor Approach. The feeling was that the "best" schools would engage parents directly in the care approach being used with their children, and there were implicit concerns about new approaches being used with their children without their knowledge – especially when attached to a named company.

"I have to say I was not aware of the fact that the school was involved. So yeah, it was something new" (Parent 1)

"If we are to participate as parents as well as the basic families in that one, I just need to understand." (Parent 2)

"On that last point, [parent's name] said, I think, uh, if you try to sell uh, um, like a company name to parents, we kind of might, uh, keep away, keep away, feel like we have been sold something." (Parent 3)

"And I was more in, in like the kind of well-being aspect of this, but I'm, I'm not clear how it's being used in terms, in the curriculum. I'm not sure how it's being used to correct behaviour. I'm not sure how it's, and I'm not sure when it was embedded, if you like and what the what the intended outcome is. So I, because I'm not that, so clear on how it's being used in the school, I can't like, I can't notice any change because I, I don't know how and when and why it's been used if that makes sense?" (Parent 4)

Some parents had made external attempts to learn about the Anchor Approach, as they felt that they did not have enough information from the communication provided. In this way these parents demonstrated a proactive engagement with the Anchor Approach, and an interest in its methodology which was not currently being met by the Anchor Approach team.

"I've tried to read something about it and so, yeah, let's say it's a, a general interest on how the school is approaching this wider side of education." (Parent 1)

"I was interested in in sort of the whole the Anchor Approach and then, what is that? That's what I'm interested in." (Parent 2)

"I didn't know anything about it until I started asking a few weeks ago." (Parent 3)

Similarly some CAMHS members were confused about the training sessions on offer. Participants reported accidentally attending the same training session multiple times and being unclear on the topic being covered. They suggested that clearer titles and aims for each training session would benefit engagement and reduce these errors. Suggestions for better communication around the sessions included utilising fliers and newsletters, to advertise the Anchor Approach's training offer.

"I think when I was sort of shadowing at the start, there were three different sessions and I ended up going to the same session twice, which really confused me, so it might help to kind of give them more clear titles so that then, you knew what the topic of each was, because it did feel a little bit like ohh, there's this session from the Anchor Approach you should probably go and then you kind of turn up to find out what it is." (CAMHS 2)

"...I did go to various trainings, um, but I didn't always know about like the latest kind of offers from the Anchor Approach, which maybe left me feeling a little bit out of the loop of what they were doing at times." (CAMHS 3)

"Maybe something that, yeah, kind of advertises it a bit better, makes it clearer. Yeah, a more condensed idea of what it involves might be helpful." (CAMHS 4)

"But if school probably, if they use newsletters or if they let's say, this month we're gonna talk about safety as a core sort of, um, core point in the wheel, you know of this sort of approach, like next month, we're gonna talk about belonging." (Parent 2)

There were also concerns about the accessibility of the Anchor Approach communication which had been received. Some participants were concerned that parents from low SES backgrounds, or for whom English was a second language, would not find the Anchor Approach resources accessible and so feel unable to participate in the Anchor Approach discussions. There were also concerns over the acceptability of this language – especially when conversing with children.

"I agree in, in the sense that uh, this is useful for adults, uh, I myself, yeah, happen to be a psychotherapist although work with adults so, but yeah, I wouldn't talk like that to my daughter [laughs] obviously." (Parent 1)

"Umm, if I start talking in this way in the playground, there's only so many, uh, it is a very few parents I could have a conversation with at my school, when I start to use some of those words. Other people would say, why are you talking like that? Uh, yeah.... But how can you kind of let

parents know that, you know, some of this language might be useful for us to talk together, and it might be a shortcut to concepts and you know, we're all gonna work together. Um, it also implies a very middle class, um, um, graduate environment uh sorry, graduate parents." (Parent 3)

"*In my school as well, uh, there's a huge number of EAL families, so getting things across in very in a simple but effective way. Like I said that to the person that's coming in, I said: you're going to have to keep it at a very simple level because um, a lot of the wording will go over people's heads, so uhm, you know, I think one of the things they're doing is talking about your senses um, and I'm just unsure how it's going to work with our families because there's uh, because of the understanding you know, and also some of them kind of keep back as well because they don't understand our school system or they think that you know their English isn't good enough so we wouldn't necessarily get that good engagement.*" (Staff 1)

Similarly some parents were concerned that parents engagement would be low because they would push back against being told how to raise their child or would be from a background with a different parenting style.

"*How do you get the buy-in and how do you kind of do it in a way that doesn't make it sound like they're trying to tell parents how to bring up their kids?*" (Parent 3)

"*Yeah, it's very much less on account of from your middle class, sort of broadly European, even the concept of being so involved in your child's school life, I think it's quite distant from some other cultures or, you know in time. Anyway I, you know, it was not the case forty years ago in my like school, in my community. So yeah, you know, having said that, maybe some, some, um, some families will not have that much access to it.*" (Parent 1)

However other participants felt that the language used in the Anchor Approach (including the common language resource) was "universal". These participants reported currently using the resources directly with students, as seen above. The difference between these groups primarily seemed to be between educators or parents – or (in other words) those who had, or had not, been given the Anchor Approach training. This may suggest that the language used in the Anchor Approach is not universally approachable but is teachable.

"*Oh, I haven't seen that [the shared language sheet], that, that looks really useful [laughs]! Yeah, I can totally see why you would want those kind of similar terms and languages to have that, you know, synergy between what's going on at home and school.*" (Parent 4)

"*Um, not all the words, I mean, I think if some of the terminology would be explained and then it will be used all the times were gonna get used to it and its gonna be easier to basically understand it and use it*" (Parent 2)

"*I think it's something that can that can be used. You know that speaks with kind of professionals with children and with parents too. I think it's, it's quite universal, their tools and the language.*" (CAMHS 1)

"*So in particular from doing groups with um, so it may be key, stage two around friendship or emotional regulation. Sometimes we use the resilience wheel as a way to check in and we talk about, for instance, if it's a friendship group, we talk about the role of closeness to others or belonging and, and we put that in the context of how the Anchor Approach do in their model of the resilience wheel.*" (CAMHS 2)

Alternatively this difference in opinion may suggest that this language used in the common language resource is only accessible to people with a pedagogical background. Either way it is important to consider the language used such that parents do not feel excluded or belittled (like "commoners"). Additionally questions were raised over whether this language *should* enter common usage. The "foreign" and "academic" nature of the terms used were thought to be dehumanising or "distancing" - especially when speaking about children of minority groups.

"*My understanding is that it's probably okay for staff to use it because that's probably the language they learn, you know, all the aspects of psychology, how the, the wellbeing of kids and probably that's sort of like all in line, sort of technical language they use. But for Commoners like me, I may understand, may not.*" (Parent 2)

"*Um, it's a bit strange for um, parents. I don't know, um, if professionals who are working with the kids, um, are using this language, it kind of fits. But if the parents go into a meeting or the parents go to a, say, you're um, um, a teachers meeting, and start using this kind of language about their own kids, it's a little um distancing... I've got a child with special needs. Umm. And I do have to describe him quite a lot and his needs, but I'm always trying to avoid using language like, like this and just trying to talk about him as my son kind of.*" (Parent 3)

One participant themselves stressed the importance of ease of communication regarding the Anchor Approach. They identified how interest in the Anchor Approach had stemmed from casual conversations amongst staff, and that a similar method would most effectively disseminate the Anchor Approach information amongst parents. At the same time, they identified the importance of inclusion, such that key participants in the Anchor Approach do not feel like they're "not invited" or that there are divisions being made between teaching staff, support staff, and/or parents.

"*I think, I think there was probably a lot of discussion among the teaching staff, which then kind of filtered through and there was great interest in knowing 'what were you lot doing last night, you know, when we were, when we weren't invited to the meeting' and from that, they then wanted to, wanted more training um, and they've only had one, I mean, the support staff have only had one, one very short session, it's, and it probably didn't go into the um theory and, and that side of things, but I think maybe there was just, I think it's been just talking you know and hearing it's being spoken about and then wanting to be involved*" (Staff 4)

"*My hope is that it will be in the same way as it has been in school talk, that you know, talk at you know, on school playgrounds at collecting time, that maybe the word will spread so. I think it will be and I, but I do think it will be greatly received, you know, we're in a part of the borough where you know, that, that kind of thing will be, you know, expected by the parents, I think.*" (Staff 4)

The Anchor Approach champions

A final important factor in engagement was having a 'champion' within the school to promote and lead on Anchor Approach-related training and activities. Several participants identified key individuals who had been integral in prompting the move to the Anchor Approach, without whom the intervention may not have occurred or may have been discontinued. Schools without Anchor Approach champions were see as lacking in focus, and so the Anchor Approach ended up at the bottom of the 'to do' list.

> "… at the moment I think [staff name]'s kind of doing it as his project in year nine, which I think he's hoping to roll out to the whole school. So he's the kind of stakeholder pushing it within our school. Again because it's his thing, he's sort of doing it with what levers he can use..." (Staff 11)

> "I think it's the same sort of thing that I would say it's a bit that visibility I think, is what we're lacking and I think for us maybe it's just got a little bit lost where I'm not too sure who's really responsible. Maybe that's my fault for not knowing, but I'm not too sure who's really responsible for driving it in school and now, so I think it's kind of, of good to have that liaison and have a little bit more and, and, yeah, visibility in school and um, input from the Anchor Approach project" (Staff 2)

Similarly it was felt that a communications lead was important to the best operation of the Anchor Approach, such that staff and parents were aware of the training sessions being offered as they occurred. This was important for making sure that the training sessions were scheduled, but also to make it clear what the aims of the sessions were.

> "… particularly when there was a really consistent school link or SENCO in place, you find they might be better to have their sort of three staff training sessions done and completed it or they might say okay, we've got one done and we're doing another next term, then maybe have quite a good handle on it." (CAMHS 2)

> "I think it would be good if someone was in the school, like I said, going out in the playground, weekly reminding parents to come to these kind of workshops and stuff like that. Like, like having a parent liaison person from the Anchor Approach really and that, but obviously that's really an ideal world thing it's not really, it's not really gonna happen." (Staff 1)

Theme 4. Working together

'Working together' is an important theme when discussing the nature of inclusivity, and the need to include the 'whole school' to effectively implement the Anchor Approach. The Anchor Approach highlights that the intervention cannot be successful without a 'whole school' shift in thinking, and many of our participants had internalised this idea.

Participants were in favour of staff, CAMHS, and parents working together to provide continuity of care for the students. They also expressed interest in an equal division of labour, and the ability to share best practise to support their work with the students. However this was not always currently present, and in cases where individuals had been left out of the process they felt at worst rejected and undervalued, and at best unable to effectively provide support.

Continuity of care

One of the benefits of this 'whole school' approach was the continuity of care for students across different organisations, lessons, and year groups. The consensus was that staff needed to communicate the care needs of students between themselves to provide consistent and appropriate care. Participants also believed in the concept of displaying a supportive community of staff and students to support their classes' well-being.

"And it would be really useful. For example, if we took all of our students where we've identified they have an issue, and if we pass that on to other people. So it's like a schoolwide approach would be really, really helpful I've it's been helpful for me to kind of think about the students in a holistic way, but in terms of progressing them and supporting them. I think it has worked actually for the couple, but I think for a, like a school wide approach would really help." (Staff 8)

"But the thing is so I had two students, but now both of them are no longer in my form, so that is yeah, so that's another thing that I'm going to have to pass it on and speak to their new form tutor." (Staff 5)

"Yeah, I think in terms of like think, about the Anchor Approach programme, the whole purpose of the Anchor Approach programme is to create that greater sense of community, not only, not only just with those set students within the class to have a greater rapport between me as tutor and student, but also trying to ensure that that that relationship is the community within the whole form, cause you kind of want everyone to be involved with those key students to be able to support them." (Staff 7)

The need for continuity of care across staffing groups was also mentioned, including making sure that staff members with direct contact with disruptive students had the training to respond using the Anchor Approach's principles. It was similarly recognised as important that these staff felt "part of" the intervention such that they were motivated to use it.

> "Well we were really quite keen, that all of our teaching assistants should be part of it because actually more often than not, they're the ones who are dealing, um, with the children. They're the ones who are, when a child is having difficulties and needs to be, I don't know, taken out the class or whatever, for whatever reason and actually they're the ones who actually needs to not be so, um, sanction based..." (Staff 4)

> "When the Anchor Approach came in to meet with the teachers to talk about specific children, we tried to make sure and I think in most of the cases, there was a support staff involved in those meetings as well. They felt part of it and actually, you know, I think that was also a very positive thing." (Staff 4)

Unfortunately in some schools it was evident that this continuity of care did not exist. Schools could be providing the Anchor Approach training to only one year-group, to only form-time teachers, or to only teaching staff. In these schools, participants felt limited in their ability to support their students and recognised how this impacted the school's ability to enable changes in student behaviour. There were concerns that without shared strategies the support given to students could 'crack again', resulting in the same behavioural problems appearing as before the Anchor Approach was introduced.

> "If it's if it's across the whole staff body that are aware of the students that need to, that are in need of it in terms of responding to strategy. That really helps, but at the moment, right now, in terms of those strategies, those strategies only been employed by us...So it will be incredibly helpful if the whole staff body were aware of what, what to do in the classroom with said student and how to approach.... And it would probably go a lot quicker as well and you could cement that and I think that's what we want. We want it. We want it cemented. We don't want it cracking again. [laughs] So yeah." (Staff 7)

> "That often you have like, I'll have, I've got something in my class who has got a speech therapist, speech and language therapist support, and they came into my lesson the other day like hello I'm here to help you, and I didn't know which child they were observing for a start and then they're like, there are the things you could do to support the I'm like, well, that's great, but that's kind of all the way down the line. Like why not come to me at the beginning of the year and say this is what this kid needs, rather than coming to me like 3/4 the way through the year, and saying, actually this is what she really needs. And then because then you could check up on her progress." (Staff 8)

There were also comments about continuity of care in participants external to the school. Both CAMHS staff and parents mentioned that they would like to be more centrally involved in the support being provided to schools, such that they could understand what support schools are

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providing and can better understand how they fit into the care pathway. Without this, they felt that they could not continue the care outside the school setting.

> *"I get feedback from schools that oh they had the Anchor Approach in for a network meeting whatever, and like I've never been involved in that and I can't actually picture what that looks like, and so to the school I'm like that's really great but actually in my head I'm kind of thinking, I don't know what that actually looks like. So I could tell a school what they can offer, yeah, but yeah, experiencing the whole way would be quite helpful."* (**CAMHS 4**)

> *"… I think I got a good taste of it and you got to know what the role was in terms of whole school. And particularly when, when COVID was happening when forums were coming out, I got a good idea of what they were offering, but I don't think there was ever a point where I thought, well, I have a whole handle on the Anchor Approach and I know exactly which parts to sign-post to school to. I think I'm really struggled to match that because I didn't quite have the knowledge of exactly what was being offered."* (CAMHS 2)

> *"I think a lot of that was to do with that they didn't really know what it was, when that was happening."* (CAMHS 3)

> *"If it was put to the parents in terms of here's what we're doing with the kids, um, do you want to come along and um, um, find out what our approach is so that you can support it?"* (Parent 3)

> *"We have the flexibility to a degree where we can think about what the external agencies and so and provisions in place, but if we're not fully aware of what those, of what the purpose of those provisions are, how can we really apply that?"* (Staff 7)

> *"Well, more so some of the external parts as well though, because I didn't have enough information about what's being covered in it, it was harder to see how that connects to the Anchor Approach strategies."* (Staff 6)

Parents felt particularly underutilised and correctly pointed out that they could enhance the support offered to their child by using the Anchor Approach at home. Parents recognised and bought into the 'whole school' approach of the intervention but did not currently feel that they were being considered in that approach. As mentioned above, they had generally not heard of the Anchor Approach, and had mostly not received any meetings or materials to explain what the Anchor Approach was or how it was being used. They felt that with better materials and engagement they would be able to support the Anchor Approach – and their children's care – at home.

"But I was I was wondering about the program because probably if they do it, then as [parent] said, I would like to assist or at least have this knowledge of what works, what we should do at home, because it never works one way. Its, you, they, you, they probably, they spend both times at school and and at home and then obviously that was my sort of understanding that if they miss, like if even when looking at this wheel - if one of the pieces are not working well, the whole sort of wheel won't be working properly." (Parent 2)

"And because they're using it in school, I felt that like as a parent, it'd be really great to be following the same kind of, the same procedure if you like, and reinforcing and supporting that at home." (Parent 4)

"Because sometimes parents have, seem to have concerns that they don't raise, just 'cause they're not sure what to do with them, like they've got a kid, he's really well behaved. They're doing really well at school, but still they're concerned about them. You know, not having friends or looking a bit sad when they come home from school, which we wouldn't know about, so having those conversations with parents even makes a difference." (Staff 8)

"We really want to get our parents involved as well and we are hoping to be able to hold some kind of parents forum as well." (Staff 4)

Division of labour

School staff were strongly in favour of the 'whole school approach', and of the Anchor Approach being supported by a wide range of staff members. It was felt that senior staff were best placed for overseeing, and perhaps designing, the Anchor Approach activities, pastoral staff should support the more disruptive children, while teaching staff should be free to focus on the class as a whole. As well as lower workload, this was thought to give staff the space to review and discuss their approaches, such that they could make more informed and supported decisions over the care of their students.

"At that time, um, we had a another deputy head who was you know responsible for inclusion, um but we also had a pastoral team, um, that you know were doing a lot of the behaviour management and they were massively following um, the Anchor Approach. So maybe the class teachers weren't implementing or didn't have to kind of implement it, so much in class, because the kind of high needs children were often, they had somebody that they could go to that could give them that sort of, you know that time to talk things through." (Staff 2)

"And its always more the head of years responsibility really. To implement it and, well, perhaps they would might take the strategies... if they were to incorporate it within tutor time in a more systematic structured way, through PowerPoints or through whatever, then like giving us the ability to access it without having us to plan it." (Staff 12)

"Yeah, I mean if we had say, one or two students that are significant students and we focus on them long term, and then maybe two or three additional students that can be shared across the whole staff body....Yeah, that would really help, because that takes the weight off us in terms of it, so we can still do these small strategies with five key students, cause five wouldn't be too many compared to the whole form groups." (Staff 7)

CAMHS supported the division of labour afforded by utilising Anchor Approach staff. CAMHS staff felt confident referring schools to the Anchor Approach for system-wide changes, allowing them more time to focus on individuals or classes. This dilution of responsibility across organisations aided CAMHS in distributing their resources to the students who require more support.

"And I think something that really helps also is that like parts of the MHST is to do a whole school approach and then, you know, we're only, you know, our team can only do so much. So when you've got somebody like the Anchor Approach that can go into a school and do a whole staff training, that takes such a, not a weight, but it means that we can do other things while they're doing, and knowing what they're kind of delivering to, to whole staff teams." (CAMHS 1)

"I remember we struggled with one school with a year five class and I think, it's been a class that had come up quite a lot for us in the MHST team. I'd seen some individuals from it and then we'd been asked to have a classroom intervention and we didn't feel like too much was changing for that class. Then we started to draft in the Anchor Approach to speak, to the speak to the teacher about how they could approach that class. That was a really good resource to be able to call on them, really helpful." (CAMHS 2)

Participants also highlighted that a single teacher could not always keep track of a student, especially if they weren't attending their lessons, and so the responsibility for care could be more effectively implemented across several lessons. This was previously noted in terms of attendance at school but was here related more to the movement of students within the school over time.

"Yeah it would be useful if it was shared with Maths and English teachers, then you could triangulate it." (Staff 8)

"Yeah, yeah. It's like, the two that I've got, [student names]. They've got a lot of issues, and they're hardly ever in tutor time, but they are in school days. And trying to deal with them or trying to find strategies that might work for them. I, I just found myself being very, very limited." (Staff 6)

"In a whole school approach, I mean it's easier because then other teachers you know can kind of contribute to it. And it's not, you know, that wholly, that whole responsibility on me because as a cover super, I literally have no free periods, whereas with teachers, I mean, you get a free period, so, yeah." (Staff 5)

However division of labour, much like 'continuity of care' was not present in all schools. Staff reported a lack of engagement from senior staff in particular, meaning that junior staff had the responsibility of developing the Anchor Approach-based approaches, without the authority to do so. This left staff feeling unable to provide good quality support, and unsure how much of a priority the Anchor Approach was - and so limited the efficacy of the Anchor Approach.

"*Mine were more to do with belonging and it has really worked to the extent that I have any power to do anything about it. But the thing that's really important is that you have the power to action whatever thing you think needs to be done in connection with belonging. So in our school, quite a lot of I, I don't know how you feel but quite a lot of us, as a form tutor I don't have a huge amount of power, so it relies on like good conversations with other people who can do things for my form group, does that make sense?*" (Staff 8)

"*I think it linked quite heavily into like sort of I, I suppose more like the culture of the school and how staff were managing their own work-loads and what their experience of going to work was. Cause I found like in some schools where there was perhaps, you know, like a lot going on and maybe they weren't, so supported or didn't feel so supported. I'm not sure how much they would have been like felt able to use that effectively, kind of the like change in language and changing approach because it is very much whole school approach. Whereas I think some of the other schools that I can think of where staff fed back to me they felt really supported generally at work.*" (CAMHS 3)

"*Also I did find, I, I as I said, I'm not on the SLT and I did find that SLT didn't engage with it as well as I would have liked them to, like they didn't attend all the sessions, and I think the Anchor Approach definitely say that it needs to be like across the whole school and all levels of leadership down to teaching assistants and basically everybody in the school, so I did find it a bit disappointing that they didn't attend.*" (Staff 3)

This concern may have more to do with the rate of change within participating schools, rather than an actual of engagement amongst senior staff, as for the Anchor Approach to be provided within the school senior leadership must have provided agreement. It is possible that there is underlying agreement with the use of the Anchor approach, but the specific actions to be taken (and who should take them) are still being developed.

Sharing best practice

Staff were also interested in sharing best practice between staff members and across schools, such that staff are provided with a model example of how to successfully handle specific situations (as well as a reminder that such situations could indeed be successfully managed). CAMHS staff were interested in hearing specific stories from schools, such that they could both feel confident that the Anchor Approach was working within that school and could share that success with other teachers.

"And to hear the good stories from schools then, because then that helps us then to be able to promote it more confidently." (CAMHS 1)

"I would like to know what the successful schools have done because you know, so every school is, is brilliantly innovative on one thing or the other. You know, no school can do everything." (Parent 3)

"I, I think it's really just knowing what others have done in the past, to control that. I think for us, if we were to do the training for [others to] show what we've done, I mean it'd be great for them to benefit and you know, knowing what, OK these are the students that we had succeeded with. This is what we've done...This is how it works and this is what worked, this is what went well. And also going to highlighting other case studies that we might have fell, fell into, and what were those challenges? And maybe what we can you know could have been prevented that in hindsight." (Staff 7)

"And also I'd like to kind of watch more of it cause or watch kind of professional people do it who will know more about it because I think it's kind of overwhelming being given the sheets with belonging, and here's a list of 4000 things you could say to that, like, which is obviously good, but I think if we could kind of if it was modelled around us a bit more." (Staff 10)

> *"I think I would like to attend um, one of their, so I know that when they have the, when the school has had the training and then they'll offer network meeting so they work like with teachers to look at specific behaviours and I think that's real, that's individual, but maybe actually if they included some of that in a kind of wider. I think they're really practical, really clear examples for teachers to see, or even just for myself to see what they do. And because it puts the training into action then. But I think if you don't have that, then you, you don't see the training. It's just a training until you have that extra piece."* (**CAMHS 1**)

Several participants also mentioned the importance of being able to talk about the Anchor Approach with other staff members. This was deemed important for understanding the materials from a different perspective and coming up with workable strategies. It was felt, both in the training and in the school context, that conversations were an important factor in making the Anchor Approach work. It was also felt that informal conversations between staff helped to change the dialogue around disruptive students, and so was slowly supporting institutional change.

"But I think also that sort of discussion forum really helped the most for us. Otherwise, if we didn't have it. I mean we would, let alone communication we would all be flying." (Staff 7)

"I don't have any free periods at any other point of the day to kind of chase up on it, but [name redacted], head of year nine, we were kind of doing it together, so I'd give him comments and feedback and then he'd give me feedback and so we kind of worked out something for two students only." (Staff 5)

"I guess it made me see things in a different kind of way. I think of, of understanding what where teachers are coming from and then having when they talk about kind of behaviour management in the classroom. Where sometimes I might look at an individual child, but actually then seeing the teacher's point of view too and kind of managing the behaviour of the whole class and then I'm also looking into that individual child if needed." (CAMHS 1)

"...I think for us it was sort of the whole, I think as a staff it was so different that I think that for people, I think it's more around, if I'm honest it's all-around sort of discussions around school. It's kind of triggered and started discussions. I think we've actually probably got a long way to go. Um, so I think it's slowly, slowly, drip feeding, but it's working and there is, there is an impact. So yeah." (Staff 4)

Support from The Anchor Approach

The support provided by the Anchor Approach team was consistently praised across participants. Participants felt confident that the Anchor Approach team could get back to them quickly on any queries and were available to support schools on specific cases.

"We recently had 1-to-1 network meetings about children with behaviour challenges, um, where I was present and a class teacher was present, plus, um the Anchor Approach, um, I don't know how, the Anchor Approach - not clinician but the Anchor Approach person was there and I know that the teachers gave excellent feedback about the meetings and we got some really good ideas, even if some of those suggestions made were quite obvious it was really good to have someone just to kind of justify you and tell you, yeah, that is, you know, that is what you should be doing and you're like, oh yeah, you know, I forgot about that." (Staff 1)

"I mean my engagement personally with the Anchor Approach team has been fantastic. I mean by email, they reply and we've had telephone communication. I find them really easy to communicate with and they always reply. Um, and have said, you know, we'll send whatever you want. We can come in, we can work with people." (Staff 4)

"Yeah, I thought as well that when I kind of link school up with the Anchor Approach that the Anchor Approach team are so kind of quick at responding that if I get it wrong, they'll soon tell me, that it doesn't feel like you kind of signed posted and you're waiting for ages and then you're not too sure like, I feel like I have a clear idea and then they are really responsive so that's helpful." (CAMHS 4)

However no clear agreement could be reached on how often or when the Anchor Approach training should occur. Options included "annually", "at the start of the academic year", "at regular staff meetings", "monthly", "every week", "once a term", "every six months", "in the weekly newsletter",

and "following changes in school structure". The length of these sessions was also up for debate, depending on how it fit around the workday. Suggestions included three half days of training, one whole day, two-hour sessions, or a one hour zoom meeting. It is likely that this would need to be negotiated with each school individually.

> "And you know it, maybe it could be like a recap every now and again, or just built into the, ok, we're gonna meet again in six months time for a refresh or to chat about what we had um, done before." (CAMHS 1)

There was also an appetite for regular recaps of the Anchor Approach, such that new staff could engage, and existing staff could refresh their understanding. In order to support a consistent approach to the Anchor Approach across the school, these sessions needed to be regular.

> "Particularly around the idea of staff retention, that maybe if you've already put in a lot of time to train up the staff and then there's a staff turnover, it's then another big commitment to train again. You're not sure how long you're gonna keep that knowledge. It might be more useful for there to be, I don't know, some shorter sessions available, but more often maybe, instead." (CAMHS 2)

> "I'd like annual training to be honest, 'cause ours is a quite high turnover as well, so we have a lot of agency staff coming in and coming and going as well. So yeah, and you'll, you know I don't see how it could be more than that because of the training schedule is, you know, packed in our school, various different things but uh, yeah, like the general, general training I think needs to be done annually." (Staff 1)

This may need further review by the Anchor Approach team. However it was recognised that there were limitations to how the Anchor Approach team could help schools with their busy schedules, and that tailored support was already on offer from the Anchor Approach.

> "But then the Anchor Approach quite helpful in that sense that they offered, you have a whole day or you could do it in half days like there was some flexibility in that. And I guess I don't know how you would approach schools not having much time because it it's just how it is, isn't it?" (CAMHS 3)

Although not explicitly mentioned by participants, it is important to also consider possible down-sides to this level of Anchor Approach support. In particular there were times where participants seemed to lack confidence themselves in using the Anchor Approach and appeared to be using the Anchor Approach team as a crutch rather than learning to implement the intervention themselves.

> "In an ideal world, I'd like there to be someone coming in every week to either work with parents that want to help or, or with like staff members. Maybe having a team, like an, the Anchor Approach team, where they would be like me, a teacher or someone in the support staff and, and, you know there were not necessarily weekly meetings, but weekly things going on so that it was just more visible." (Staff 1)

"I think we would just like, similar to what [staff name] said, just more, more contact with them, coming in more. Like I think with the network meetings, they offer two meetings for each child and then that's it. I know that we probably could do it ourselves, but it's not the same, [the Anchor Approach liaison] has all the strategies just on the top of her head. She's so good and when she comes in, it's she's just got so much to give and I can try, but it won't be the same." (Staff 3)

"And we, I feel like we're not [expert] at it, so we only just started using it this year for some pupils." (Staff 8)

Another potential limitation here is in relation to the feasibility of the support being provided by the Anchor Approach team. The Anchor Approach is intending to expand across a wider number of schools. This may cause inconsistencies in support while additional staff are being trained. Additionally, with an increased workload, it is worth considering whether the Anchor Approach team will be able to provide such quick and tailored support and, if not, will the Anchor Approach sustain itself without these key players?

"Then there was also a change of trainer as well, which, um again wasn't anybody's fault, um, but I think the first trainer was kind of slightly more, um, maybe knew the program slightly better than the second trainer so um, was able to talk about it with a with a lot more kind of consistency." (Staff 1)

"We don't have the sufficient training. We don't have sufficient manpower, um, yeah." (Staff 7)

Summary

In summary the participants felt that the Anchor Approach was a timely and well supported intervention. There was great evidence of buy-in to the Anchor Approach's aims, several examples of how participants had begun to action these changes in conceptualisation away from punitive pedagogy and towards emotion-focused care.

However, there was great variation between schools in the ways that the Anchor Approach was being used, which resulted in different levels of staff confidence, student behavioural change, and continuity of care. There were concerns about the feasibility of the intervention – in terms of the time taken to implement it, the resources provided, and communication around the support being offered.

Despite this, participants showed willingness to engage with the intervention in whatever form it came next.

"We've got an upcoming staff, well-being meeting, which will be great and also a parent well-being workshop which is going to be run, but again, it hasn't happened yet, but, uhm, there's a lot of kind of exciting things happening." **(Staff 1)**

Part 5. Summary and recommendations

The Anchor Approach is a whole-school intervention which aims to promote high levels of resilience, well-being and mental health in students by providing emotion-friendly coaching to school staff. They also offer access to this training to CAMHS staff such that the Anchor Approach can be linked to other support being offered by the CAMHS teams. The Anchor Approach aims to support students' emotion regulation and allow school staff to identify and support unmet developmental needs, in order to improve engagement in education and reduce exclusions.

Between March and April 2022, UCL conducted a qualitative evaluation of the Anchor Approach amongst parents, staff, and CAMHS team members at participating schools. The aims of this study were to explore perception of the impact of a resilience-based whole-school intervention to improve school engagement, using the Anchor Approach as a model, and to explore school intervention sustainability focusing on perceptions of intervention (a) acceptability, (b) efficacy, (c) feasibility, and (d) flexibility and adaptability.

The Key themes relating to these aims, as identified by the participants, included 1) the timeliness of the intervention, 2) the impact of the Anchor Approach on the school setting, 3) engagement with the Anchor Approach, and 4) working together. Below we review the data collected here first in relation to theory, and then in relation to the study's aims (impact and sustainability). Recommendations are provided for the Haringey public health team.

5a. Theoretical findings – the impact of the Anchor Approach

The Anchor Approach is a whole-school resilience intervention which aims to support student emotion regulation and identify and meet student's developmental needs. This is thought to lead to more young people engaging with education and reducing exclusion, truancy and other unwanted behaviours. Below we discuss our findings in relation to the Anchor Approach's aims as explained by the scientific literature.

Resilience

The Anchor Approach aims to promote high levels of resilience in students. A resilient individual is often described as having a 'better than average response to stress',[15,17,18] and they may exhibit greater emotional control, or more adaptive coping mechanisms when faced with difficult situations such as may be found in the school environment. Here participants provided us with case study examples of students who could more quickly overcome emotional difficulties following implementation of the Anchor Approach intervention, suggesting that their resilience had been improved.

High levels of preliminary resilience have been repeatedly found to buffer against mental and physical distress[23-28] in children and adolescents.[29-35] As such the Anchor Approach may have wider

impacts on the well-being of students. The consequences of such difficulties often persist into adulthood,[12,13] impacting physical and mental health, employment, income and quality of life.[14] As such the long-term impact of the Anchor Approach on public health provisions in Haringey may be significant. However we do not have the necessary data here to confirm or deny this. A longitudinal exploration of the prevalence and severity of mental health difficulties either in students in schools, or being referred to CAMHS, would provide this data.

School engagement

'School engagement' is a broad term which covers participation in the classroom, engagement with extra-curricular clubs, academic attainment, positive and negative behaviours (i.e. attention and truancy respectively), extracurricular engagement, and level of interpersonal relationships. [41,42] Children with high resilience have previously been shown to demonstrate higher school engagement[48,49] and the same results were shown here. Higher school engagement was anecdotally demonstrated following the Anchor Approach through examples of improved attendance, improved personal responsibility for attendance, and increased engagement with extracurricular school activities.

Academic attainment was not discussed and so this cannot be commented on here. However higher school engagement has previously been found to predict subsequent attainment, attendance and school completion.[46,47]

The whole-school approach to care

As shown here, resilience can be improved via intervention.[3] As schools are a universal service operating in collaboration with local authorities and wider communities, they are well-placed to implement resilience provisions.[4] Beyond merely delivering classroom-based lessons, whole-school interventions aim to modify policies and systems.[4,51,52] Here the Anchor Approach was shown to have been embedded directly into policy in some schools, and staff showed interest in developing the Anchor Approach-based policy on others. This suggests that a whole-school intervention can be used to successfully instigate long-lasting change at a system-level. It also suggests high engagement – in relation to the Anchor Approach at least – in actioning this change.

A 'whole-school approach' involves all levels of a school working together to enact change, such that the ethos behind problematic behaviour is targeted, as well as the problematic behaviour itself.[5,6] Whole-school interventions have been found to be more effective than student-facing interventions in reducing internalizing and externalizing emotional problems, general psychological distress, and anxiety symptoms.[32] As was seen here, the whole-school portion of the Anchor Approach intervention was integral to student and staff-related outcomes. In schools which practised the Anchor Approach across all staff, staff well-being was higher and student behavioural change was more consistently reported. In schools where only a few staff were practising the Anchor Approach, staff reported high levels of stress and lower capacity or interest in implementing change. They reported fewer positive impacts of the Anchor Approach and continued to engage in punitive measures alongside the Anchor Approach. This is fairly strong evidence that a whole-school change

in ethos is required for school interventions to be effective and accepted by staff. It is also evidence that lower staff engagement may result in lower treatment fidelity.[58,59]

Educational research corroborates that of any environment, the classroom has the greatest impact on learning[38,39] and social and emotional health.[40] However the voices of parents as stakeholders are also important, as they can reinforce the intervention's message, using resources and techniques at home.[58] The same was said here by the parents and staff interviewed. Parents felt that they were under-utilised as agents for the Anchor Approach and requested further information about, and engagement in, the intervention. Staff members similarly felt that the intervention could be more uniformly supported by greater inclusion of parents. The lack of information currently provided to parents resulted in mistrust in the Anchor Approach team, and concern about an unknown intervention being used on their children. These responses demonstrated the importance of partnership between senior leaders, teachers, support staff, parents, carers and the wider community when developing a whole-school approach. The perceived acceptability of a programme significantly influences preparedness to engage with the intervention, and to implement it accurately.[35,60,61] This has previously been confirmed in school staff, but appears to be similarly apparent in parents.

Staff implementation of school interventions

By collecting a range of opinions from those implementing an intervention, it is possible to identify which dimensions of school adaptation are important for specific outcomes.[62-64] In this case the resilience wheel and emotion coaching was most often referred to, alongside the common language resource. It is also possible to explore treatment fidelity which, as mentioned above, is strongly reliant on staff buy-in to the intervention.[58,59] Multiple sites within a region should also be explored before an intervention can be used to inform wider educational or healthcare policies.[4,66] The Anchor Approach has been used in 31 schools to date, of which six were sampled here. From the schools sampled it appears that the Anchor Approach is widely acceptable across a range of contexts. Where it was less accepted this was primarily due to environmental concerns such as staff time and confidence, both of which were recognised as common issues within the school setting and should be considered when further developing school interventions.

Teachers' evaluation of the acceptability of a programme significantly influences not only their preparedness to implement a new programme but also the extent to which they implement it accurately.[35,60,61] Without buy-in from the staff delivering the intervention, the impact of said intervention in a natural setting is circumspect, and any effects may not be maintained over time.[35,65,66] In relation to the Anchor Approach high staff buy-in was demonstrated amongst participating staff members. It was felt that the Anchor Approach had improved their ability to communicate with students, parents, and other staff, which in turn had improved their personal well-being. As such the intervention was being well implemented, despite existing within the schools for up to six years (mean implementation time: 2.14 years, range= 0.25 - 5.25 years). Long-term follow-up at a point where the intervention has been integrated holistically into the whole-school culture is necessary in order to confirm that it is fit for purpose[58], and this has been confirmed here.

Conclusions

Although evidence existed in the literature that resilience interventions and whole-school approaches can improve student well-being, these were limited by a lack of discussion with the staff involved regarding their opinions on, and use of, these interventions. The evidence was also limited to primarily single-school trials over short periods of time. Here we have demonstrated, using the Anchor Approach, that whole-school resilience approaches are viable across several settings and across longer periods of time (1-4 years) as identified by the staff providing these interventions. We have also identified uses, and barriers to use, amongst this population which can be considered for future development.

In England the prevalence of child and adolescent mental health risk has shown a consistent increase in emotional problems over the past 20 years.[8,9] According to the our participants these difficulties are likely to increase further over the next few years due to the developmental hiatus caused by Covid. Children may experience further difficulties with emotional control, not usually seen in their year group. As such the Anchor Approach may become more important to schools going forward.

5b. Impact and sustainability of the Anchor Approach

The aims of this study were to explore perception of the impact of a resilience-based whole-school intervention to improve school engagement, using the Anchor Approach as a model, and to explore school intervention sustainability focusing on perceptions of intervention (a) acceptability, (b) efficacy, (c) feasibility, and (d) flexibility and adaptability. These results are summarised in the table below and discussed in relation to each individual focus.

Table 2. A list of the participants' assessment of the perceived impact of the Anchor Approach, broken down between 'outcomes' and 'considerations'.

Outcomes	Considerations
Impact (How has it influenced education?)	
- Timely mental health support for students, meeting the aims of the Department for Education. - Meeting a recognised need for student well-being support, as identified by Staff, parents, and CAMHS. - Positive impact on education compared to non-participating schools and boroughs. - CAMHS identified a positive shift regarding the content of referrals. - Better resource allocation by CAMHS staff. - A key component of borough-wide support, as provided by CAMHS. - Some improved staff well-being. - Improved attendance amongst students.	- Some decreased staff well-being due to workload. - The Anchor Approach used as a secondary measure in some cases, following punitive measures (reducing impact). - CAMHS did not report a reduction in referrals.
Acceptability (Do participants like it?)	
- Staff and CAMHS buy-in to the Anchor Approach philosophy. - CAMHS reported more confidence in the Anchor Approach than in comparable interventions used in other boroughs. - Used regularly by CAMHS staff in their work with students and schools. - Used regularly by staff in their interactions with disruptive students. - Increased openness to collaborative working amongst school staff. - Staff and parents not currently involved the intervention are interested in becoming involved. - High interest in the Anchor Approach even in staff with high workloads.	- Parents unaware of the Anchor Approach or its aims – feel undervalued as contributors. - Some lack of confidence in the Anchor Approach as an encompassing approach due to heavy emphasis on theory. - May be push-back from staff who do not have an interest in engaging with new methodologies. - Terminology too academic for parents to feel comfortable with. - Some feeling that communication and training excluded parents and CAMHS. - Large material packs reduced engagement. - Large number of resources reduced engagement.

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Outcomes	Considerations
- Parents interested in using the Anchor Approach at home. - Impact on, or interest in, school policy-changes towards Anchor Approach-based support. - Positive feedback on the Anchor Approach team's diligence. - The resilience wheel, leaflets, and communication documents were praised for their readability and were widely used. - Materials are visually appealing.	
Efficacy (Does it work?)	
- Increased understanding, and use, of developmental theory on pedagogy amongst school staff. - Improved staff understanding of the context underlying student behaviour. - Staff more able to recognise, and respond to, students in need. - Increased positive staff-student interactions. - Improved emotion regulation in students, according to staff and parents. - Improved feelings of belonging in students. - Reduced disruption to learning.	- Some staff still relying on/demonstrating belief in punitive approaches. - Some negative perceptions of disruptive students remain. - No difference in types of referrals to CAMHS – no difference in behavioural difficulties in students. - Desire for more 'concrete' context-specific materials, rather than theory.
Feasibility (Is it possible?)	
- The Anchor Approach can reach whole-school saturation – staff implement and converse about the approach. - 'Belonging' more of a focus within schools, resulting in whole-class intervention approaches. - Some suggestion that the Anchor Approach benefits workload by reducing classroom disruptions. - Interest in further training opportunities (e.g. case studies or sharing practice across schools).	- The Anchor Approach being used with disruptive children only, not as a whole-school approach. - The Anchor Approach may take too much time to use 'in the moment', reducing applicability. - Parents concerned about an unknown intervention being used on their children. - Difficult to engage the most at-risk students, who don't have high attendance - Large time commitment which causes demonstrable push-back against the intervention. - All staff need to be involved for the intervention to be fully effective. - Difficult to find an inclusive time for training. - Sometimes 'bottom of the list' as an activity when staff are busy.

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Outcomes	Considerations
Flexibility and adaptability (Can it be adapted?)	
- Some materials visually engaging and accessible enough to use directly with student populations. - Seen as a remedy to the long-term developmental impacts of the Covid pandemic. - Flexible enough to be adapted to the specific needs of schools, in collaboration with the Anchor Approach team.	- High associated workload which needs to be diffused across school staff. - A need for continuity of care across organisations and school years.
Sustainability (Can it work long-term?)	
- Improved staff confidence in attempting non-punitive approaches. - Increased effective communication between staff, CAMHS, and parents. - Demonstrable in pivoting schools away from a punitive approach.	- Heavy reliance on the Anchor Approach team to implement the intervention. - Need for a training communications lead within schools. - A need for in-school champions to propel the intervention. - Lack of demonstrable top-down commitment in some schools. - The Anchor Approach not seen as a 'deliverable' outcome, and so not prioritised by staff in some schools. - Complex training schedule which needs to be agreed with each individual school. - Difficult to expand to meet the needs of more schools without additional resource capacity.

Impact

The school-level impact of the Anchor Approach is visible under the following sections, and so here we will focus on the wider borough-wide impact.

The Anchor Approach meets a recognised need for student well-being support, as identified by staff, parents, and CAMHS. It provides timely mental health support for students, meeting the aims of the Department for Education and has been shown to have a positive impact on education compared to non-participating schools and boroughs (as identified by CAMHS staff). Mental health problems in childhood and adolescence contributes to lower achievement in education, and increased rates of health risk behaviours, self-harm, and suicide.[10,11] The consequences of such difficulties often persist into adulthood,[12,13] impacting physical and mental health, employment, income and quality of life.[14] As such the Anchor Approach can be said to have a wide-reaching impact on the well-being of the borough's population.

CAMHS also highlighted that the Anchor Approach intervention is a key component of borough-wide support, as provided by CAMHS, which has resulted in increased efficiency for the mental health

team, allowing them to focus more of their resources on supporting the most at-risk students. CAMHS staff reported more detailed referrals and schools being more open to their intervention, thus improving the quality of support that they could provide. By allowing more flexible use of the borough's resources, the social and economic cost[15,16] of disruptive students is likely to be reduced, and the quality of support provided is likely to be increased.

At a smaller scale there was some evidence of improved staff well-being in relation to the Anchor Approach – primarily in relation to the benefits of working in a "less shouty" environment, and improved attendance amongst students. Increased school engagement is associated with lower levels of anxiety and depressive symptoms, stress, and obsessive-compulsive disorder in students, and improved educational[6,36,43-45] attainment.[46,47] This suggests that the Anchor Approach may have an impact on student educational outcomes and staff retention. However the current report does not have the necessary data to confirm this.

Some participants, particularly parents who lacked awareness of the Anchor Approach, appeared confused about what the intervention encompassed. The Anchor Approach team could consider clearly specifying this (for example, introducing key aims and resources) at introductory training sessions and through dissemination. Increased understanding is likely to influence buy-in, by reducing the barrier of confusion.

Limitations to the impact of the Anchor Approach include the cases of reduced staff well-being due to workload, which is likely to limit the use of the intervention and therefore its wider impact. More specifically in these situations the Anchor Approach was sometimes used as a secondary measure, following punitive measures and so the negative impact of punishment on the well-being and behaviour of their students may still be evident.

Acceptability

Acceptability of the Anchor Approach was generally high, although there were caveats.

The Anchor Approach was reported as being used regularly by CAMHS staff in their work with students and schools, and by staff in their interactions with disruptive students. There was good buy-in to the Anchor Approach philosophy by school staff, CAMHS, and parents, including those staff with high workloads. Additionally, CAMHS staff reported more confidence in the Anchor Approach than in comparable interventions used in other boroughs. This suggests high trust in acceptance of the intervention – as without accepting the intervention cognitive and behavioural change cannot occur.

There was also demonstrable interest in the further use of the Anchor Approach. Second-hand evidence from participants suggested wider interest from other school staff, and parents reported being interested in using the Anchor Approach at home. Finally participants reported impact on, or interest in, school policy-changes towards Anchor Approach-based support. This also evidences that the intervention is seen as highly acceptable, with participants expressing interest in embedding it even further into school systems, policies and daily life.

Additionally some of the specific resources provided by the Anchor Approach were accepted – the resilience wheel, leaflets, and communication documents were praised for their readability and were widely used. These materials were seen as visually appealing (some participants reported displaying these in classrooms) and were used with a range of audiences. Participants also provided positive feedback on the Anchor Approach team's diligence and responsiveness, suggesting that their interactions were also seen as acceptable.

However there was push-back on the acceptance of some of the Anchor Approach's underlying mechanisms, including the terminology used and theoretical background, which were seen as excluding parents and those from lower SES backgrounds. Some materials (e.g. the larger packs and number of resources) were also not accepted by participants, as they were seen as having a low cost-benefit outcome in terms of the time taken to review them. As such the acceptability of the resources provided may be worth further consideration by the Anchor Approach when reviewing uptake of this intervention.

Similarly some key stakeholders felt excluded by the communication methods being used to disseminate information about training sessions and the use of the Anchor Approach. This included parents and CAMHS staff. The voices of parents as stakeholders are also important, as they can reinforce the intervention's message using resources and techniques at home.[58] Currently parents were generally unaware of the Anchor Approach or its aims and felt undervalued as contributors, which reduced their acceptance of this intervention.

Efficacy

The Anchor Approach is a whole-school intervention that aims to: 1) Support student emotion regulation and 2) Identify and meet students' unmet developmental needs, leading to more young people engaging with education and reducing exclusion, truancy and other unwanted behaviours. On these fronts it appears to have been a resounding success.

Although there was no reported difference in types of referrals to CAMHS (and so potentially no measurable difference in behavioural difficulties in students), participants demonstrated increased understanding, and use, of developmental theory when interacting with students. Staff showed improved understanding of the context underlying student behaviour and gave several examples of where they had used this to improve the school experience for their students. They felt able to recognise, and respond appropriately to students in need, resulting in increased positive staff-student interactions and improved emotion regulation in students – as identified by staff and parents. Finally, staff reported improved feelings of belonging in students, primarily in response to emotion coaching. As such all the aims of the Anchor Approach can be said to have been met from the perception of the staff involved.

On the other hand, some staff continued to demonstrate belief in punitive approaches and hold negative perceptions of disruptive students. However, it would be harsh to judge the Anchor Approach by these standards. Systemic change takes time, and it is unrealistic to expect different

people in different circumstances to respond equally to change. Moreover the participants who expressed these thoughts were overwhelmingly from schools where they had high workload and low support, and so were under immense stress themselves, which would reduce their interest in learning new behaviours. Despite this, these participants did all express positive views of the Anchor Approach and were primarily inhibited by the environment in which it was occurring.

Similarly participants requested more 'concrete' context-specific materials, rather than theoretical training, which may suggest a lack of critical understanding in the Anchor Approach (and instead a desire for 'quick fix' responses). However it may also simply reflect a lack of time or confidence in applying the resources themselves. Although it is likely that this is similarly an artefact of the environment in which the Anchor Approach is being run, it may be worth making concessions to this preference and developing more directional materials.

Feasibility

The feasibility of the Anchor Approach intervention is, to a large degree, evident from the current long-term (up to six years) and wide-spread (over 30 schools) use. It is evident that the Anchor Approach is feasible because it is currently in action and has been across a range of environments for a long period of time.

The feasibility of the Anchor Approach is also supported by the apparent whole school saturation of the Anchor Approach ideals across several of the schools interviewed here (and some identified second-hand by CAMHS staff). Staff reported both implementing the approach themselves and viewing others do so. Moreover they reported conversing about the Anchor Approach with other staff, which demonstrated wider staff engagement. Participants also commonly reported using 'belonging' as a focus in their interactions with students, resulting in a whole-class intervention approach. CAMHS staff similarly reported that they were increasingly called to give whole-class interventions, rather than individual support. As such it appears feasible for the 'whole school' portion of this intervention to occur.

The feasibility of the Anchor Approach at a staff level also showed some positive results. There were some suggestions that the Anchor Approach benefitted staff workload by reducing classroom disruptions. There was stronger evidence that it benefitted CAMHS efficiency by improving the quality of referrals. For an intervention to be feasible it must be able to fit to the needs and resources of its users, and this evidence suggests that that may occur. Furthermore the participants were interested in further training opportunities (e.g. case studies or sharing practice across schools), suggesting that schools are currently advantageously positioned to begin taking responsibility for sharing practice in a way that would further reduce workload and improve efficacy *between* schools.

However it is also important to note that this was not always the case. Several schools did not report whole-school changes in ethos or behaviour. The large time commitment associated with the Anchor Approach caused push-back amongst some participants and was seen as a large barrier to the

feasible use of the intervention. This time commitment was both in relation to the number of resources required and the need for quick, 'in the moment' response to difficult student behaviour in the classroom. The use of complex resources in these quick instances was not seen as feasible by all participants, reducing intervention fidelity. Timing issues also related to training – in that some staff (especially part-time staff) were not able to attend training and so could not engage with the intervention. Treatment fidelity is essential if the intervention is to effect positive change, and fidelity is strongly reliant on staff buy-in to the intervention[58,59] and so this is a concern.

Similarly the need for all staff to be involved was a barrier to the intervention taking root. Some staff were resistant to the removal of punitive measures, or changes to their current workload. Due to these barriers in some schools the Anchor Approach was being used with disruptive children only, not as a whole-school approach thus undermining the aims of the intervention. At times of particularly high workload the Anchor Approach was seen as a 'bottom of the list' activity and so would not take place at all. It also could not take place with the most 'in need' children unless they attended school at the right time, or with the right staff, which meant that for some children the Anchor Approach was not a feasible intervention.

Finally parents were concerned about an unknown intervention being used on their children – especially one provided by an external organisation. Other parents were felt to lack interest in engaging or had home lives which would not blend well with the intervention's approach to parenting. The Anchor Approach "involves a collaboration between students, teachers, staff, parents, and health and social care professionals to encourage long-term behavioural change." Without parental buy-in the 'whole-school' nature of this approach is not possible.

Flexibility and adaptability

The flexibility and adaptability of the Anchor Approach intervention was not commonly discussed by participants – primarily because few (other than the CAMHS staff) were able to comment on how the intervention had been used by other schools. However several ways in which the resources had been adapted came to light.

The intervention was adapted by some staff for use directly with students. This included providing the resilience wheel as leaflets and posters and providing the Anchor Approach exercises to students during form time or support sessions. The materials were seen as visually engaging enough to use directly with students, and the feeling expressed was that students should be seen as active participants in their own development, and so should be included into the whole school approach. CAMHS staff similarly reported using the Anchor Approach in their interactions with students, as did some parents.

Another way that the adaptability of the Anchor Approach was expressed was in relation to the Covid pandemic. The pandemic was recognised as having a detrimental long-term impact on the emotional development of students. The Anchor Approach was seen as a viable response to this. This suggests that the Anchor Approach is seen as adaptable to many of the needs for which schools will need support, and so is likely flexible to the needs of a range of schools.

However the 'whole-school' component of the Anchor Approach is also a limitation here. Due to the high associated workload the intervention, by necessity, must be diffused across a large number (if not all) school staff. Similarly in order to provide continuity in the support that in-need students are provided across their school career, all staff within the organisation, across all years of the student's experience, need to be confident and invested in using the Anchor Approach. This requires high engagement and training, and (ideally) lack of attrition in the staff involved – which is unlikely in a high-attrition career such as pedagogy. Due to this need for high and encompassing buy-in, there is little room currently for flexibility within the intervention to fit the resources available to schools.

Sustainability

The sustainability of this intervention longer-term is a question which caused a fair amount of debate. On the one hand the intervention caused lasting (thus far) changes in the way that staff viewed and responded to disruptive behaviour, as evidenced in several examples. Participants also reported that it had improved their confidence in attempting non-punitive approaches to student care – even in cases where these were not the prevailing approaches used by senior staff. Finally staff reported using the approach to train new staff, suggesting that these changes are likely to be passed on to future school staff. As such it appears very possible that the Anchor Approach will be responsible for institution-wide changes in pedagogy, given time.

Similarly participants reported improved communication between school staff, CAMHS staff and (debatably) parents. Staff in particular reported personal improvements to their mood and willingness to confront conversations about difficult students, as well as more positive experiences of tackling these conversations. Since staff are seeing more positive outcomes than using their previous training, it seems reasonable that they will continue to use this approach. Similarly now that a shared language exists between CAMHS and school staff it seems reasonable to assume that this language will continue being used, and so will fall into common usage across these (and potentially other) schools.

More academically, the aim of resilience training is to develop a person's personal ability to cope with future stress or hardship.[1,2] High levels of preliminary resilience have been repeatedly found to buffer against mental and physical distress[23-28] in children and adolescents.[29-35] and similar results could be interpreted to have been found here (e.g. in relation to the improved behavioural responses to emotion coaching). As such the resilience aspect alone could be seen to support the sustainability of the outcomes of this intervention.

However the sustainability of this intervention relies heavily on the resources which are afforded to it. The Anchor Approach already provides support to 31 schools on what can be described as a 'shoestring' team. The participants interviewed here reported heavy reliance on the Anchor Approach team for regular and in-depth support which may not be sustainable at scale or over a longer period of time.[6,7] In England the prevalence of child and adolescent mental health risk has increased consistently over the past 20 years[8,9], and according to the participants interviewed here it is likely to continue to increase due to the long-term impact of Covid. It is worth considering now how this will impact the support that the Anchor Approach can reasonably be expected to provide.

In order to improve sustainability the Anchor Approach may also consider targeted resources or training for senior members of staff. A lack of demonstrable top-down commitment was seen as a large barrier to engagement in the intervention, as some staff saw the Anchor Approach as a 'fad' which would only be supported by the school as long as the current Headteacher showed interest. Participants reported that the sustainability would be much improved should the Anchor Approach develop specific policy which the school could implement, or worked with senior staff to include the Anchor Approach's aims in the 'deliverable outcomes' by which staff were assessed. This would secure longer term investment in the intervention by all levels of staff.

5c. Recommendations

Above we have summarised the conclusions we can draw regarding how and why the Anchor Approach works for schools, and its impact and sustainability as perceived by parents, school staff, and CAMHS staff. We have focused on both the benefits and considerations up to this point to provide a full and balanced review of the Anchor Approach intervention.

Here we provide a summary of the considerations raised by participants for further improving the Anchor Approach, and suggestions for how they could be implemented. We also provide suggestions regarding how to leverage the positive outcomes of the Anchor Approach. As this section is future-focused, places where no additional actions are needed (e.g. where the Anchor Approach is working well) are not covered. All suggestions are the opinions of participants or the study team and should not be seen as an exhaustive list.

For ease of reference this section is provided solely in the table below.

Table 3. A review of further considerations for improving the impact of sustainability of the Anchor Approach, as identified from participant responses.

Participant suggestions	Recommendations
Context	
1. Timeliness - CAMHS staff reported that The Anchor Approach had a positive impact on staff behaviour and school policy, as identified through the content of the referrals sent to them, and in comparison, to the student well-being interventions provided in other boroughs. However no difference was identified in the types of referrals CAHMS received.	Student mental health has recently become a key outcome of interest for the Department of Education. Due to the Covid pandemic, now is an optimal time to highlight the need for changes to student care.
There were also concerns about the long-term impact of the Covid pandemic on the psychological development of these cohorts. The Anchor Approach was seen as a remedy to these difficulties. As such it is possible that there may be an increased need for The Anchor Approach in the coming years.	It is evident that the Anchor Approach has provided benefit to CAMHS teams with could be further extended. Should the Anchor Approach team be interested, this may be important evidence to take to funding bodies or health teams beyond Haringey to promote their intervention more publicly.
	In order to better evidence the wider changes that the Anchor Approach is capable of, it would be beneficial to identify numerical data in relation to the number and type of referrals being made, such that current and future changes can be statistically reported.
2. Focus - Staff, parents, and CAMHS staff were aware of both the need for emotional support for students and the current limitations in emotional support provided within schools. Many identified the Anchor Approach as having a positive impact on this support, and all were interested in a	It is worth focusing on the limitations of the punitive approach when promoting the Anchor Approach as this resonates with many staff members. This may encourage further engagement from senior leadership, and wider school engagement.

move away from punitive responses to disruptive behaviour.	It may be worth providing specific examples of where the Anchor Approach has worked where a punitive approach has not, or asking staff for example of behaviour which they feel unable to impact and explaining how the Anchor Approach may help. This may also be achieved through cross-school events, as suggested below.
3. Policy - In some schools the Anchor Approach was being (or would soon be) used to change school policy directly. The ability to embed the approach in school policy was welcomed by the staff interviewed.	Schools were keen to have the Anchor Approach involved in their policy-rewrites, or to provide a policy brief, such that The Anchor Approach's aims could become a central tenant to the policy rather than "added on". Our understanding is that the Anchor Approach team has developed this since the report began.
4. Participation bias - It is important to note that these results may be an artifact of initial school interest in The Anchor Approach. In other words, schools which are more open to alternatives ways of supporting student well-being may be more likely to engage with The Anchor Approach in the first place.	As the Anchor Approach team expands to non-participating schools they may experience more push-back than they are currently experiencing. As demonstrated above this is likely to relate to time, buy-in, and beliefs about student behaviour. This may be reduced by providing open events or conferences where current schools can discuss best practice and new schools can attend to learn about the Anchor Approach and hear first-hand how it is being effectively used to combat student behavioural difficulties.
5. **Advertising the Anchor Approach-** Some participants, particularly parents who lacked awareness of the Anchor Approach, appeared confused about what the intervention encompassed.	Anchor Approach staff could consider clearly specifying this (i.e. these are our aims and these are the supporting resources) at introductory training sessions and through dissemination. Increased understanding is likely to influence buy-in, by reducing the barrier of confusion.
Training	
6. Advertising training sessions - Some CAMHS members were confused about the training sessions on offer. Participants reported accidentally attending the same training session multiple times and being unclear on the topic being covered.	Clearer, or numbered, titles and aims for each training session would benefit engagement and reduce these errors. Suggestions for better communication around the sessions included utilising fliers and newsletters to advertise training offer and providing shorter sessions which focused on one specific aim each such that more informed choices CPD choices can be made. This would secure longer term investment in the intervention by all levels of staff.
7. Sharing best practice - Staff were interested in sharing best practice between	Schools are currently advantageously positioned to begin taking responsibility for sharing practice in a

staff members and across schools, such that staff are provided with a model example of how to successfully handle specific situations	way that would further improve efficacy *between* schools. It would be wise of the Anchor Approach team to take advantage of this opportunity to develop a wider network of support between participating schools. This could involve open days or conferences where schools can share practice, or online forums or blogs where the Anchor Approach team can share case studies of best practice (and provide encouragement to staff members doing well).
8. Parental engagement - Parents demonstrated interest in what schools were doing to support the development of their students and teach them how to cope with their emotions. However they stressed a lack of communication surrounding The Anchor Approach. This included a general lack of knowledge about what The Anchor Approach was and how it was being used in schools. There were implicit concerns about new approaches being used without their knowledge – especially when attached to a named company.	Parents appear to be an untapped resource currently. This may be due to Covid, or other time commitments on behalf of the schools, or may demonstrate that schools don't recognise the importance of including parents into their practise. It would be beneficial for the Anchor Approach team to offer training specific to the need to include parents in a whole-school approach, such that schools feel more confident in who to include and how to do so. Providing resources or parent-attended training sessions may also be beneficial here. By engaging parents in the care of their children they may be able to continue this care at home and will feel less threatened by an 'external approach' to childcare.
9. Staff time - Time was a widely recognised, systemic problem likely to impact school-level and individual-level uptake of the Anchor Approach. Staff identified difficulties with committing time to learning about and implementing the Anchor Approach due to their busy schedules. The Anchor approach occasionally required them to work additional hours outside of their schedules, especially in relation to hourly contracted staff.	Staff time is predominantly beyond the control of the Anchor Approach team. The team currently provides flexible approaches to working with schools, including flexible hours and lengths of training. It may be helpful to provide online courses, or shorter (30min) short courses on key theories. Regular follow-up sessions may improve engagement in a high-attrition schools. It may also be helpful to further emphasise to senior staff the need for a 'whole school' approach, and therefore for carving out CPD time for all staff (not just teaching staff) to be involved. This may further improve continuity of care for students.
10. Workload - Implementing the Anchor Approach was seen as an additional work activity which no specific time was set aside for. Staff at some schools felt that due to increased workload their own well-	It may be beneficial to consider whether the Anchor Approach training can be attached to CPD credits, such that there is a demonstrable pedagogical benefit to early career staff being provided this training.

being was not being managed, and this reduced their interest in engaging with the Anchor Approach.

Junior staff reported a need to focus their time on "deliverables" for their career progression. As The Anchor Approach was not seen as providing "concrete" demonstrable outcomes it therefore was not a priority.

Regular staff meetings (external to training) were highlighted as beneficial to managing workload and setting time aside to consider how to use the Anchor Approach and these should be encouraged in participating schools.

It may also be beneficial to provide sessions specific to staff well-being and how this can be managed, or individual staff wellbeing support (if appropriate).

Content

11. Context-specific resources – Staff and parents felt that having "concrete" or "practical" responses to specific situations would provide them with confidence and consistency across student cases.

It may be helpful to put time aside within training sessions or follow-up sessions to either give specific examples of student behaviour and how to respond to them, or to allow staff to bring common examples to the Anchor Approach team to discuss.

Guided discussion amongst staff may be particularly beneficial here such that they have a structured space where they can practice their skills and build confidence in their ability to apply the Anchor Approach.

12. Theory - Some of the live training materials were thought to be too theoretical to be of interest to school staff. However other staff appreciated the presence of theoretical background of the Anchor Approach to support and evidence their choices in responding to disruptive students.

It may be beneficial to consider how much theory is required in order for staff to understand the intervention, or whether theory can be further broken down across training sessions such that one concept is being introduced at a time.

Further theory-related resources could be provided online as further reading should staff be interested.

13. Punitive measures - Some participants believed that punitive punishment has its place in education.

This included feelings of dislike for disruptive students, feeling that students "deserved" punishment regardless of their circumstances.

Punitive punishment was commonly seen as a 'quick fix' for staff with little time to implement the Anchor Approach. This may be remedied by the support suggested above in regard to staff time commitments.

More directly the Anchor Approach team could provide space (in person or online) where staff can bring their concerns about the Anchor Approach, or bring examples where they use punitive measures. This would allow the team to identify and respond to concerns quickly and provide examples of how to respond to difficult situations effectively using The Anchor Approach.

It is worth reviewing how The Anchor Approach is being used by specific schools and perhaps

providing specific training on the negative impact of punishment to encourage the extinction of these behaviours. However, this may also require a wider review of the policies of the school as a whole.

Resources

14. Resources for staff - The quantity and length of materials provided by the Anchor Approach was identified as having a particular impact on engagement. Materials which were easily digestible (e.g. the leaflets, the resilience wheel, and common language document) were highly praised by participants. However, at times participants felt overwhelmed by the number of resources.

It is important to reconsider the number, and length, of resources provided to school staff. The current intervention takes and 'all-encompassing' approach where there are resources provided for any instance. It may be helpful to have – and promote – a core group of 'essential' (shorter "take-away") resources which succinctly explain the primary aims and actions of the intervention.

Other resources could be provided in a more exploratory capacity – such as in online pages.

15. Resource use with students - Participants reported using the Anchor Approach materials with students.

They also reported the materials being made visible within the school environment – for example as posters.

It may be helpful to consider further the information which can be provided to schools as direct-to-student resources. This may enhance the whole-school approach and support the school's buy-in to the Anchor Approach.

One participant suggested that the resources could be developed by suggesting actions that students could take themselves if they recognised, from the resource, that they were not feeling well. This may further encourage personal responsibility for emotional control, and signpost where support can be received.

16. Language - Staff felt that the Anchor Approach provided them with the theoretical understanding and training to communicate with parents.

However some participants were concerned that parents from low SES backgrounds, or for whom English was a second language, would not find the Anchor Approach resources accessible and so feel unable to participate in discussions.

There was a strong divide between staff and parents on their perception of how 'universal' the language used was. It is possible that this language is pedagogy-specific and so should be explored with a wider panel of parents in order to identify barriers to accessibility.

Explanation of why the language is being used may further support parental understanding of the resources being used. This could be done casually, or a cross-school parent steering group could be implemented.

School-wide support

17. Continuity of care - It was felt that senior staff were best placed for overseeing (and perhaps designing) the Anchor Approach activities; pastoral staff should support the more disruptive

Promoting more specific roles within the staff hierarchy may improve overall buy-in while reducing workload difficulties.

Providing access to school support sessions to CAMHS representatives would improve their

children; while teaching staff should be free to focus on the class as a whole. Both CAMHS staff and parents mentioned that they would like to be more centrally involved in the support being provided to schools, such that they could understand what support schools are providing and can better understand how they fit into the care pathway.	understanding of, and confidence in, the care provided. Similarly where appropriate the team may consider including parents in single-student review sessions.
18. Senior staff engagement - Some participants reported more difficulty than others in reconciling the Anchor Approach with their school's priorities or with the mind-sets of more senior staff. These schools experienced more push-back against the use of the Anchor Approach which caused inconsistent student support.	To a very real extent changing the mind-set of all staff is a waiting game, and so we recommend that The Anchor Approach continues with their current approach – which has demonstrable success. The priorities of senior staff members may require a more direct response – perhaps with senior staff-specific training sessions, or short Q&A sessions on what the Anchor Approach is and what evidence there is that it is worth promoting.
19. School champions - Having a 'champion' within the school to promote and lead on Anchor Approach-related training and activities was seen as a necessary step to engagement by several participants. Similarly it was felt that a communications lead was important to the best operation of The Anchor Approach, such that staff and parents were aware of the training sessions being offered as they occurred.	School buy-in may be improved by requesting a specific 'link' from the senior leadership team who the Anchor Approach team can communicate with and develop collaborate school-specific support. This could also be the communications lead, or a communications lead could be specifically recruited from within schools or within the Anchor Approach team.
20. Class-wide practise - The Anchor Approach was sometimes used with disruptive children only, rather than with the whole student cohort, meaning that it had minimised whole-school impact. The reasoning behind this was generally due to work pressure. Staff felt that it was difficult to use The Anchor Approach in class, whereas it was easier to set aside time to talk to a student individually.	This may demonstrate a lack of understanding regarding the intended use of the Anchor Approach which should be remedied in training. It is possible that more examples of how to use the Anchor Approach at a class-level are required to improve understanding of how it can be a beneficial use of time even with non-disruptive children. Some participants, for example, suggested lesson plans which could be used in form-time to improve whole-class resilience.
21. Anchor Approach support - The support provided by the Anchor Approach was consistently praised across participants. A potential limitation here is in relation to the feasibility of the support being provided. The Anchor Approach is	It would be worth considering what resources are needed to provide this level of support to schools longer-term such that the intervention is resilient to change. As the Anchor Approach training is complex and open to interpretation depending on the needs of the school training further staff may take some

intending to expand across a wider number of schools and so individual-level support will become more difficult.	considerable time. The team may therefore consider investing in training further team members in the near future.
	For example, the Anchor Approach team could consider expanding their training to include school 'champions' and/or communications leads who feel capable of providing the Anchor Approach training and support in place of the team.
	They could also focus on improving wider school confidence in using the approach alone through tailored webinars or online resources.

5d. Limitations to this report

All studies come with their limitations, and it is important to consider the context of this report here.

Although we recruited a good sample size for a qualitative study, with a good range of viewpoints across parents, CAMHS staff and school staff at most levels, it is always pertinent to mention that qualitative work is heavily reliant on the opinions expressed by a small number of people, and so may not accurately reflect the full population.

In particular, this study occurred during the Covid pandemic. This limited the availability of parents and staff to participate and, although every effort was made to be inclusive, means that the sample provided here may be skewed by participation bias. It is likely that only participants with particular interest in the Anchor Approach found the time to engage, and so the opinions expressed may be stronger (for good or ill) than in the full population. It is also possible that some of the views expressed – for example in relation to the amount of support needed or time since the last the Anchor Approach training session – are context-specific to the pandemic and do not apply at other times.

As identified in the analysis, as with all interventions, participation bias may occur in the individuals who participate in the intervention. Those who begin with a more active interest in institutional change or emotional support are more likely to engage with the intervention than those without this interest. As such the schools, staff, and parents involved in this intervention may include those with the largest interest in seeing it succeed. This would cause the positive results of this intervention to appear larger, and more generally applicable, than may be the case. However due to the widespread use of the Anchor Approach intervention across multiple schools in the Haringey borough we consider this unlikely.

Finally it is prudent to identify the potential bias inherent in the recruitment strategy employed. There were several gatekeepers along the way to collecting consent for participation, including the

Anchor Approach team itself and the Headteachers of the participating schools (and sometimes their admin staff). Both the Anchor Approach team and Headteachers from participating schools have an active interest in seeing the Anchor Approach succeed. It is therefore possible that the schools and teachers recruited were to some extent – consciously or otherwise – selected for participation in order to provide this result.

We believe the result are depicted to be an accurate reflection of the intentions of the participants involved. However conclusions in relation to changes in the number of types of referrals to CAMHS or difficulties faced by students are anecdotal and so should be extrapolated with caution. Numerical data is needed to confirm whether the Anchor Approach has a significant impact on child health.

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Appendices

Appendix A: Staff Interview Schedule

Key

Theme/Area of discussion (for researcher purposes)

Question to be asked

- Specific prompts to be used, if needed (alongside, general follow up prompts to be used, such as: "can you tell me more about that?" or "can you give me an example of that?").

Part 1: Individual level

Firstly, we would like you to think about your own use of the approach and any impact it has had on you and your interactions with pupils and parents/guardians.

1A The *acceptability* of the programme to the schools and their teachers (Individual level). Questions to be

1.1 *Starting off broadly, what was your overall experience of the Anchor Approach?*

- What did you like most about the approach?

- What would you change?

- How regularly do you find yourself (*NB: add for senior leadership: or other staff at your school*) using the resilience wheel or emotion coaching?

1.2 *Do you think the programme has been a good use of your CPD time?*

- We appreciate that teaching is a very busy profession and there are lots of other CPD opportunities available. Taking that into consideration, would you recommend the approach to other teachers?

- Has the approach changed your knowledge or understanding of why some children have more challenging behaviour than others?

- Has the approach had an impact on your own personal well-being or personal life? If so, what changes did you notice outside of the workplace?

1B The *efficacy* of the program and its components in relation to student behaviour (Individual level)

1.3 What has been the impact of the Anchor Approach on pupils?

- Have you seen behavioural change such as increased verbal participation or involvement in activities?

- Have pupils demonstrated more emotional engagement, such as seeming happy and interested at school?

- Have pupils been motivated and invested in their learning? i.e., better concentration or preferences for challenging work

- NB: Time dependent: Have you seen any changes in bullying behaviours?

1.4 Has the Anchor Approach had an impact on how you communicate with your students or parents/guardians?

- Thinking about how you responded to pupil's behaviour before the Anchor Approach, how do you do things differently?

  o Follow up: Do you think you are more tolerant/patient?

- Has the Anchor Approach had an impact on your confidence when communicating with parents/guardians?

- The resources were designed to help communication between pupils, teachers and parent/guardians (e.g. providing a common language). Can you think of any examples when you have found you are using a more common language with pupils or parent/guardians?

  o NB: Prompt re common language: i.e. using terms such as: safety, belonging, achieving, empowerment, purpose, adventure. Talking about impulsivity, shame, rage, trauma with a depth of understanding

Part 2: System and whole-school implementation level

2A The feasibility of the intervention to be implemented on an ongoing basis with 'minimal but sufficient resources' (System and implementation level)

2.1 Do you think you have sufficient training and support to embed the Anchor Approach on an ongoing basis?

- Do you have support from Senior Leadership and others you work with (e.g. parent/guardians)?

- If not, what barriers do you think there are to embedding this approach in your school?

- The intervention takes a whole-school approach; do you think this has impacted how easy it is to implement in schools?

2.2 Has the approach had an impact on your school policies or systems?

- Are there current school policies/systems that are not in line with The Anchor Approach? If so, are you trying to manage the two alongside one another, or are you looking to change the school policy/system?

- Have you responded differently to school policy, which is in line with the Anchor Approach? If so, was it more effective?

- Have you changed any school policies/systems in light of the Anchor Approach? (Note: Some schools may be newer to The Anchor Approach, therefore may have not yet implemented change in school systems but may be planning to).

2B Flexibility and Adaptability (System and implementation level)

2.3 Thinking about the logistics of implementing the intervention. How flexible did you find the approach?

- Was there anything in the materials you didn't like, or didn't use?

- Was there anything you adapted, or had help adapting, before using?

- Did you use the Anchor Approach materials to identify targets or outcomes for pupils?

Appendix B: Parent/Guardian Interview Schedule

Key

Theme/Area of discussion (for researcher purposes)

Question to be asked

- Specific prompts to be used, if needed (alongside, general follow up prompts to be used, such as: "can you tell me more about that?" or "can you give me an example of that?").

Part 1: Individual level

Firstly, we would like to hear about how much you know about the approach and whether you think it has had any impact on your children.

1A The *acceptability* of the programme to the parent/guardians (Individual level).

1.1 Starting off broadly, are you aware of the Anchor Approach?

- How did you become aware that it was being used in your school?

Parents and guardians are then shown The Anchor Approach resources, which they have also been sent prior to the focus group.

Now that you have seen some of the Anchor Approach resources:

1.2 What do you think of the Anchor Approach?

- What is your opinion on the school using The Anchor Approach?

- What do you like most about the approach?

- Is there anything you would change about The Anchor Approach?

1B The *efficacy* of the program and its components in relation to student behaviour (Individual level)

1.3 Has the Anchor Approach had an impact on your child in school?

- Has your child or their teacher commented on behavioural change such as increased verbal participation or involvement in activities?

- Has your child been more emotionally engaged, for example seeming happier to go into schools or talking about school being more interesting?

- Has your child seemed more motivated and invested in their learning? i.e., better concentration or preferences for challenging work

1.4 Has the Anchor Approach had an impact on your child at home?

- Have you noticed a change in your child's attitude when it comes to doing their homework or going into school?

- Have you noticed a change in how your child responds to being told 'no' or being in a situation they can't control?

2 Flexibility and Adaptability (System and implementation level)

2.1 Has the Anchor Approach had an impact on how communication between you, your child and teacher takes place?

- The resources were designed to help communication between pupils, teachers and parent/guardians (e.g. providing a common language). Can you think of any examples when you have found you are using a more common language with your child or their teacher?

  o Prompt re common language: for example: safety, belonging, achieving, empowerment, purpose, adventure. Talking about impulsivity, shame, rage, trauma with a depth of understanding

2.2 Do you think you have enough support to promote the values of The Anchor Approach with your child?

- Would you like opportunities to learn more about how to bring the Anchor Approach into your home. What could that look like?

- What barriers do you think there are to embedding this approach with your child?

Appendix C: Participant Information Sheet

<u>Participant Information Sheet For Adult Participants</u>

UCL Research Ethics Committee Approval ID Number: **21415.003**

A qualitative exploration of a whole-school approach to improving resilience and school engagement in childhood and adolescence.

Department: UCL Experimental Psychology

Name and Contact Details of the Researcher(s): Jennifer McGowan
Jennifer.a.l.mcgowan@ucl.ac.uk, Dr Nicola Abbott **n.abbott@ucl.ac.uk**, Isabella Rubens
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Name and Contact Details of the Principal Researcher: Jennifer McGowan
Jennifer.a.l.mcgowan@ucl.ac.uk

You are being invited to take part in a research project. Before you decide if you want to participate, it is important for you to understand why the research is being conducted and what participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Dear Sir or Madam,

Thank you for considering participating in this study, which we are running to explore the impact of the Anchor Approach intervention on improving resilience and school engagement. The results of this study will be presented in a report which can be used to influence the use of the Anchor Approach in the future, as well as a published paper.

Who is running the study?

My name is Dr Jennifer McGowan and I am a lecturer from the Experimental Psychology department at University College London. I am running this study alongside Dr Nicola Abbott (UCL) and Isabella Rubens (UCL), as well as Ceri May from the Haringey The Anchor Approach team. This study has been reviewed and received ethical approved from UCL REC.

What is the project's purpose?

Worldwide, 10% to 20% of children and adolescents experience mental health problems. Resilience is a multidimensional concept which seeks to explain how some individuals can achieve, maintain or

regain well-being in the face of hardship. High levels of preliminary resilience have been repeatedly found to buffer against mental and physical distress in children and adolescents.

In order to explore resilience, interventions must address the wider community environment in which resilience does, or does not, develop. Student well-being and school engagement can be most effectively supported through a 'whole-school' resilience approach, whereby all levels of a school work together to enact change. They require partnership between senior leaders, teachers, school staff, parent/guardians, carers and the wider community and so are more labour-intensive, but offer more comprehensive support than individual-level interventions. There are however limitations to our understanding of this approach which require further study. In particular in order to understand the full impact of whole-school interventions we must 1) take into account the opinions of the staff involved, 2) explore the constructs involved in the intervention individually, and 3) explore the impact both long-term and across several school environments.

In this study we intend to explore these factors through qualitative thematic analysis of focus groups with staff, parent/guardians, and students involved in 'The Anchor Approach'- a whole school approach intervention run in primary schools by Haringey Council. The intervention has been run in 40 schools across Haringey for up to six years. The results of this study will provide evidence on the long-term and wide-ranging impacts of whole-school resilience interventions; as well as their pitfalls.

Why have I been chosen?

In order to get a well-rounded picture of the Anchor Approach, we are looking for several representatives from each school that has used the approach so far. We are looking for opinions from school staff, parent/guardians, and students. We would like you to take part as we value your opinion on how this intervention has been run.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given a version of this information sheet to keep and be asked to sign a consent form. You can withdraw at any time, including after the study is complete, without giving a reason and without it affecting any benefits that you are entitled to.

If you wish to withdraw your participation or data at any point, please contact the research assistant Bella via email (bella.rubens@icloud.com). Please state in the email that you wish to withdraw from the Anchor Approach research and provide your full name and the email address you used for the Microsoft Teams focus group. Your data will be withdrawn and deleted immediately. You have the right to withdraw at any point, without prejudice or reason.

What will happen to me if I take part?

In order to achieve these aims we would like to ask you be involved in a focus group to explore your experience of the impact of the Anchor Approach. The focus groups will be conducted online using Microsoft Teams, at a time that best suits the participants, by a member of UCL staff. Participants will be grouped such that only staff or parent/guardians are involved in each focus group. Staff will be grouped by their specific teaching role also (i.e. teacher, teaching assistant, senior leadership, SENCO). We will stress that the information provided in the focus group should not be shared externally.

Within the focus group, we will ask various questions about the Anchor Approach. The focus groups will last no more than 1 hour and will be recorded for analysis.

If you are a member of staff you may be asked questions such as:

1. What was your overall experience of the Anchor Approach?

2. Do you think the programme has been a good use of your CPD time?

3. What has been the impact of the Anchor Approach on pupils?

If you are a parent/guardian you may be asked questions such as:

4. Are you aware of the Anchor Approach?

5. What do you think of the Anchor Approach?

You might be shown resources from the Anchor Approach and asked further questions regarding your thoughts about these resources.

Will I be recorded and how will the recorded media be used?

The video and audio recording of the focus group will be used for analysis only. A transcript will be generated automatically by Microsoft Teams, the software used to facilitate the online focus groups. The video and audio recording will then be used to edit the transcript for accuracy. The transcripts will be pseudonymised and recordings deleted following transcription.

How will my data be stored?

During the project data (videos and transcripts) will be temporarily stored on UCL's Microsoft Teams and Stream, and sent to Scrintal (a UCL approved transcriber) for accurate transcription. Following transcription, the videos and transcripts will be deleted from Microsoft, and will be stored only in UCL's data protection services database. During the project videos and transcripts will be stored in a secure database on UCL's data protection services (ID **rd0177**). Following project analysis, the video recordings will be deleted and only transcript data with pseudonyms will be stored.

During the project recruitment phase personal information (names, email address) and consent will also be stored on the online questionnaire software (Qualtrics). This will similarly be downloaded to UCL's RDSS at the earliest moment, and deleted from Qualtrics. This data will be stored to allow participants to withdraw from the project at any later point. Participant names and email addresses will be linked to the pseudonyms used on the edited transcripts will be stored in a separate file on the same service in case participants wish to withdraw at any point after data collection.

What are the possible disadvantages and risks of taking part?

We do not anticipate any severe disadvantages associated with taking part in our focus groups or interviews. As we are asking questions about your experience of the Anchor Approach

Approach in the school setting, it is possible that this will lead you to reflect on your own practice. There is a risk that this may cause some distress. You can contact us if you have questions about this, or wish to follow up to further.

What are the possible benefits of taking part?

Benefits will include the final report, which will be provided to your organisation and can be used to further develop your school approach. Haringey council are also offering an additional The Anchor Approach support session, tailored to the feedback that your school representatives have provided.

What if something goes wrong?

Please contact Dr Jennifer McGowan on Jennifer.a.l.mcgowan@ucl.ac.uk should you wish to raise a complaint. Should you feel that your complaint has not been handled to your satisfaction, you can contact the Chair of the UCL Research Ethics Committee – ethics@ucl.ac.uk

Will my taking part in this project be kept confidential?

All the information that the researchers collect about you during the course of the research will be kept strictly confidential. You will not be able to be identified to Haringey council, or in any ensuing reports or publications. Haringey council will not be given access to the recorded sessions. Although you will be identifiable to the other participants in your focus group, you will not be identifiable outside of the focus group, and it will be stressed that the information provided within the focus group should be kept confidential. Pseudonyms will be used in transcripts and ensuing reports.

Limits to confidentiality

- Please note that assurances on confidentiality will be strictly adhered to unless evidence of wrongdoing or potential harm is uncovered. In such cases the University may be obliged to contact relevant statutory bodies/agencies.

- Confidentiality may be limited and conditional and the researcher has a duty of care to report to the relevant authorities possible harm/danger to the participant or others.

- Please note that confidentiality cannot be guaranteed as it is contingent on members of the focus group respecting the privacy of one another and not divulging any information about participants.

What will happen to the results of the research project?

The results will be presented in a report to Haringey council. They may also be published in an academic paper. Your school will not be identified in any report or publication. The data collected during the course of the project might be used for additional or subsequent research. The data from this study will be stored securely on UCL's data protection network.

Data Protection Privacy Notice

The controller for this project will be University College London (UCL). The UCL Data Protection Officer provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk

This 'local' privacy notice sets out the information that applies to this particular study. Further information on how UCL uses participant information can be found in our 'general' privacy notice:

For participants in health and care research studies, click here

The information that is required to be provided to participants under data protection legislation (GDPR and DPA 2018) is provided across both the 'local' and 'general' privacy notices.

The lawful basis that will be used to process your personal data is: 'Public task' for personal data and' Research purposes' for special category data.

Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavor to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

If you remain unsatisfied, you may wish to contact the Information Commissioner's Office (ICO). Contact details, and details of data subject rights, are available on the ICO website at: https://ico.org.uk/for-organisations/data-protection-reform/overview-of-the-gdpr/individuals-rights/

Who is organising and funding the research?

The research is funded by Haringey Council.

Where can I go if I need further support?

There are multiple avenues if you need support following the focus groups. If you are a member of staff you may wish to speak to your line manager or a trusted colleague. They may be able to help you reflect on your experiences and support you in identifying additional training, if needed. If you are a parent, you may wish to speak to a trusted friend or partner.

If you want to speak to someone anonymously about your feelings following the research or you need support regarding your mental health and well-being more generally, there are many resources and helplines online. Consider visiting Mind's website. The Samaritans have a 24 hour hotline: 116 123. These organisations can provide you with free support without judgement.

Contact for further information

Please contact **Jennifer McGowan** Jennifer.a.l.mcgowan@ucl.ac.uk for further information.

Please save this information sheet to keep hold of this information.

Thank you for reading this information sheet and for considering taking part in this research study. In order to take part, please click on the link provided to move to the consent form. You will be sent a copy of the information sheet to keep via the email address you provide.

Appendix D: Standardised Focus Group Introduction (Staff)

This focus group is being run to seek your perspective on the Anchor Approach and intervention designed to improve resilience and well-being in school children. There are currently 24 schools involved. Feedback collected from our focus groups will be firstly combined to provide an overall evaluation of the intervention, but also some tailored feedback for each school will be provided (e.g. pros and cons, which we hope will be useful for Ofsted to see the work you have been doing and to support future planning).

This focus group will run for around 1 hour. It is being recorded for the purpose of later transcription. When the transcription process takes place, your name will be replaced with a pseudonym so no one will be able to identify your answers or participation. Please respect the privacy of your fellow focus group members by not divulging any information about them to anyone, such as their name, school, role, or any other identifying characteristics. Please do not repeat any of their answers either. If you need to refer to someone outside of the focus group such as a student, in any of your responses, please do not use their name to protect their privacy also. If anyone feels uncomfortable in any way, you have the right to stop and leave the focus group without needing to give a reason.

Members of this focus group have different roles. You may be a SENCO, a teaching assistant, a member of the senior leadership team or a teacher. Everyone's feedback is of equal value, as you can all share with the group unique perspectives and experiences.

We'll talk through 4 key areas today, focusing on each for around ten minutes. At times, I may need to move the conversation on, so that we have time to cover the four areas. I hope that is all clear? Are you all still happy to take part? If yes, great - let's get started!

Appendix E: Standardised Focus Group Introduction (Parent)

This focus group is being run to seek your perspective on the Anchor Approach and intervention designed to improve resilience and well-being in school children. There are currently 24 schools involved. Feedback collected from our focus groups will be really insightful in understanding how The Anchor Approach is working, from a parent or guardians' perspective.

This focus group will run for around 1 hour. It is being recorded for the purpose of later transcription. When the transcription process takes place, your name will be replaced with a pseudonym so no one will be able to identify your answers or participation. Please respect the privacy of your fellow focus group members by not divulging any information about them to anyone, such as their name, school, role, or any other identifying characteristics. Please do not repeat any of their answers either. If you need to refer to someone outside of the focus group such as your child in any of your responses, please do not use their name, to protect their privacy also. If anyone feels uncomfortable in any way, you have the right to stop and leave the focus group without needing to give a reason.

We'll talk through 3 key areas today, focusing on each for around ten minutes. At times, I may need to move the conversation on, so that we have time to cover the four areas. I hope that is all clear? Are you all still happy to take part? If yes, great - let's get started!

Appendix F: Standardised Debrief

Thank you for your participation in this research. Today we discussed the Anchor Approach, which is a resilience-based whole school approach to improving engagement. We are conducting this research to further develop the Anchor Approach and more broadly to build on the knowledge-base regarding whole school approaches to resilience.

All the data you provided today will be stored under a pseudonym. Please do not disclose any details about the discussion today or your fellow participants, to anyone outside of this group.

If you want to withdraw you can do at any point. Please find contact details on the information sheet if you wish to do so. Feel free to get in touch with any questions or concerns.

If participating in this research has caused you any distress, support is available. If you need more support following this focus group, there are many fantastic resources available to you freely online. Consider visiting Mind's website (https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/)**.** The Samaritans have a 24 hour hotline: 116 123. These organisations can provide you with free support without judgement.

You may also wish to speak to a trusted friend or colleague. If you are a staff member, you may wish to contact your line manager who may be able to support you and guide you towards further training.

Appendix G: A Thematic table of the quotations provided by participants, as they relate to themes and participant groups.

Theme	School staff	Parents	CAHMS staff
Timeliness	*"I think for us, for our school it's quite good in terms of contextual reasons. We've got a lot of children [cuts off] I'm in an area with high socioeconomic deprivation and a lot of the things that [the Anchor Approach Liaison] spoke about and the other people spoke about when they did the training would definitely relate to children living in our, um, in our area, so I'm that's what I, I really liked about it"* (Staff 1) *"Yeah this [school] is actually your safe place, potentially, like a safer than being at home."* (Staff 12) *"I think [for] a lot of students there is that pressure where I want to do well in school, but I'm not having a good time at school and then it can be quite challenging having had some experiences that are, sort of quite unpleasant."* (Staff 7) *"... I've always thought that as a team when I was a class teacher as well, trying to remember details about a child's life*	*"And then, so from a younger age to whatever, let's say reception to year two, they're gonna understand, you know, we can all work together."* (Parent 2) *"then it's something I probably believe is needed in school to assist the children with their well being emotional, especially in that age."* (Parent 2) *"My interest was cause I'd approach the school about six months ago wondering. Uh, what's gonna be the approach? What are we doing about Umm, uh children's kind of education in emotional intelligence."* (Parent 3) *"So I mean, I suppose broadly, like I think broadly I'm kind of really, I really support the idea of actually thinking about like behaviour and, and improving children's well-being. So like I'm really supportive of the concept, if you like and, and, what you're trying to achieve."* (Parent 4) *"I think these are really nice things to have and I think it's great to be kind of thinking about the*	*"...but trailblazer in Haringey was different because it had partners with us and the Anchor Approach was one of the partners with the mental health support team, which then came Trailblazer project. There are other trailblazers sites, but there might just be a mental health support team on its own. Whereas in Haringey we've got all different partners."* (CAMHS 1) *"No, it's a big part. So they're rec-like a partner and it goes along with it, kind of, one of the aims of the mental health support teams is to create a whole school approach. So like I said, with the Anchor Approach being able to do that staff, training and developing the whole school approach, it definitely works, like alongside our role"* (CAMHS 1) *"I think it's kind of worth kind of saying I work in a different borough now where there are a couple of different competing whole school approaches. And then there's questions about whether our*

and then going back to it um, um I really like that, that is a really positive thing. And for those children that maybe don't get a lot of adult engagement, it's nice to know that someone is always thinking about you and remembering parts of your life. Even as an adult, it's nice if someone remembers things about you." (Staff 1)

"It's a good way to try and think about those interventions for kids that are just yeah, like you say, just going round and round the loop of detention and reports and endless. Yeah. It's good to kind of try and get to the root of that more and view the kind of behaviour more of like a symptom..." (Staff 10)

"So if your experience is just like, I'm struggling in class, I'm in detention. Yeah. And it's just rinse and repeat." (Staff 11)

"I think desperation, if I'm honest, because the sanction approach was not - is not - working" (Staff 4 on why they used The Anchor Approach)

"Exactly, tackling the causes not symptoms." (Staff 11)

"Yeah, I liked the, I thought the categories were interesting to think about it in, like in terms of a what, what, what needs

children's well being and kind of embedding that in, in, in the school environment. And yeah, I mean I, I think they're useful, I think they're nice and I think it's good to have those messages around for children." (Parent 4)

"I was also thinking maybe because obviously my experience with my daughter, it has been during pandemic, so maybe also part of the let's say lack of communication of difficulty in communication is because there are not as many parent meetings as probably there used to be before the pandemic, so yeah, maybe that has had an impact on how much was communicated." (Parent 1)

MHST will be making a whole school approach as well as their own. Compared to that the Anchor Approach as a single kind of point a single body in the borough that MHST is clearly paired with. That worked quite well, so yeah" (CAMHS 2)

"I mean, yeah, I, I think that the main thing I think about passing on [to my new Borough] is, is that resilience wheel. Because I do, I actively do since leaving. So yeah, that's gone really well." (CAMHS 2)

"Yeah, I think I've worked as a CWP in three different teams now, and Haringey really is the one that had that close partnership with an approach like the Anchor Approach. And yeah, it really did pay off actually, it's really valuable. Very good communication between the two as well." (CAMHS 2)

"Yeah, I would say similar, very much, like for me it was clear in kind of the language and tone that was used when talking about behaviours like whether they were spoken as like a problem behaviour or this child needs some support and this is what we've tried." (CAMHS 3)

"Or even when teachers are kind of thinking about making referrals into our service, so

they're missing rather than the behaviour they're exhibiting. So yeah, like you said, kind of the cause of it." (Staff 10)

"And it's never too late. I think that was also the thing that very much came through from *The Anchor Approach* that, you know, change can happen … Yeah, but you can turn it round. And I've seen that and now, I just, it's, you know. And it's a kid wanting to know that you care I think actually, more often than not." (Staff 4)

"Yeah, but you can't do three warnings and then you're out for someone who, let's say, you had Tourette's. It's almost the same as, like, someone who has a behaviour management problem and just can't help but call out. Obviously you give them warnings but you give them a bit more chances." (Staff 12)

"Um I think for me, I think it's just how positive it is, like it's never putting blame on the child, it's always considering their circumstances and the reason behind their behaviour." (Staff 3)

"So what I think about, say students like um, '[redacted name]' when I think about one of the key students, she was on report, she was getting recurrent detentions and so

they will be even how they conduct, how they would speak about their child or making a referral specifically for that child because of this behaviour and not really, you can tell if they've had the training they'll be reflecting on, oh, but you know we've tried this, so we've tried that strategy or this might be happening for the child and it goes kind of, behind the behaviour. So that's definitely something I notice, that they haven't had the train and there's a very strong focus on like the outward behaviour and not on what might be underneath." (CAMHS 1)

"They seem to have tried a lot already and have that kind of way of thinking rather than kind of like blaming the child or labelling them as naughty or anything like that. It's quite open minded and, at least from my experience, mostly." (CAMHS 4)

"I can think of just some schools where you go in where they're kind of behaviour management is still quite shame based. Or even just, I've been in somewhere. They're keeping children and at lunchtime and very much speaking down to them and, and it just so happens that this is one of the schools that didn't have *the Anchor Approach*." (CAMHS 4)

forth and key things were happening. So when I kind of thought about OK, what are the challenges? OK, then there's the challenge in terms of resilience and I was identifying some resilience and what are the challenges with actually being able to employ that, Uhm, and what are the external, what are the external reward systems that can be employed to ensure that she gets it as well as other positive aspects to encourage her to feel motivated… she's now off report and she's now this close to being in positive points as well, she's no longer going to be negative." (Staff 7)

"Yeah, and personally I think it sounds like a really, really good approach because it gets you to focus on the needs of the student rather than like it's definitely not a punitive approach." (Staff 8)

"It's just some really nice things, like to hold in mind, I love that about [student name], like you know they went to football last night, so then the next morning you're saying how was football last night? I know it was raining and I thought of you. That kind of thing, I think it really works for some of our children and it's just, it seems so simple, but it has such a big impact and I think it just gives teachers and support staff another, just

"Yeah, I'm trying to think back like I can only think of two really good examples of the Anchor Approach *in my school. One of them is where we kind of, they haven't had any and they need some. But that school, I think there was kind of a sense that the class that were having difficulties, they were trying their best with that, they were hoping someone will come in and fix this.*" (CAMHS 2)

"Yeah, a bit vague, but I kind of feel like there might be a difference between schools where the Anchor Approach *hasn't been when it feels very much like we're asking you as an external agency to come in, see this person change things and then go, versus a school that has* the Anchor Approach *in where they'll kind of say, OK, we're all part of supporting this young person. This is what we've already done to try and support them. How else do you think we can help? Do you have a role in that help? It feels like more of a, a shared approach like, like you were saying.*" (CAMHS 2)

"I agree with you [participant name] and cause I think those schools that are like, that we struggle sometimes to make contact with and get it. It's clear that they're the ones

another way of dealing with things instead of just being really firm and strict, it just gives them a completely different way of uhm, I don't know what the word is, but of dealing with, uhm, children's emotions and behaviours. I just really like it actually." (Staff 3)

"So I and like, we're quite a kind of zero tolerance, supposedly behaviour school. So yeah, that kind of try, trying to use something other than just a detention whenever you do something wrong, I think was a good idea." (Staff 10)

"Well, I think the conversations have changed, you know, I don't anymore hear "Ohh my goodness, he's the most awful child" you know those terrible things, you know, "he just can't behave" and actually there is much more of an understanding and I've actually noticed on, we have a system for recording behavioural incidents, and there's so much more on it about: "and I had a discussion about what's going on at home", "and I had a discussion about how he's feeling" and so I think that is a very gradual move, which I think is wonderful." (Staff 4)

"I certainly liked the sort of thinking behind it of like trying to dig a little bit deeper into why kids behave in certain ways

that probably haven't had the Anchor Approach." (CAMHS 1)

"...if they [schools] really embraced the Anchor Approach and that whole school approach, then they actually, we probably end up have a quite, having quite a good relationship with them too. It echoes out." (CAMHS 1)

"I think rather than maybe school saying we can't deal with this like you sort it, it's more of a, to join up, um, and work with parents." (CAMHS 4)

"And yeah, I, I found that the schools who were engaged in the training, had a much more well-rounded approach to support and, they seemed more either more aware or more interested to hear what was on offer in lots of different ways, um, and it was so much just like we need this sorted." (CAMHS 3)

"I think there were some schools where I found it less, I don't think I found it less helpful, but I found it less easy because some schools I think it was quite hard for us to get in touch with anyway, so then promoting the Anchor Approach, I think sometimes felt quite difficult and I wasn't always sure how much the schools were taking on board from what I was saying." (CAMHS 3)

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because sometimes it can just feel like detention and repeat and actually trying to tackle, like, the cause of why their behaviours might be the way they are. And I definitely like that approach. And that felt like something quite novel. Yeah, for the school." (Staff 11)

"I think there are people in the school who subscribe to that [punitive] view essentially." (Staff 11)

"And the reality is it's not like a priority in terms of the whole school's picture and therefore the implementation of it, is always gonna be haphazard and inconsistent because, time is not carved out to make it a priority." (Staff 11)

"I think we've got some members of staff no disrespect to them, but, uh, are quite old school, so might not want to use it like someone said at the beginning, that kind of more nicey nicey approach and might go straight in for the, you know, for the firm strict telling off ..." (Staff 1)

"I feel the same as S1C about, a barrier is definitely that some members of staff are just not so willing to adapt to new ideas and just want to do it their way." (Staff 3)

"Maybe how referrals are written too, not just he or she is behaving this way or that way, they're actually giving a bit of background does. You know, just a little bit more detail to show their thought about the child's not just what they're what they're seeing." (CAMHS 1)

"I'll have review meetings and they'll say, I'll go, they'll have a list of kind of children or class groups and they'll think, right, well, I'm gonna speak to the Anchor Approach about this child, whereas you know, who knows? A few years ago it might been like, OK, I'll refer this child to CAMHS. It's creating a different thinking." (CAMHS 1)

"Yeah, I agree with that. But I, I didn't notice specific changes in kind of the referrals that we were getting, but I did notice in the conversations about referrals or yeah in what was written in them. I think over time there was more, um, yeah, a bit more information about kind of what, well, things have gone well, things that haven't, you know, things that have been tried and, and people who have been involved and stuff like that and I think that's probably what I noticed from the schools who were engaged in the Anchor Approach." (CAMHS 3)

"For me it's been really useful um, just as you know, um, lots of strategies that, they, as um the other lady said, they are common sense a lot of them, but it's again it's just having that sort of theory to back you up on why you're doing things that I think some people might look at as being a bit too soft, a little bit too positive because you know it's obviously trying to, to take that route rather than to, you know, lots of sanctions and it's understanding why children are acting in the way that they are, behaving in the way that they are and trying to support them, sort of holistically." (Staff 2)

"Yeah, or that student, yeah, some people just want to watch the world burn. You know what I mean?" (Staff 11).

"You still give them (SEC students) warnings. but would you give them, Like maybe you wouldn't give him a warning for doing it, even though I'm sure, yeah, I guess they deserve it." (Staff 12)

"But that's a lot. Just to be interested in them, that's all they want. They honestly all kids want is, for them to feel like you love them. That's it." (Staff 12). "I do love some of them." (Staff 10). "Yeah, but if you

"And I actually think they've got really like a big like, challenge on their hands, really. That isn't always, I guess, acknowledged. If you're thinking about whole kind of school staff and, you know, some teachers, not all, but there are still some teachers who are really, like, strict and kind of strict behaviour management in their classroom. And so that's why, like, what the Anchor Approach really has to have the backing of like head teachers and like senior leaders." (CAMHS 1)

"And so when I've gone into schools, they're talking about how, you know, they're seeing like whole year groups struggling. So before COVID it seemed to be, you know, they would pick one or two from a classroom and now teachers are talking to me about in terms of whole year groups." (CAMHS 1)

make the effort, even if you don't love them, but you make them feel like you're interested. Yeah, you're just be like, how's it going? How's your life? What's you know, even if it's insincere, they don't know. You know." (Staff 12).

"And like, if you're a new teacher just trying to find your feet in a particularly notoriously stressful profession. Yeah. Just trying to get yourself through the days, you know, once again bullied by your next year nines. So I mean, like the … the emotional capacity that you're gonna dedicate to, like, pastoral stuff is always gonna be limited." (Staff 11)

"I remember the emotionally friendly classroom handout, and I remember distributing that, but I think perhaps that's something that I need to do again, and maybe I need to contact [the Anchor Approach liaison] and say we, you know, we haven't got all of the resources available so, which I'm sure that she'll be able to sort out for the school." (Staff 1)

"… it was quite a long time ago that we did have the resilience wheel training … but I just wish, um, that, um, you know, obviously that things hadn't been as disrupted because I feel like I can't talk about that side of things very well." (Staff 1)

"My school similar to S2D, we have had the training, but it was I can't really remember exactly when it was, but it feels like a long time ago." (Staff 3)

"And also the kids are struggling more mentally. Yeah, that there's more pressure on catch up and everything. I mean, I don't teach year 11, but there's huge pressure just like, oh, I do like intervention and stuff. There's a huge pressure around year 11. And yes, like some of these kids just like the year sevens are mentally like 9. They have no respect, they have no resilience. Like they look like they're gonna cry if I don't take that question when they're asking if they need to write in a pen or a pencil. So I think these things, yeah, in some ways, they're needed more than ever. But in other ways because of the current situation, it's even less possible to, I mean like I think staff are struggling more mentally as well after COVID." (Staff 10)

"I think especially now actually, we've had a huge amount of behaviour challenges, not straight after COVID but, now we're seeing these things coming out. And to have, I think that, to have some of those strategies fresh in our mind is good. So if we do have a fresh training which [the Anchor Approach liaison]

said we are, we hopefully should be able to, then yeah, it's, it will be a good use of CPD time, but I just think when it happened for us, it wasn't the right time because but because, because of the pandemic, but that's, that's no one's fault." (Staff 1)

"*I mean, we are like. Trainees new to the profession in a school that's we've probably all felt was quite draconian at times. I'd be intrigued to know what, like a veteran? Yeah, 20 years in the game would think about it, do you know what I mean. I'd imagine they said we heard all of this in the 80s and 90s. It gets recycled every ten years under a new banner. But yeah, I would imagine everyone in the teaching profession. I don't know, I don't know. Well, like I don't know, I'd be intrigued to see how cynical more experienced teachers were about this, but certainly from our perspective, I think I can speak for to us. Yeah, definitely love to do more of this kind of stuff.*" (Staff 11)

"*Would she have been off report eventually if, you know, if that wasn't in place? Because I I think you know there are some students in in my class who have escalated, escalated, escalated, and then eventually, they've had enough of report and they've got themselves off of it, you know so.*" (Staff 6)

| Impact of The Anchor Approach in the school setting | "And then I agree, the rest is just all by proxy because it's just day-to-day it, it's a more positive, um, it's more positive way to be interacting with children than sort of shouting, um you know, being strict and firm, so it is, it's less exhausting I think so, [laughs] yeah." (Staff 2)

"I think in terms of for me, yeah, I feel happier that I can, I've got some more strategies so you know that helps in the terms of my day-to-day jobs, so obviously that improves my well being and yeah." (Staff 1)

"but I think as [staff name] said, just having the strategies and being able to support the children better has an impact on our well being because especially when it's such a positive outcome. Yeah, like gentle approach to things, it just you walk away feeling a lot better than you would if you took a firm, strong shouty [laugh] method of things. So yeah, I think indirectly, yes." (Staff 3)

"... it's just good, like if you've got theory behind it" (Staff 1)

"I had a child that came into my class and she was adopted and you know the parents had a lot of, sort of anxieties um, as well as the child, ...[personal details | "And you're always as a parent trying to figure out how to say what you want to say. You know, so that you're on the same wavelength as the teachers. And you're always wondering if you can convey, something that you want to express to them in a way that they'll understand, in knowing that you've only got two and a half minutes." (Parent 2)

"I mean for myself, I'd like it because uh, because um, you know it, it, it, it makes manifest and it puts words to things that you know all parents come across and and are aware of all of these issues and probably have thought about 90% of this, but you know haven't had the words for it, or know that there are words or know that um, these kind of things are, can be talked about and can be monitored and and engaged about so you know it's a positive thing. It just seems to be like a, you know, a huge step culturally, uh, for people here." (Parent 3)

"It started in reception, of that, of that I'm quite sure. I mean I see that my daughter was like uh, taking to it. Again I don't know if it's about the Anchor Approach project, so maybe it isn't and I'm sorry if it isn't, but yeah, they were talking about uh, ways to describe their mood, so they were using colour coding, so that was quite uh, was actually quite useful." (Parent 1) | "And so I always try to like, empathize to say, you know, I'm not a teacher, but you know, what's it like for you and then being able to use the Anchor Approach tools or just more confident in speaking about strategies in the classroom to them without them feeling in a kind of judgment way, I think." (CAMHS 1)

"So it was, it's helpful I guess for me to know what they delivered in that training, because then if referrals come into our service. And they're not really appropriate, maybe for like an intervention. Then I can go to that teacher and say, and use those kind of tools that they learned from the training." (CAMHS 1)

"I think it it really helped actually, cause some schools were really familiar with the Anchor Approach quite early on. And so kind of being able to explain, well, for us, I guess being able to explain that we were a partner, but also kind of being able to explain how everything fits in terms of whole school approach...I think it provided another option and something else to kind of frame conversation around in terms of whole school emotional well-being, which was really helpful." (CAMHS 3)

"I think just knowing if the schools had the training as well, like having an understanding of what level they're at in terms of the |
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removed]… I think for all of them it was, it was quite a difficult time and I think having kind of these strategies in place of being able to sit down with the parents and explain how we go about things and why um, I think that's helpful for parents and for the social workers that were involved in that case as well, just to sort of reassure them that we, you know, we do know what we're doing and we've got theory to back it up. Um, yeah, it makes a lot of sense." (Staff 2)

"I just think for me it's the language that's used in the Anchor Approach, it's always helped me with a lot of my um, engagements with parents, you know. Just knowing how to approach a subject and saying it in a sensitive way, in an empathetic way." (Staff 1)

"As I said earlier, with the little girl who'd had quite recently been adopted, it was it was definitely really helpful, in that instance, and to be able to, you know, speak with the parents and them know that I, as much as I could, I understood how they were feeling, um, and that there was, um, you know strategies and theories in place and within that approach. So I think that in that instance that's probably what comes to mind as being the most helpful, because I think a lot of the

"Uh, so I remember, you know, having conversation and my daughter introducing it, also talking about it so uh and so we had this uh phase where, you know, talking about at the end of the day how she was in the blue and the green and the red. Umm, so yeah, I don't know if it's related [laughs] to the Anchor Approach project, but that was, yeah, something quite, like quite clear that was going on." (Parent 1)

"I do do remember the green, red and amber zone which [parent] is referring to. I do remember it. And then it was sort of a good one, good one for us, you know, younger kids just start to sort of, you know, accepting as well, there are some moods and then and be aware of them and name them as well. So it was definitely helping." (Parent 2)

"I don't have any contribution from, you know, what my children have said." (Parent 3)

"But if the school was to say, in a strong, you know, forthright manner, we have a policy and we have a whole program on your children's emotional development, uh, we think it would be really important for you, uh, to come and discuss and just hear about it, … I'd have been, I think and a lot of people would have been, sold on the idea that the school really pays attention to emotional and, you know, and puts up front why

training they've had and what language you can use with them and what they understand from what you're saying, because actually you've had the training as well that you could, you know, you're on the same page, which has been quite helpful." (CAMHS 4)

"But also I think I feel more confident" (CAMHS 1)

"Some of the schools that have only recently started to engage with the Anchor Approach, they will be more likely to make referrals for individual children and ask to work with that individual child, whereas in other schools the kind of planning meetings are much more broad thinking." (CAMHS 1)

"Whereas the one that had engaged quite proactively with the Anchor Approach… I think they thought more, more widely about the school as a community rather than individual, inside those classes." (CAMHS 2)

anxieties weren't from the children they were from the parents ... but it was quite nice to be able to work through that with them and it definitely helped in that situation." (Staff 2)

"But yeah, in terms of one of the, the targets was obviously to improve attendance, and it did get better, and then it… But it it did, yeah, and now you know attendance is bad again, but it's more so punctuality so lateness." (Staff 5)

"I'm just thinking back over the years that we've had it, and I've definitely had some children in my class, probably one per year that have um, experienced trauma and for them in particular that's been my go to of helping them to try to stay in the class really and to access the curriculum and um, just to feel like they belong." (Staff 2)

"Take for example the attendance thing, when it's when we kind of refer to the attendance discussion we had that was one to one with them and say OK, I need you here, you must be here, and if you're not gonna be here just for yourself in the first case would be here just for me and in in some weird sense, like say a month down the line and they missed one day and they come back the next day they'll be like sir I'm sorry for

that's important. And then says, here's how we're gonna do it." (Parent 3)

missing a day and you're like woah woah, woah were you not sick? [laughter] So it kind of helps it's not just that we're aware, they're aware as well, that we kind of hold them to account and care about them truly." (Staff 7)

"Yeah about, I think in terms of now, not just thinking about that, she wanted to just get off report, but then also thinking about, I also see that difference not only just in her report, the report factor that she's now are completely off. But now I also see in terms of her interest in school, I see her interest now in that subject. I see her effort now in have books are marking it and I leave positive comments. I'm quite surprised and I'm like this is amazing, keep this up, but it's trying to encourage her a bit more and I think those sort of small aspects where she likes school, where she wants to be in school and she wants to do well in school..." (Staff 7)

"And I can give an example of the boy in my class we've had the network meetings for and we're not, we think that possibly there is more to his home life that we aren't 100% aware of. but basically he just gets dysregulated very, very quickly over the slightest thing someone brushing past him, he can't find a pencil, so like the tiniest thing and it's a big meltdown, tears, physical,

everything and well, that was at the start of the year. But since then I honestly use emotion coaching probably every day with him, um, and it just helps him calm down so much quicker. At the start of the year, it was at the start of the academic year, it was kind of like if he has one of these meltdowns, it's unlikely we'll be able to get him back in class at all that day. And now it's we definitely will, probably within five minutes..." (Staff 3)

"Um I was just gonna add the emotion coaching is something that I've used specifically with children that I've found to be successful. So, you know like recognizing the emotion and validating it and explaining that you know saying things like, oh, I think a lot of people would feel like that if they were in your situation, just trying to make them feel that, uhm, it's not the wrong thing to feel, and it's OK to feel a certain way. But also in that there's, there's still boundaries. It's not saying you can do whatever you want, it's saying, it's OK to feel angry, but we can't hit people, but what we can do is [gestures] so I yeah, I think it frames like the boundaries, but within a lot of positivity and within a lot of language that is without blame and without making the child feel that they've done something wrong, or, yeah." (Staff 3)

"...it's just yeah, the sort of the positivity and the empathy of it, I think it, that it's, it's just being able to relate to the children and to sort of, you know, get their, get to their level as in understanding why they're feeling in certain ways, but also helping them to understand that it's OK to be feeling that way...But yeah, I like the positivity of it and yeah, um, making the child feel that you care about them, or know that you care about them, and feel valued." (Staff 2)

"Yeah, four to three people within each form group and with, Uhm, with the head of year, uh focusing on key peoples as well, selected people." (Staff 7)

"I agree with [staff name], I think it's a similar approach at our school where it's working really well for the children with quite significant attachment or trauma needs, but uhm, I wouldn't say it's used so well as a school wide approach" (Staff 3)

"And so I think for those children within our school, it's kind of our 'trauma children' that we really do um, use this approach for, but in terms of sort of general school-wide kind of, as a strategy, it's maybe not as implemented as it, as it could be..." (Staff 2)

"I think another barrier is we have a really short on teaching assistants, a lot of times there's one member of staff in each class, so it's easier and it's not right, but it's easier just to shout and say like "stop doing that", than to take them out and have a chat with them, because how do you when you've got the rest of the children?" (Staff 3)

"I think in terms of unpacking this, when we come to knowing how to approach, take the Anchor Approach, we set on a more realistic target." (Staff 7)

"So we tend to choose those students based on the data we collect on Broadcom often, and the incidences that take place. Often they come from a perspective where teachers would have logged negative points that would. That would be quite significant, um, for it to be flagged up along with the reports that are being, um, that are put in as well as comments." (Staff 7)

"I think, for members of staff who are fortunate not to have children in their classes who are exhibiting difficult, challenging behaviour, I think maybe they don't, they didn't see, they, I don't think it was probably as, you know, they didn't find it as helpful as I have." (Staff 4)

"*But it wasn't just me, because there were a number of members of staff who are dealing with hugely challenging issues and actually have said, you know, I'm looking so differently at those children now it's, you know. And delving much more back into the into their history, finding out what's going on at home and, um, yeah. So I think it's not just me, it's, it is other teachers as well.*" (Staff 4)

"*I think my, um, the first, the first year that we had it in place actually, I had a child who um, had a very tricky home life, [personal details removed], um, and he got very anxious about who was collecting him the, that day, or if he, you'd notice a change in his behaviour whether he'd stayed with his parents or whether he'd stayed with his, his grandma. And it was quite up and down. So it I think it helped me to, to look out for how he was feeling and see possible triggers and to understand those a little bit more and then sort of help him to, to be able to talk about how he was feeling and why and give him that safe, safe space. So it equipped me with them with ways of interacting with him that helped him to know that I was there and you know he could trust me and I was listening and I, I think that, I hope that, it helped him.*" (Staff 2)

"But it was good in terms of making me of going up to him and saying how are you? The things I don't know how much they care. They might be like please don't talk to me!" (Staff 8)

"I think if anything else it helps us sort of think about them a bit more, it certainly puts them at the forefront of our minds and taking notice and saying o! there you are!" (Staff 7)

"I think for the children that that you know again, those children who have experienced trauma, I think that they seem to feel, more understood..." (Staff 2)

"My kids need to have a sense of belonging, I'd like to do cards in form time, "cause that really fosters a sense of belonging." (Staff 8)

"So for example, children who don't have a good sense of belonging, doing an after school club, or at least a specific after school club, could be part of their kind of long term intervention. So you, so at the beginning of the year you make sure that they join an after school club and then you check up with them every so often to make sure they're continuing to go to the after school club." (Staff 8)

"*I would say absolutely for the withdrawn students, definitely. It's really made me as a form tutor conscious of the needs that they have but also kind of even these little things, such as getting them to join an after school club or talking to their parents about them.*" (Staff 8)

"*Uh I mean the one I was looking forward to is getting my form involved in Steel pan Club, which was gonna give them a sense of purpose outside of the classroom.*" (Staff 11)

"*Our students still get negative points for being late, um, and of course at that point it doesn't really help instil a positive atmosphere for them, or especially if it's not going to be a positive start.*" (Staff 7)

"*... and I think it's more than just the Anchor Approach like it's the relationships that he's built with the class team and things, but I think it's, you couldn't separate the Anchor Approach from it because we're all using it. Um, so yeah, it's definitely had a big impact on him.*" (Staff 3)

"*Yeah, I've definitely heard anecdotally of, like, I don't know, even making a kid like uniform monitor and checking [unintelligible] bucks them right up there is that thing. Like there is there thing that if you make a*

naughty kid, give them responsibilities and yeah, they suddenly have a role in the class and they feel that well, they feel value, right?" (Staff 11)

"I think it's definitely there's a link to the Anchor Approach in my well-being policy, but I, from the meeting I had with [the Anchor Approach liaison] recently she was telling me something about how there is going to be a behaviour policy, um, that we can maybe use or take bits from, um, so I think going forward, um, it will be, it will be used. It is also mentioned I think in my whole school provision map, uh, which is on our website" (Staff 1)

"I definitely want to be using the Anchor Approach, in our, going forward in our policy review." (Staff 1)

"I thought it was all quite helpful. I think sometimes there's, like, you're never gonna get kids that always completely neatly fit into categories like that. So I don't know. I think you just gotta accept with all these models that can never be perfect. I don't know if there's a tendency to just kind of label someone as 'purpose' when inevitably people are gonna have more complex needs that, can be categorized by a wheel. Do you know? I mean, but that's just an inevitable part of

trying to design a kind of catch all intervention framework, you know, I don't know if there's any getting around that. Really". (Staff 11)

"I think in terms of whole school policy, I don't think it has explicitly, Uhm impacted it, although to be honest, I think the behaviour policy is, probably needs renewing anyway, so I think, uhm, if we were to look at that over the next month or so, I think we would find that, that a lot has changed in the way we deal with behaviour. But it's not explicitly in there yet, I'm pretty sure." (Staff 3)

"We are actually also sort of in the process of re-writing our behaviour policy. Based on [The Anchor Approach], I mean ours is such a sort of a sanction based behaviour policy which now just does not fit with the way that we are working in school?" (Staff 4)

"I think actually writing the, writing the policy because I know it's only a policy and actually you know the policy is only a written document. But I do think that quite often that's kind of what people use as their term, you know, for reference. And I think we do want support on that because it's got to be right. You know, there's no point rewriting something if we're gonna end up with a mishmash of kind of what we've already got

	just with a little bit added on, I think the whole thing needs to be completely changed. So and I, and the Anchor Approach have said that they will support us with that and, And so yeah, that, that for me that's very exciting actually because I can see that as a way forward, so, yeah." (Staff 4) "*I would be keen to as well. If that's something that the Anchor Approach are going to kind of make a template of, I think we definitely will look at implementing that.*" (Staff 3) "*I think that comes down to the fact that like there's a lot of new teachers who don't use discretion and maybe do just follow the behaviour policy.*" (Staff 12)		
Engagement with The Anchor Approach	"*Yeah, everything about it is great and the whole premise around it is, is very, um, it's user friendly, it's not, you know, it's things that you can do all the time, it's great, … I think, I think it's brilliant...I definitely think it's a good use of our CPD time.*" (Staff 1) "*I know that when it happened everything was very positive, the trainer was very good, everybody adopted the resilience wheel in their classroom*" (Staff 1)	"*On that last point, [parent's name] said, I think, uh, if you try to sell uh, um, like a company name to parents, we kind of might, uh, keep away, keep away, feel like we have been sold something.*" (Parent 3) "*I thought it was a really great concept and I really liked it and it was just, really that link between actually embedding it and applying it, that I was kind of wanting more information or guidance on I suppose, you know, if I wanted to use it.*" (Parent 4)	"*And then the last one we just paid to try and boil down some of the key messages into, into some take-away points for the attendees.*" (CAMHS) "*So I have used the emotion coaching training so much in my own kind of work with parents, with teachers and with, with children, and that, I think has been the most like the tool that I really take with me and use all the time.*" (CAMHS 1) "*The resilience wheel, I think that's one of the things that really stood out for me from the*

"Uh I think it was very clear, I think that that was what was very good. It was and you know the first part was theory, which when you're doing theory actually to start with you think ohh, this isn't really getting anywhere. But actually by the time we got to the second, third, fourth session, there was a real, you know you needed theory. Um, but I think it was very well, it was very well organised and yeah, it was just, it was really good. I, I can't speak highly enough. Honestly. It was very good." (Staff 4)

"Yeah, and you could do, and the Anchor Approach is quite easy because it's not academic… like helping support someone's behaviour is almost easier, if you're conscious of it, and if you know what works with them, it really helps. It would help in lessons as well as help them to feel good about themselves." (Staff 8)

"Yeah, I can't honestly say that I've noticed that positive improvement, but again, I'm sure I could have done it a lot better, yeah. With more time set aside and it, you know, if it was made clear to me there was a priority and I think that I don't know, I feel like it's a big factor." (Staff 11)

"I guess with the poster on the left, um, what might be quite nice, it would be to have something within it, where like if they weren't feeling that, that they were sort of instantly directed to what they needed to do, you know, because they might read that and think, well, actually, I don't feel that I'm important and my opinion matters, and then maybe kind of, if they're reading that and think I don't feel I belong with the school, then that, whilst it's a positive message, if they are maybe, if something is going on then it might be quite nice directly for them to be like if you want to talk about it, u', there's something, some, some sort of form of direc' help, because they might read that and think, well, actually that's not how I'm feeling right now." (Parent 4)

"And then I looked at the Anchor Approach project stuff and there's just loads. It was very impressive." (Parent 3)

"But I'm … would really actually [laughs] like to implement at home is how I use this and how I use this to support the children." (Parent 4)

"The difficulty with that is then when the school asks us as parents, none of us have got time to go in and, you know, spend 2 hours at school going through this." (Parent 3)

training as a nice tool for kind of thinking about gaps in provision and what might be supported. And for a child in school, and I think that yeah, that was definitely something I took away cause the part, a big part of our role is whole school approach as well. But I think it provided quite a useful model for us to go away and talk to schools and also and yeah, to figure out if they've had the training or it might be useful for them as well." (CAMHS 3)

"Um, I seem to remember doing the resilience wheel together as well. That was actually a really helpful one that that I used in some of our, our work. We kind of borrowed that, that model and put it in our work too." (CAMHS 2)

"And other than that, I'd say we've all like, we're all massively, I think, all massively behind the resilience wheel because it was quite simple and quite practical." (CAMHS 2)

"I think I mentioned the resilience wheel being the thing that I kind of picked up from most and I think that I still think back to that quite a lot when I'm thinking about, if, if a young person comes onto my caseload and there's various things going on, I think it's really helped me to, Yeah, just think more broadly about what might be going on and

"If I'm honest, I don't know if I necessarily implemented it enough to actually [comment], to be completely honest." (Staff 10)

"But again it it's sometimes like [staff 3] said, rolling these things out it just is really difficult to organize and the admin side of things" (Staff 1)

"Yeah. I don't really know when we have time." (Staff 10)

"But it's [time] definitely affected from my perspective how you know how much I've engaged with it and to what extent I've been able to implement it effectively." (Staff 11)

"But we had it split over 4 after-school sessions, um, and just because of the logistics of finding time for kind of a longer amount of time, and although it did work okay, the problem was that our teaching assistants aren't, UM, contracted to stay that late, so it was kind of they had to opt-in like voluntarily and I think they were paid to stay, but still, it's not their directed time, so it's still a choice for them, which made it a little bit difficult with all staff being on the same page with the approach." (Staff 3)

"There was one for, there was like 2 workshops on introducing the Anchor Approach and I was only able to go to one." (Parent 4)

"It might be 20% of parents to um, write-on with it and want to kind of use that language at home. There'll be like 50% who think I haven't got time for this but I'll be aware of it and I'll try and reinforce it." (Parent 3)

"I'm always feeling guilty about this because the other parents, if they were able to, would, would want to be asking you all kinds of questions just about how the kids are doing but, really you get kind of 10 minutes every term, otherwise you've got to kind of hang around and see if you can speak to a teacher outside the door, and you know, if there's an issue and then you might have time to talk, but you don't have that kind of ongoing chance to develop a kind of shared language." (Parent 3)

"I'd say I really like one of the I, I, started looking at the different PDFs and the one called "emotionally friendly communication", and it's got about five or six pages with lots of different colours and I thought it was brilliant. I wanted to get uh, my partner to print it at work, I haven't got a printer at home, so we could really look through it and look through in colours and it just seemed to go through, you know, it's

who, who is involved, who's been involved in the past, how can we help in a more well-rounded way?" (CAMHS 3)

"Yeah, I echo what they said, but also I think a lot of the attachment theory stuff has really to help me as well. Particular when I'm working with my parents and just exploring what that looks like for them and the developmental side." (CAMHS 4)

"But when teachers have a lot going on and they feel like they're already at full capacity then even to think about something, even if it, no matter how easily presented it is, can feel too much and so I think it can feel like a lot of resources sometimes that schools are getting in if they don't have the time to really say these are this is what they are. Umm. So I think it is about time cause actually if they had some time, even just to say, OK, this is what what this is really quickly. I think teachers would grasp, they would grasp but quickly, quickly. But when it's just a resource for them, I don't know how much time they have to really kind of get their head around or just sending it by themselves maybe." (CAMHS 1)

"I think the only thing for me which has kind of come up before was probably around kind of the time commitment for

"Yeah, I agree with [Staff 1], I'm able to use it in my communication and possibly when we do get round to having the parent workshop, they'll be able to use, um, like the vocabulary of it in in their communication with us but I do think the parents that probably will attend the workshop, are probably not the parents that we that we would really need [laugh] and would like to attend the workshop which is the case with everything in schools [laughs]." (Staff 3)

"I think it's like also some teachers are into doing more pastoral and some are not. Yeah, I think it comes down to the character of the person, because that might just be a natural thing that as a form tutor, you just check in Umm, OK, how you going or if there is a kid that you know is perhaps vulnerable or you know. Has taken a step back and you notice a change in them. You would naturally go. Hey, you OK? Like cause you see them every day. You're gonna form those relationships naturally anyway. So I mean. But if there's something that was structured, it would probably help." (Staff 12)

"I've got only a handful of students to focus on, but unlike with yourself, my

got a step-by-step guide of different situations and different kinds of communication. And uh, you know, that's seemed like a a great resource to share, among among all parents." (Parent 3)

"Well, there was another sheet... It was kind of what professionals look out for and the teachers to look out for, but also it applied to parents and I'm sure you'll send that one on too, and that that one was brilliant, you know, so issue by issue and that's the thing like we said hooks parents, give, give people something that goes situation by situation by situation, if you see this do this, you know, even if you argue with it the point is you know internally if you start to argue, you're thinking about it. So you're thinking about the issue. And thinking if it does or doesn't fit for your child, or which child it fits for, or whatever. So yeah, I'd say the more material you give to parents, the better." (Parent 3)

"Um so like for example, the one on the right, I think, like, I just think maybe those kind of posters um, just having those around, you know the kids don't need to have each of the four areas unpicked for them, like I think actually just having it combined is really clear and having those positive messages um, is a really nice way of just trying to get them to be nice to one

schools, because thinking of the schools who didn't, uh, take part or not early on. I think that, that some of the feedback was about actually it's a lot, it's a big commitment, doing all of the sessions, and having staff out for that, um..., I think for some schools the feedback I had was that that it felt like a a what's the word I'm looking for is, a big commitment, I guess, and maybe they had other things kind of on their agenda of training." (CAMHS 3)

"Those that did it reported that it was really helpful and really good. I think the only problem that some schools had was trying to find the time for like everyone to attend it and obviously quite hard." (CAMHS 4)

"I wasn't sure some other parts of that presentation were. I felt like they got quite, there's quite a lot of literature and backgrounds, which was great for the knowledge, but then made it quite hard to carry into the work and same way that we did carry the resilience wheel. So to say maybe trying to make those simpler, simpler, more practical models that we can use more readily would have been nice." (CAMHS 2)

"I think for me, maybe from the training that I went to, there was a lot around like

ones, someone will have belonging, but they're hardly ever in at form time for me to actually do anything with them." (Staff 6)

"That you know, there's a handful of students that I hardly ever see, but they are in school. I just never see them almost. So I've not really been able to do much with them and then there was another student who you know new and we thought, OK, let's put them into clubs and activities. But then the safeguarding issues they were saying that they weren't allowed to spend time after school. So like OK, there's limitation and restriction to what I could or realistically possibly do with the class, or the individual I should say." (Staff 6)

"Yeah, it seems like with this sort of the Anchor Approach programme, it's worked out with students that are more mainstream within the schools, are able to be more visible and present in school, at that point." (Staff 7)

"Yeah because there's no actual explicit time for it ever. It's just kind of something we've talked about the we're supposed to kind of. Yeah, like you say do when you get a chance...But the form time schedule is very jam packed anyway" (Staff 10)

another [laughs] and kind of be nice rounded individuals." (Parent 4)

"So I mean, I think it's just, it is positive reinforcement to the children, I suppose. And I think that it's again, I, um, hopefully they would read that and sort of take that away and, and remember that and I hope that that was kind of also being reinforced as well, you know, you know, practically in the classroom." (Parent 4)

"So if I have a child that's coming home upset or saying they don't wanna do something or not joining in, but like I was like, I can't go through like 4 sheets of paper working out which of the behaviours it most fits and what I need to do. So I suppose it was, whilst I get the idea of it, I was kind of as a parent struggling to think about how I would implement it." (Parent 4)

"So if my child did come home, and they were upset or there were, you know, there were behavioural issues. I don't understand at the moment how I could use the Anchor Approach to help me address that." (Parent 4)

"How do you get the buy-in and how do you kind of do it in a way that doesn't make it sound like they're trying to tell parents how to bring up their kids?" (Parent 3)

"Yeah, it's very much less on account of from your middle class, sort of

developmental psychology and I would say maybe half a day which is quite interesting, but I wonder if from a school's point of view like how practical with that. Maybe like condensing it down a bit more to like, OK we understand that development is really important and like the early childhood experiences that. Yeah, maybe not so much I wondered if people were kind of like, um, drifting off that point. Not out of boredom, but it just didn't feel relevant to them maybe as teachers to have that much on development, maybe, I'm not, maybe." (CAMHS 4)

"I think it's something that can that can be used. You know that speaks with kind of professionals with children and with parents too. I think it's, it's quite universal, their tools and the language." (CAMHS 1)

"So in particular from doing groups with um, so it may be key, stage two around friendship or emotional regulation. Sometimes we use the resilience wheel as a way to check in and we talk about, for instance, if it's a friendship group, we talk about the role of closeness to others or belonging and, and we put that in the context of how the Anchor Approach do in their model of the resilience wheel." (CAMHS 2)

"But I think in terms of, because one thing I think, I think about this, is who has got to implement it? School tutors have to implement it, and I think the in the school, like for example, they just made form time longer. So you basically got teachers who, I mean, we're pretty overworked as it is." (Staff 11)

"Kind of ironically, it [the responsibility] makes me, it makes me want to be do pastoral stuff even less." (Staff 10)

"Yeah, and delivering, delivering PSHE about the importance of work life balance. The cheek of it." (Staff 11)

"Yeah, I also think on like, it's not particularly concrete, a lot of the stuff... But like, it's kind of, oh, check in with them or ask them how things are going at kind of I think things like that that aren't kind of actually tick-offable necessarily or that aren't concrete or measurable. Again, always thought the bottom of your list." (Staff 10)

"But again, it's just the business of schools, it is really difficult. Yeah, I just, it's just, sometimes I feel like, I'm doing them a favour. [smiles] I know that sounds awful, but sometimes I feel like they're begging me can we come in and do a workshop, can we

broadly European, even the concept of being so involved in your child's school life, I think it's quite distant from some other cultures or, you know in time. Anyway I, you know, it was not the case forty years ago in my like school, in my community. So yeah, you know, having said that, maybe some, some, um, some families will not have that much access to it." (Parent 1)

"But if school probably, if they use newsletters or if they let's say, this month we're gonna talk about safety as a core sort of, um, core point in the wheel, you know of this sort of approach, like next month, we're gonna talk about belonging." (Parent 2)

"So that's my input in terms of how to do it. Just to, you know, just to make it easy for kids, not even for us, because it has to go both ways." (Parent 2)

"I suppose um, my interest in this concept as, I suppose as a parent, was more trying to think about how you could meet your child's well-being needs and thinking about maybe trying to link behaviour to a particular need that wasn't being met. So within the wheel, I was kind of maybe hoping, you know, if maybe they were saying they didn't wanna go somewhere, go and join a club, they didn't wanna go, or if there was something that, you know, they're unhappy about, trying to maybe -

"Yeah, I would agree. For me, it was definitely the resilience wheel. I found it really helpful model when, well when talking to school staff, but also again thinking in my own interventions with families I was working with. It was a really nice visual and a nice model that's quite, I found it quite so simple to think through myself as well as to discuss with other people." (CAMHS 3)

"… particularly when there was a really consistent school link or SENCO in place, you find they might be better to have their sort of three staff training sessions done and completed it or they might say okay, we've got one done and we're doing another next term, then maybe have quite a good handle on it." (CAMHS 2)

"...I did go to various trainings, um, but I didn't always know about like the latest kind of offers from the Anchor Approach, which maybe left me feeling a little bit out of the loop of what they were doing at times." (CAMHS 3)

"Maybe something that, yeah, kind of advertises it a bit better, makes it clearer. Yeah, a more condensed idea of what it involves might be helpful." (CAMHS 4)

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do in and do a workshop? And it's like we're just so busy I, I haven't got the time to sort out a workshop, but I do think it will be, it will be useful, but it's just, it's just finding the time for it." (Staff 3)

"Yeah, I agree it's been, yeah, it's definitely a good use of time and I think you know those, those hours that you spend in the training have probably saved a lot, a lot more time along the way, um, with sort of equipping us with how to how to deal with um, behaviour issues and how to support children emotionally within the classroom, which you know can save disruption, and that's time, and that's other children's learning time as well, so I think it definitely is good use of time." (Staff 2)

"Yeah 100%, with our CPD time it's really helpful to sit down and work through that and actually think about who are our key students. "cause even then the list is not quite fixed, we can change that list and on occasion we change that list, and on other occasion where we're like, that student, that will take a week for me to handle, we can take care of that, someone else that's on my mind! [laughter] So yeah, so for our CPDs it's really nice to think about our tutees and how we can approach them." (Staff 7)

and this might be the incorrect application, of course - maybe trying to kind of unpick, what, what was the need that wasn't being met? Or are there ways that you could improve that, to help them, make them happier, but help them kind of be addressed that whatever it was that was upsetting them, or maybe that was needed, and I just found that kind of that application of the, of the wheel quite difficult to translate, I don't know if that makes sense." (Parent 4)

"I have to say I was not aware of the fact that the school was involved. So yeah, it was something new" (Parent 1)

"If we are to participate as parents as well as the basic families in that one, I just need to understand." (Parent 2)

"Well, that's always been the case, but it's, they haven't usually, um, included parents." (Parent 3)

"I wonder what the best schools have done to find a way of getting parents knowing what they're up to" (Parent 3)

"I think it was put in terms of emotional well-being, um, but I'm not sure it was clarified that it was going on with the children and I haven't been aware of it, you know, going on with the children." (Parent 3)

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"*…that's when finding that extra time to really commit, to ensure that that that I mean I I show my extra time when I observe the lessons when I walk around the corridors and appear, like I'm here, I'm here guys how you doing? [laughter]… Nooo, I care, I care. Trying to find time to kind of get to the playground early enough for before line up and say see them in the morning. Uh, so.*" (Staff 7)

"*My anticipation is that the parents who we really want to be involved won't be and that we will end up with the parents who really actually already probably do it, who will be there.*" (Staff 4)

"*So yeah, in terms of CPD, yeah, I, I definitely think it's more useful than some of the things we have, but how useful CPD's are when they're introducing new things that you have no time for anyway.*" (Staff 10)

"*Yeah, I thought it was like I thought it was good [use of CPD]. It was like. I mean it definitely. Yeah, like it was pleasing to see that like there were people at the school considering this approach because like we said it is quite a strict school and it can sometimes feel like it's all just like to detention and repeat, so it's nice to feel like*

"*And I was more in, in like the kind of well-being aspect of this, but I'm, I'm not clear how it's being used in terms, in the curriculum. I'm not sure how it's being used to correct behaviour. I'm not sure how it's, and I'm not sure when it was embedded, if you like and what the what the intended outcome is. So I, because I'm not that, so clear on how it's being used in the school, I can't like, I can't notice any change because I, I don't know how and when and why it's been used if that makes sense?*" (Parent 4)

"*I've tried to read something about it and so, yeah, let's say it's a, a general interest on how the school is approaching this wider side of education.*" (Parent 1)

"*I was interested in in sort of the whole the Anchor Approach and then, what is that? That's what I'm interested in.*" (Parent 2)

"*I didn't know anything about it until I started asking a few weeks ago.*" (Parent 3)

"*I agree in, in the sense that uh, this is useful for adults, uh, I myself, yeah, happen to be a psychotherapist although work with adults so, but yeah, I wouldn't talk like that to my daughter [laughs] obviously.*" (Parent 1)

"*Umm, if I start talking in this way in the playground, there's only so many, uh, it is a*

more pastoral concerned things were being considered. Umm so like I did. But again, it's just that sense of like. I don't know. The time to do it effectively, I don't feel like it's prioritized in that way. So it's like, Oh yeah, this is great. But like, I mean, it's the same for all our CPDs, I don't know like you get a CPD on how to like design a whole new worksheet from scratch and you're like when am I supposed to do it, Jesus Christ." (Staff 11)

"Everything in there, all the resources are very user friendly and very positive and you know things that I'd want to adopt, there's nothing that we wouldn't disagree with from what I've seen so far anyway." (Staff 1)

"It's always just sort of step-by-step, it's as you say, it's easy to digest as, as teachers and we haven't got a lot of time on our hands, but you know things like I've got this resource, you know, one of those that yeah, it's just easy to fit through." (Staff 2)

"I remember the wheel of, of, of resilience, they yeah, that I think, when we got talked through that in the training session that, you know 'cause you see something that's quite visual and being talked through that really, kind of opened it up and it made a lot of sense and I remember

very few parents I could have a conversation with at my school, when I start to use some of those words. Other people would say, why are you talking like that? Uh, yeah.... But how can you kind of let parents know that, you know, some of this language might be useful for us to talk together, and it might be a shortcut to concepts and you know, we're all gonna work together. Um, it also implies a very middle class, um, um, graduate environment uh sorry, graduate parents." (Parent 3)

"Oh, I haven't seen that [the shared language sheet], that, that looks really useful [laughs]! Yeah, I can totally see why you would want those kind of similar terms and languages to have that, you know, synergy between what's going on at home and school." (Parent 4)

"Um, not all the words, I mean, I think if some of the terminology would be explained and then it will be used all the times were gonna get used to it and its gonna be easier to basically understand it and use it" (Parent 2)

"My understanding is that it's probably okay for staff to use it because that's probably the language they learn, you know, all the aspects of psychology, how the, the well being of kids and probably that's sort of like all in line, sort of technical language they use. But for Commoners like me, I may understand, may not." (Parent 2)

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that being a bit of a like 'oh' moment." (Staff 2)

"Yes, we have that [the resilience wheel]. That was part that was very much part of the training, which was very helpful. And I think that was a visual that was great! I mean it, you know, it was really helpful and other people commented on that as well." (Staff 4)

"I think generally though like there's maybe something in that about it being quite visual and it's not particularly waffly or complex. It's something straightforward that they can, they can engage with, and it can be made. It can be made to almost sit in a, a classroom-ish exercise. So yeah, I'd say in that in that respect, it works for them." (Staff 2)

"There were a lot of bite size well-being things sent out, which was good because like I said time is very limited in schools so things that people don't have to spend ages looking at are going to be useful and a couple of members of staff did say to me I found those bite sized leaflets really useful, I saw, I saw one up in someone classroom just to give pointers, you know." (Staff 1)

"Um, it's a bit strange for um, parents. I don't know, um, if professionals who are working with the kids, um, are using this language, it kind of fits. But if the parents go into a meeting or the parents go to a, say, you're um, um, a teachers meeting, and start using this kind of language about their own kids, it's a little um distancing... I've got a child with special needs. Umm. And I do have to describe him quite a lot and his needs, but I'm always trying to avoid using language like, like this and just trying to talk about him as my son kind of." (Parent 3)

"There were a lot of bite size well-being things sent out, which was good because like I said time is very limited in schools so things that people don't have to spend ages looking at are going to be useful and a couple of members of staff did say to me I found those bite sized leaflets really useful, I saw, I saw one up in someone classroom just to give pointers, you know." (Staff 1)

"And if I've got student teachers in the classroom, and that's quite a nice way for, you know, rather than bombarding them with the enormity of your behaviour policy or something like that, then they can have a look through this and it really does, it's easy to digest, it's really user friendly and I still refer back to it at times." (Staff 2)

"One thing I would say is we had, I think it was after COVID there was a document, um, about returning to school with well being in mind and it was really useful but it probably took me about three hours to read, and I think I forwarded it on to staff, but I can't imagine anyone read it because it was just absolutely massive. So I think maybe a lot of the resources are user friendly, most of them are, but I think just some of the bigger documents, it would be

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nice to have, like a summarized version because yeah, so many emails are sent round and you want, you want it to be, actually read and looked at." (Staff 3)

"No, I don't think there's anything we wouldn't use, I just think maybe, I would like, with the Assembly pack, maybe I'd like someone to go through it with us, "cause it's still sat in my room in the same bag, I haven't got it out yet" (Staff 1)

"I think it just having it just distilled a bit more kind of I suppose a bit, a bit like what the principles that we have for the kids to teach them, you know, give, give them one kind of achievable target. One thing at a time. Make sure they understand that. Then move on to the next thing. I think it needs to be maybe introduced a bit more like that kind of OK, we're gonna focus on the belonging side of things. Let's talk through a few examples. What might you say? How might you apply this in your class and then move on to the next one? I suppose I'm just a bit of cognitively overloaded." (Staff 10)

"Yeah, I I know when I first started it, having an actual concrete strategy of what this looked like. You know what does developing a resilience strategy that I could put in, was something which I found really

challenging and you know, getting used to and making that transition where you've got those concrete strategies and saying look, this is individual things that you could possibly do, that would be really helpful I would suggest." (Staff 6)

"Yeah, like quick, like quick, brief information packs that we can easily see we just login, saying this is the Anchor Approach, this is the category for the Anchor Approach, these are the strategies we are employing." (Staff 7)

"... but it would be useful to have a little passport for them. So like you have SEND passports, but a little like a coloured diagram, which is like, I like you to say: "hello, how are you, good morning". Something really easy that you can follow. Yeah, really easy and concrete that you can follow in order." (Staff 8)

"[the Anchor Approach liaison] said she wouldn't come into the class to see the children and I think that would have been nice if she could have spent a little bit of time observing the children before we talked about them because she is making suggestions, but she doesn't, she's never even seen them before, so I think that's

another thing that, that would have been nice." (Staff 3)

"I don't know. I mean. I'm always like there's, like, designed resources. Yeah, I don't know. In my experience they tend to be a bit rubbish. But yeah, like, I don't know, like I really like the idea behind it [the Anchor Approach]." (Staff 11)

"In my school as well, uh, there's a huge number of EAL families, so getting things across in very in a simple but effective way. Like I said that to the person that's coming in, I said: you're going to have to keep it at a very simple level because um, a lot of the wording will go over people's heads, so uhm, you know, I think one of the things they're doing is talking about your senses um, and I'm just unsure how it's going to work with our families because there's uh, because of the understanding you know, and also some of them kind of keep back as well because they don't understand our school system or they think that you know their English isn't good enough so we wouldn't necessarily get that good engagement." (Staff 1)

"I think, I think there was probably a lot of discussion among the teaching staff, which then kind of filtered through and there was great interest in knowing 'what were you lot

doing last night, you know, when we were, when we weren't invited to the meeting' and from that, they then wanted to, wanted more training um, and they've only had one, I mean, the support staff have only had one, one very short session, it's, and it probably didn't go into the um theory and, and that side of things, but I think maybe there was just, I think it's been just talking you know and hearing it's being spoken about and then wanting to be involved" (Staff 4)

"My hope is that it will be in the same way as it has been in school talk, that you know, talk at you know, on school playgrounds at collecting time, that maybe the word will spread so. I think it will be and I, but I do think it will be greatly received, you know, we're in a part of the borough where you know, that, that kind of thing will be, you know, expected by the parents, I think." (Staff 4)

"...so like we had a new Headteacher and the priority first and foremost has been to get behaviour under control." (Staff 11)

"… at the moment I think [staff name]'s kind of doing it as his project in year nine, which I think he's hoping to roll out to the whole school. So he's the kind of stakeholder pushing it within our school. Again because

it's his thing, he's sort of doing it with what levers he can use..." (Staff 11)

"…one of the deputy head teachers at the time was sort of pioneering that, she was responsible for inclusion within our school um, and it was sort of something that she was um, helping to implement and helping to um, further um, the training as well and you know, she would sort of be the point of contact for it. She's no longer at the school, um, so we've still got the strategies in place um, and it is still something that's used, but it doesn't sound like we've had the same sort of follow-up training or more recent input as the other schools that are on the group at the moment um." (Staff 2)

"I think it's the same sort of thing that I would say it's a bit that visibility I think, is what we're lacking and I think for us maybe it's just got a little bit lost where I'm not too sure who's really responsible. Maybe that's my fault for not knowing, but I'm not too sure who's really responsible for driving it in school and now, so I think it's kind of, of good to have that liaison and have a little bit more and, and, yeah, visibility in school and um, input from the Anchor Approach project" (Staff 2)

	"*I think it would be good if someone was in the school, like I said, going out in the playground, weekly reminding parents to come to these kind of workshops and stuff like that. Like, like having a parent liaison person from the Anchor Approach really and that, but obviously that's really an ideal world thing it's not really, it's not really gonna happen.*" (Staff 1)		
Working together	"*I think it's quite easy [to implement] actually, and I think the fact that all of our staff were involved in the training and we had all of our teaching staff initially and then our support staff have had subsequent training by, er, it's by our inclusion lead, who was part of the training. And I think there's a kind of a common understanding. So I think it will be easy to implement.*" (Staff 4)

"*And it would be really useful. For example, if we took all of our students where we've identified they have an issue, and if we pass that on to other people. So it's like a schoolwide approach would be really really helpful I've it's been helpful for me to kind of think about the students in a holistic way, but in terms of progressing them and supporting them. I think it has worked actually for the* | "*If it was put to the parents in terms of here's what we're doing with the kids, um, do you want to come along and um, um, find out what our approach is so that you can support it?*" (Parent 3)

"*But I was I was wondering about the program because probably if they do it, then as [parent] said, I would like to assist or at least have this knowledge of what works, what we should do at home, because it never works one way. Its, you, they, you, they probably, they spend both times at school and and at home and then obviously that was my sort of understanding that if they miss, like if even when looking at this wheel - if one of the pieces are not working well, the whole sort of wheel won't be working properly.*" (Parent 2)

"*It's really important that parents are involved, um, and involved at an early stage of* | "*I think a lot of that was to do with that they didn't really know what it was, when that was happening.*" (CAMHS 3)

"*I get feedback from schools that oh they had the Anchor Approach in for a network meeting whatever, and like I've never been involved in that and I can't actually picture what that looks like, and so to the school I'm like that's really great but actually in my head I'm kind of thinking, I don't know what that actually looks like. So I could tell a school what they can offer, yeah, but yeah, experiencing the whole way would be quite helpful.*" (CAMHS 4)

"*... I think I got a good taste of it and you got to know what the role was in terms of whole school. And particularly when, when COVID was happening when forums were coming out, I got a good idea of what they* |

couple, but I think for a, like a school wide approach would really help." (Staff 8)

"But the thing is so I had two students, but now both of them are no longer in my form, so that is yeah, so that's another thing that I'm going to have to pass it on and speak to their new form tutor." (Staff 5)

"Yeah, I think in terms of like think, about the Anchor Approach programme, the whole purpose of the Anchor Approach programme is to create that greater sense of community, not only, not only just with those set students within the class to have a greater rapport between me as tutor and student, but also trying to ensure that that that relationship is the community within the whole form, cause you kind of want everyone to be involved with those key students to be able to support them." (Staff 7)

"Well we were really quite keen, that all of our teaching assistants should be part of it because actually more often than not, they're the ones who are dealing, um, with the children. They're the ones who are, when a child is having difficulties and needs to be, I don't know, taken out the class or whatever, for whatever reason and actually they're the ones who actually needs to not be so, um, sanction based..." (Staff 4)

being invited to participate so that it can back this stuff up, because each of each of us at home will talk about these kind of areas and you know, um, um, as conflicts and difficulties, you know come up in they're own way, so it would be good if we know in our heads what kind of language is being used at school." (Parent 3)

"And because they're using it in school, I felt that like as a parent, it'd be really great to be following the same kind of, the same procedure if you like, and reinforcing and supporting that at home." (Parent 4)

"I would like to know what the successful schools have done because you know, so every school is, is brilliantly innovative on one thing or the other. You know, no school can do everything." (Parent 3)

were offering, but I don't think there was ever a point where I thought, well, I have a whole handle on the Anchor Approach and I know exactly which parts to sign-post to school to. I think I'm really struggled to match that because I didn't quite have the knowledge of exactly what was being offered." (CAMHS 2)

"And I think something that really helps also is that like parts of the MHST is to do a whole school approach and then, you know, we're only, you know, our team can only do so much. So when you've got somebody like the Anchor Approach that can go into a school and do a whole staff training, that takes such a, not a weight, but it means that we can do other things while they're doing, and knowing what they're kind of delivering to, to whole staff teams." (CAMHS 1)

"I remember we struggled with one school with a year five class and I think, it's been a class that had come up quite a lot for us in the MHST team. I'd seen some individuals from it and then we'd been asked to have a classroom intervention and we didn't feel like too much was changing for that class. Then we started to draft in the Anchor Approach to speak, to the speak to the teacher about how they could approach that

"Uh, and often it needs to be in the moment, like my boy in my class that we had the network meeting for he just gets so dysregulated and he needs to have this conversation now, not at playtime, not at lunch time 2 hours later and I think it's not a quick fix the Anchor Approach, it's something that you need time and you need space um, without distraction, to, to like talk through some of the strategies and things and that's not always possible." (Staff 3)

"When the Anchor Approach came in to meet with the teachers to talk about specific children, we tried to make sure and I think in most of the cases, there was a support staff involved in those meetings as well. They felt part of it and actually, you know, I think that was also a very positive thing." (Staff 4)

"That often you have like, I'll have, I've got something in my class who has got a speech therapist, speech and language therapist support, and they came into my lesson the other day like hello I'm here to help you, and I didn't know which child they were observing for a start and then they're like, there are the things you could do to support the I'm like, well, that's great, but that's kind of all the way down the line. Like

class. That was a really good resource to be able to call on them, really helpful." (CAMHS 2)

"I think it linked quite heavily into like sort of I, I suppose more like the culture of the school and how staff were managing their own work-loads and what their experience of going to work was. Cause I found like in some schools where there was perhaps, you know, like a lot going on and maybe they weren't, so supported or didn't feel so supported. I'm not sure how much they would have been like felt able to use that effectively, kind of the like change in language and changing approach because it is very much whole school approach. Whereas I think some of the other schools that I can think of where staff fed back to me they felt really supported generally at work." (CAMHS 3)

"And to hear the good stories from schools then, because then that helps us then to be able to promote it more confidently." (CAMHS 1)

"I think I would like to attend um, one of their, so I know that when they have the, when the school has had the training and then they'll offer network meeting so they work like with teachers to look at specific behaviours and I think that's real, that's

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why not come to me at the beginning of the year and say this is what this kid needs, rather than coming to me like 3/4 the way through the year, and saying, actually this is what she really needs. And then because then you could check up on her progress." (Staff 8)

"If it's if it's across the whole staff body that are aware of the students that need to, that are in need of it in terms of responding to strategy. That really helps, but at the moment, right now, in terms of those strategies, those strategies only been employed by us...So it will be incredibly helpful if the whole staff body were aware of what, what to do in the classroom with said student and how to approach.... And it would probably go a lot quicker as well and you could cement that and I think that's what we want. We want it. We want it cemented. We don't want it cracking again. [laughs] So yeah." (Staff 7)

"We have the flexibility to a degree where we can think about what the external agencies and so and provisions in place, but if we're not fully aware of what those, of what the purpose of those provisions are, how can we really apply that?" (Staff 7)

individual, but maybe actually if they included some of that in a kind of wider. I think they're really practical, really clear examples for teachers to see, or even just for myself to see what they do. And because it puts the training into action then. But I think if you don't have that, then you, you don't see the training. It's just a training until you have that extra piece." (CAMHS 1)

"I guess it made me see things in a different kind of way. I think of, of understanding what where teachers are coming from and then having when they talk about kind of behaviour management in the classroom. Where sometimes I might look at an individual child, but actually then seeing the teachers point of view too and kind of managing the behaviour of the whole class and then I'm also looking into that individual child if needed." (CAMHS 1)

"Yeah, I thought as well that when I kind of link school up with the Anchor Approach that the Anchor Approach are so kind of quick at responding that if I get it wrong, they'll soon tell me, that it doesn't feel like you kind of signed posted and you're waiting for ages and then you're not too sure like, I feel like I have a clear idea and then
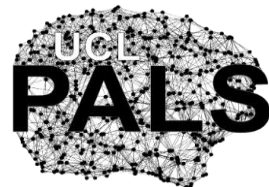
"Well, more so some of the external parts as well though, because I didn't have enough information about what's being covered in it, it was harder to see how that connects to the Anchor Approach strategies." (Staff 6)

"I'm thinking of like certain kids in particular, and I know that they've got circumstances, but outside of school, which are impacting behaviour, which are probably beyond the scope of what the intervention might provide." (Staff 11)

"Because sometimes parents have, seem to have concerns that they don't raise, just 'cause they're not sure what to do with them, like they've got a kid, he's really well behaved. They're doing really well at school, but still they're concerned about them. You know, not having friends or looking a bit sad when they come home from school, which we wouldn't know about, so having those conversations with parents even makes a difference." (Staff 8)

"At that time, um, we had a another deputy head who was you know responsible for inclusion, um but we also had a pastoral team, um, that you know were doing a lot of the behaviour management and they were

they are really responsive so that's helpful." (CAMHS 4)

"And you know it, maybe it could be like a recap every now and again, or just built into the, ok, we're gonna meet again in six months time for a refresh or to chat about what we had um, done before." (CAMHS 1)

"Particularly around the idea of staff retention, that maybe if you've already put in a lot of time to train up the staff and then there's a staff turnover, it's then another big commitment to train again. You're not sure how long you're gonna keep that knowledge. It might be more useful for there to be, I don't know, some shorter sessions available, but more often maybe, instead." (CAMHS 2)

"But then the Anchor Approach quite helpful in that sense that they offered, you have a whole day or you could do it in half days like there was some flexibility in that. And I guess I don't know how you would approach schools not having much time because it it's just how it is, isn't it?" (CAMHS 3)

massively following um, the Anchor Approach. So maybe the class teachers weren't implementing or didn't have to kind of implement it, so much in class, because the kind of high needs children were often, they had somebody that they could go to that could give them that sort of, you know that time to talk things through." (Staff 2)

"And its always more the head of years responsibility really. To implement it and, well, perhaps they would might take the strategies… if they were to incorporate it within tutor time in a more systematic structured way, through PowerPoints or through whatever, then like giving us the ability to access it without having us to plan it." (Staff 12)

"Yeah, I mean if we had say, one or two students that are significant students and we focus on them long term, and then maybe two or three additional students that can be shared across the whole staff body....Yeah, that would really help, because that takes the weight off us in terms of it, so we can still do these small strategies with five key students, cause five wouldn't be too many compared to the whole form groups." (Staff 7)

"Yeah it would be useful if it was shared with Maths and English teachers, then you could triangulate it." (Staff 8)

"Yeah, yeah. It's like, the two that I've got, [student names]. They've got a lot of issues, and they're hardly ever in tutor time, but they are in school days. And trying to deal with them or trying to find strategies that might work for them. I, I just found myself being very, very limited." (Staff 6)

"In a whole school approach, I mean it's easier because then other teachers you know can kind of contribute to it. And it's not, you know, that wholly, that whole responsibility on me because as a cover super, I literally have no free periods, whereas with teachers, I mean, you get a free period, so, yeah." (Staff 5)

"Mine were more to do with belonging and it has really worked to the extent that I have any power to do anything about it. But the thing that's really important is that you have the power to action whatever thing you think needs to be done in connection with belonging. So in our school, quite a lot of I, I don't know how you feel but quite a lot of us, as a form tutor I don't have a huge amount of power, so it relies on like

good conversations with other people who can do things for my form group, does that make sense?" (Staff 8)

"Also I did find, I, I as I said, I'm not on the SLT and I did find that SLT didn't engage with it as well as I would have liked them to, like they didn't attend all the sessions, and I think the Anchor Approach definitely say that it needs to be like across the whole school and all levels of leadership down to teaching assistants and basically everybody in the school, so I did find it a bit disappointing that they didn't attend." (Staff 3)

"Or, well, I'd like to play this game with form time, like there's certain things we can't do, because we're not empowered, either to employ external agencies or to kind of go against the school rules. Does that make sense?" (Staff 8)

"I don't know. Were there any case studies? Is that a thing? Would that be like, would there be some privacy issues there? I don't know, but it'd be quite interesting to be like, ohh here's an example of some policies that have happened with some kids that have worked well. Yeah, I don't know if that's." (Staff 11)

"I, I think it's really just knowing what others have done in the past, to control that. I think for us, if we were to do the training for [others to] show what we've done, I mean it'd be great for them to benefit and you know, knowing what, OK these are the students that we had succeeded with. This is what we've done...This is how it works and this is what worked, this is what went well. And also going to highlighting other case studies that we might have fell, fell into, and what were those challenges? And maybe what we can you know could have been prevented that in hindsight." (Staff 7)

"And also I'd like to kind of watch more of it cause or watch kind of professional people do it who will know more about it because I think it's kind of overwhelming being given the sheets with belonging, and here's a list of 4000 things you could say to that, like, which is obviously good, but I think if we could kind of if it was modelled around us a bit more." (Staff 10)

"But I think also that sort of discussion forum really helped the most for us. Otherwise, if we didn't have it. I mean we would, let alone communication we would all be flying." (Staff 7)
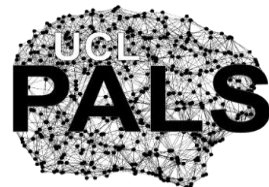
" I don't have any free periods at any other point of the day to kind of chase up on it, but [name redacted], head of year nine, we were kind of doing it together, so I'd give him comments and feedback and then he'd give me feedback and so we kind of worked out something for two students only." (Staff 5)

"At the moment we've got several children who fall into a variety of the different categories. Umm and I've been using it, talking to staff and sort of you know, we're reminding each other about the training, so yeah, a lot." (Staff 4)

"Yeah, I, with the Anchor Approach programme it is not just thinking about what's good for them, it's also very good for us. Like we we become very more consciously well, what are their needs and what are the interventions that we're putting in place through other additional meetings that we're having? And what's in place?" (Staff 7)

"When everyone was in the same room talking there was much more conversation, which I think is really important." (Staff 4)

"...I think for us it was sort of the whole, I think as a staff it was so different

that I think that for people, I think it's more around, if I'm honest it's all around sort of discussions around school. It's kind of triggered and started discussions. I think we've actually probably got a long way to go. Um, so I think it's slowly, slowly, drip feeding, but it's working and there is, there is an impact. So yeah." (Staff 4)

"We recently had 1-to-1 network meetings about children with behaviour challenges, um, where I was present and a class teacher was present, plus, um the Anchor Approach, um, I don't know how, the Anchor Approach - not clinician but the Anchor Approach person was there and I know that the teachers gave excellent feedback about the meetings and we got some really good ideas, even if some of those suggestions made were quite obvious it was really good to have someone just to kind of justify you and tell you, yeah, that is, you know, that is what you should be doing and you're like, oh yeah, you know, I forgot about that." (Staff 1)

"I mean my engagement personally with the Anchor Approach team has been fantastic. I mean by email, they reply and we've had telephone communication. I find them really easy to communicate with and

they always reply. Um, and have said, you know, we'll send whatever you want. We can come in, we can work with people." (Staff 4)

"We don't really have a pastoral support team anymore and now it's all in class um, so yeah, I think that refresher training in our new structure, would be beneficial." (Staff 2)

"…we've had a big staff turnover as well, and I actually hadn't kind of recognized that until [staff name], said it, but probably at least one-quarter, maybe one-third of the staff, of the staff have turned over since the training, so I think that's definitely something that could be looked at, whether we could have a few more opportunities for refresher training." (Staff 3)

"I'd like annual training to be honest, 'cause ours is a quite high turnover as well, so we have a lot of agency staff coming in and coming and going as well. So yeah, and you'll, you know I don't see how it could be more than that because of the training schedule is, you know, packed in our school, various different things but uh, yeah, like the general, general training I think needs to be done annually." (Staff 1)

"In an ideal world, I'd like there to be someone coming in every week to either work with parents that want to help or, or with like staff members. Maybe having a team, like an the Anchor Approach team, where they would be like me, a teacher or someone in the support staff and, and, you know there were not necessarily weekly meetings, but weekly things going on so that it was just more visible." (Staff 1)

"I think we would just like, similar to what [staff name] said, just more, more contact with them, coming in more. Like I think with the network meetings, they offer two meetings for each child and then that's it. I know that we probably could do it ourselves, but it's not the same, [the Anchor Approach liaison] has all the strategies just on the top of her head. She's so good and when she comes in, it's she's just got so much to give and I can try, but it won't be the same." (Staff 3)

"And we, I feel like we're not [expert] at it, so we only just started using it this year for some pupils." (Staff 8)

"Then there was also a change of trainer as well, which, um again wasn't anybody's fault, um, but I think the first

trainer was kind of slightly more, um, maybe knew the program slightly better than the second trainer so um, was able to talk about it with a with a lot more kind of consistency." (Staff 1)

"We don't have the sufficient training. We don't have sufficient manpower, um, yeah." (Staff 7)

"It would be nice even if it was just like a zoom or a teams one hour meeting to talk through it, um, yeah, I think that would be useful." (Staff 3)
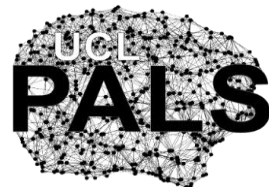
Appendix H: Resources shown in parent focus groups

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More details on the Haringey The Anchor Approach intervention can be found at their website: *https://www.haringey.gov.uk/anchor*.

COVER PHOTO: Matt Clayton