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An Explorative Case Study of a Scottish Secondary School Nurture Group Focusing Upon the Transfer of Learning from the Nurture Group to the Wider School Setting

Leanne Reid Black

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Signed: Leanne Black

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Abstract

Within Scotland, The Education (Additional Support for Learning) (Scotland) Act (2009), outlines the legal obligation for schools to provide a framework to support children and young people who may require additional support including those with 'emotional and social difficulties.' This case study explores the use of a secondary Nurture group approach – a school-based intervention first designed for use in the primary sector, and used to support pupils perceived as experiencing, or those at risk of developing social, emotional and behavioural difficulties/needs (SEBD/N).

The study examines the wider contexts of inclusion and SEBD/N as well as the underlying theories of the Nurture approach and transfer of learning as presented by the literature. Drawing from an interpretivist perspective, semi-structured group and individual interviews, participant observation and document analysis were used to elicit the perceptions of a variety of stakeholders who have a locus in relation to this particular case. Participants were asked questions pertaining to Nurture group pupils' transfer of social, emotional and behavioural competencies from the Nurture group to the wider school setting, the affordances and constraints involved in the transfer of competencies and ways in which the approach could be developed to further improve outcomes for children. Transcripts of the data garnered were analysed thematically. Findings showed feelings of connectedness, pupil and teacher agency and staff attunement to be crucial factors in pupils' transfer of competencies from the Nurture group to the wider school setting. The study highlights the need for more research into pupil attachments formed within the Nurture group and the development of staff attunement to pupils, principles and pedagogy in fostering effective transfer.

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Chapter One: Introduction

A Note on COVID-19

Data collection for this case study was completed in March 2020, prior to the first lockdown as a result of COVID-19. The author notes that though the study pre-dates the impact of COVID-19 on children and young people within education, the most up to date background information and policy context referenced will be related, to some degree, to the situation arising for children as a result of the pandemic. Furthermore, it is recognised that the recommendations resultant from this study will be applicable to settings post COVID-19, and for this reason, a section relating to the impact of the pandemic on children's social, emotional and behavioural wellbeing has been added to the literature section.

1.1 Background

The area of research proposed is concerned with the examination of a therapeutic intervention strategy used in education – the Nurture group approach. The foundations of the Nurture group approach arose within primary education in 1969 as a model of intervention for children in the early years of school conceptualised as having social, emotional and behavioural issues that prevented them from accessing learning in a mainstream classroom. The approach is attributed to Marjorie Boxall, an Educational Psychologist, who was, at the time, employed by the Inner London Education Authority (ILEA). The secondary Nurture group approach, which began to appear in schools in the early 2000s (Cooper & Whitebread, 2007) retains the core principles of the primary model, but , is adapted for the secondary school environment. These groups are sometimes labelled 'new variant' Nurture groups as opposed to the 'classic' primary groups. Pupils who struggle to access the mainstream curriculum due to problems with aggressive behaviour, poor concentration or withdrawal from activity are likely to be identified as benefitting from the approach (Kourmoulaki, 2012). Leading Nurture group commentators such as Colley (2012) draw attention to the fact that the approach is considered that of an early intervention, perhaps dependent on how one views such a term within education, and may be inappropriate for those children whose behaviour is most problematic.

Seminal psychiatrist John Bowlby's Attachment theory is the principal theoretical underpinning of the approach. Bowlby summarises his theory as regarding a "lasting psychological connectedness between human beings" (Bowlby, 1982). Marjorie Boxall, drawing from Bowlby's work, posited that those pupils who were unable to learn in the mainstream classroom had not experienced critical stages of early development associated with building secure attachment relationships. She established her approach in order to provide another, compensatory, opportunity for pupils to experience these early stages of development.

Elements of the approach include small classes of 10-12 pupils (Cooper, 2004) educated by two Nurture-trained adults (usually a class teacher and a teaching assistant) within a designated classroom, which emulates a domesticated environment (Colley, 2012). Within a primary school, Nurture group pupils may spend 80% of their time in the Nurture room and take part in a highly routinised school day, normally consisting of: registration with their mainstream class; sharing snack/food with the Nurture group; participating in a carefully constructed balance of learning and teaching with affection; and experiencing intensive interaction with the Nurture adults and other pupils in the group (Binnie & Allen, 2008; Hughes & Schlösser, 2014). In traditional primary Nurture group approaches pupils would normally return to a mainstream timetable after 3-4 terms (Cooper & Whitebread, 2007). Within the literature there is some indication that this time frame may need to be adapted/extended for secondary pupils whose difficulties may be more complex, and deep rooted (Garner & Thomas, 2011; Sanders, 2007), than their primary counterparts.

The Boxall Profile 2017 and The Boxall Profile for Young People (Bennathan et al., 2010) are an integral part of the approach used as a means of diagnostic assessment designed to: support professionals' intuitive judgment (Rae et al., 2013) of a pupil's social, emotional and behavioural level; be used as a planning tool; and as an evaluation assessment . The profile is broken down into two standardised assessment sections: Developmental Strands and a Diagnostic Profile (see Appendix A). The first of these sections contains descriptive factors considered indicative of the "personal and social development of the school-age child" (Boxall, 2013). Low scores in this section of the profile indicate underdeveloped inner abilities to be able to cope with the demands of

school clustered within two key sub areas – organisation of experience and internalisation of controls. The second section indicates "deviant behaviour(s)" which impede satisfactory involvement in the learning process (Bennathan & Boxall, 2000) and is broken down into three key sub areas – self-limiting features, undeveloped behaviour and unsupported development.

1.2 The Nurture Group Evidence Base

Interest in Nurture groups has fluctuated over the last four decades, however, since the 1990s, we can see a steady focus on the approach by researchers, and studies continue to emerge showing it to be a successful intervention which can significantly improve the social and emotional development (Cooper, 2011; Grantham & Primrose, 2017; Vincent, 2017), and academic attainment of partaking pupils (Colley, 2012; March & Kearney, 2017). Academics such as MacKay (2015) argue that the provision of Nurturing approaches in education should be universally accessible to all young people in a tiered model that corresponds to level of need (see section 2.3.8.2, Figure 6).

With studies evaluating Nurture groups introduced in Malta (Cefai & Cooper, 2011), New Zealand, Canada (Cooper & Tiknaz, 2007) and Australia (Cooper & Grandin, 2014) it is clear to see the popularity of the approach is growing in the international sphere. Furthermore, the Boxall Profile has not only been translated into other languages, such as French, but has also been scientifically validated for use (Bégin et al., 2020). Nurturing approaches are also emergent within university education (Chimbganda, 2016).

Continued and more current interest in Attachment theory (Bowlby, 1982), the principal theoretical underpinning of the Nurture group approach, can be noted in a number of fields including adolescent psychology (Dishion, 2016), health (Schneider-Hassloff et al., 2015), education (Nash & Schlösser, 2014) and social work (Blakely & Dziadosz, 2015). The Nurture group approach is particularly relevant to our growing understanding of the adolescent brain (Greenhalgh, 2013; Schore & Schore, 2008), the

importance of understanding and nurturing emotion regulation in young people (Bender, 2015) and how these relate to seminal sociocultural theories of learning (Immordino-Yang et al., 2019).

1.3 Contextual Factors at Home and Abroad

Inclusion is an international concern that continues to stimulate debate in terms of theory, policy and practice, and the correlation between these. It has been argued that changes in the educational landscape within the last few decades have been mapped by socio-political forces, such as the Human Rights movement of the 1960s, rather than issues arising from purely educational debate (Thomas, 2013). Inclusive education then, must be considered within the wider history of the concept of equality itself (Peters & Besley, 2014) and will be dealt with in greater depth in the literature chapter.

The United Nations Convention on the Rights of the Child (UNCRC) clearly states that all children shall maintain the right to reach their fullest potential in terms of the development of their personality, talents, mental and physical abilities (United Nations Children's Fund [UNICEF]. 1989) and with its ratification in 192 countries it is firmly on the international agenda. However, though international bodies are outwardly supporters of inclusion, the increasing impact of international league tables such as PISA (Programme for International Student Assessment) and TIMMS (Trends in International Mathematics and Science Study) perhaps place too much importance on competition in the international 'knowledge market.' Such a focus on raising attainment and driving up standards actively contributes to inequality and is incommensurable with social cohesion (Allan, 2013).

The effects of neoliberalism and the market agenda on social inclusion in education are a cause for concern for academics such as Connell (2013) and Hardy and Woodcock (2014). The latter argue that the absence of physical policy statements concerning inclusion from the Organisation for Economic Co-operation and Development (OECD), who seek to influence the policy making process of its member states, is an indication of the lack of regard this international organisation has for the matter. Statistics they do provide show that young people from the UK are below the OECD average in terms of resilience: the pupil's ability to overcome socio-economic backgrounds and perform

well in assessment. Yet, for other countries such as Finland and Canada, it seems that it is possible to maintain high levels of academic achievement (conveyed through Mathematics testing) whilst rating lower than average in terms of the socio-economic status and performance relationship (Organisation for Economic Co-operation and Development [OECD]. 2013). This evidence would appear to suggest that the UK is lacking in its ability to promote inclusive education to good effect, thus drawing our attention to the continued need for research in this area to improve educational practice.

This study considers the Nurture group approach within the context of Scottish education. Within the UK, education is devolved to the Scottish Government, and therefore, has its own distinctive policy context. At national level, The Education (Additional Support for Learning) (Scotland) Act (2009) outlines the legal responsibility for schools to provide a framework that will support children and young people who may require additional support, including those with social, emotional and behavioural needs. Therefore, in accordance with the law, local authorities must identify pupils with additional needs, barriers to these pupils' participation in learning must be removed, and inclusion promoted. A number of educational policies and statistical reports clearly outline the continuing need for action such as the Nurture group approach. Within Getting it Right for Every Child (GIRFEC), the Nurture group approach is explicitly identified as a possible form of support located within the school on the Staged Intervention Model (Scottish Government, 2010); it has been also been highlighted by Her Majesty's Inspectorate of Education [HMIE] as a method of good practice (2009) and receives credit by the government in its 2016 report on the implementation of the (Additional Support for Learning) (Scotland) Act (2009) (Scottish Government, 2016c).

There is an apparent increase in the number of pupils within Scottish educational establishments presenting with social emotional and behavioural needs (SEBN). In 2013 the statistics showed 26,715 pupils required additional support as a result of experiencing SEBN (Scottish Government, 2013). This number rose to 28,358 in 2014 (Scottish Government, 2014b), and 31,684 in 2015; accounting for between 20% to 25% of all pupils identified as having an additional need (Scottish Government, 2015). The 2016 summary of statistics in Scottish schools saw a further increase in pupils perceived

as having social, emotional, and behavioural needs with the number reaching 36,030 (Scottish Government, 2016b). As approximately 95% of these pupils are educated in mainstream schools (McCluskey & Riddell, 2013) it can be argued there is substantial demand to meet the needs of these young people in an inclusive manner. Government statistics published post 2016 do not categorise pupils into different ASN types, but rather the total number of pupils with ASN is presented. It is therefore difficult to draw conclusions with regards to pupils specifically presenting with SEBN post 2016. The reasons why children and young people present with SEBN is multi-faceted and complex and will be dealt with in greater depth in the literature chapter (see section 2.2).

1.4 The Scottish Context – Policy and Legislation

The Scottish Education Department (Scottish Education Department., 1978) followed the lead of the Warnock Report with the publication of The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland (The Progress Report). This documentation enhanced the role of Support for Learning within Scottish educational establishments during the 1980s and early 1990s and echoed much of the contents of its English counterpart. Since the 1990s, particularly after devolution in 1999, equality and inclusion has taken greater precedence in Scottish educational policy. Though Scottish education has its own unique perspective on additional support needs (ASN) it should also be placed, and considered, alongside the wider context of special educational needs (SEN), now termed special educational needs and disability (SEND) in England for example (see also, discussion in section 2.1.1.)

In 2002 Graham Donaldson, then Senior Chief Inspector of Education, urged Scottish educators to address issues arising from an increasing social complexity by responding to the individual needs of pupils with 'well grounded, carefully planned and rigorously evaluated' (Her Majesty's Inspectorate of Education [HMIE]. 2002) methods of working. Two years later the government passed a law whereby every child in Scotland was given the legal right to a high quality, child-centred learning experience and this, it can be argued, is where the heart of inclusion in Scotland lies.

The implementation of the Education (Additional Support for Learning) (Scotland) Act (2004) strengthened the rights of children and their parents/carers, and stipulates the

legal obligation for schools and educators to provide support to children and young people with additional support needs (ASN) in order for them to overcome barriers to learning, achievement and full participation in the life of the school. It is clear from this documentation, updated again in 2009, that the nomenclature of ASN is significant, with the new terminology providing a wide-reaching expression that encompasses, not just pupils who might experience exclusion as a result of a physical or learning disability, but those who may be *at risk* of exclusion – social or otherwise – such as pupils who are Care Experienced (formally labelled Looked After and Accommodated (LAAC)). Moreover, the obligation on the local authority to identify and meet the needs of pupils with ASN shifts the focus of the barrier to learning from being perceived as an inherent aspect of the pupil, to the social institution that the pupil attends. The above, coupled with the presumption of mainstreaming in Scotland's schools, which was introduced in 2003 through an addendum to the Standards in Scotland's Schools etc. Act (2000), has resulted in an increased number of pupils being identified with additional needs, and therefore an increased need for targeted support to meet those needs within a mainstream setting.

In a research study focusing upon additional support for learning in Scotland for pupils with ASN, the experiences of children and young people, along with those who support them, the Scottish Government (2019) highlights one of its key findings – that at local authority level officers felt there:

> Was still more to do to improve the balance of provision,
> including developing the resources available in mainstream
> schools, and being able to recruit skilled teachers and
> support staff. In some areas, there was a clear feeling from
> local authority officers and school staff that there were not
> enough resources to meet needs – particularly in
> mainstream schools. (p. 80)

The wellbeing of pupils is significant to Scotland's legislative drivers, as demonstrated by the passing of the Children and Young People (Scotland) Bill. The bill enshrines elements of the Getting it Right for Every Child (GIRFEC) (Scottish Government, 2010) approach, and requires local authorities and health boards to develop joint children's services plans, in co-operation with a range of other providers, to promote the welfare of Scottish pupils. A government report (Scottish Government, 2016c) on the implementation of the

(Additional Support for Learning) (Scotland) Act (2009) also outlines the focus on pupil wellbeing and mental health. With the potential to be a multi-agency approach bringing in key statutory bodies, Nurture groups sit neatly within these legal and political frameworks. Like the wider concept of ASN, within which SEBN sits, Scotland has its own distinct perspective, quite separate to that of social emotional and mental health (SEMH) needs, as understood within the English education context (see further discussion in section 2.2.)

The adoption of a universal nurturing approach in schools to supporting children's learning, wellbeing, behaviour and achievement is prevalent in several key documents and very much permeates Scottish educational rhetoric at present – see Figure 1 below for a visual representation. Elsewhere in the literature base, the use of the Nurture group approach is identified as a targeted, evidence-based intervention that could contribute to achieving this ambition (Sosu & Ellis, 2014). As outlined previously, it seeks to equip pupils with prerequisite social skills and emotional competencies required for learning in mainstream education.

Figure 1

Nurturing Approaches within Scottish Policy and Strategic Drivers

(author's own)

The Scottish Government hopes to ensure that all children and young people are "safe, healthy, achieving, nurtured, active, included, and respected and responsible" (Scottish Government, 2010; Scottish Government., 2011), and has penned a number of documents which serve to support the delivery of a Curriculum for Excellence (Scottish Government, 2004) – which itself places the teaching of health and wellbeing as a responsibility of all practitioners – to all young people in Scotland within inclusive environments. The Getting It Right for Every Child (GIRFEC) (Scottish Government, 2010) agenda is comprehensively designed to develop integration and partnership working between services which support school pupils, some of which include education, health and social services (Florian & Rouse, 2009), in order to enable all learners to thrive and achieve. Within Included, Engaged and Involved (2019) the Scottish Government emphasise the use of nurturing approaches to promote good attendance in school.

Relational approaches to supporting positive behaviour have appeared over time in policy responding to behaviour in Scottish schools. In Better Relationships, Better Learning, Better Behaviour the Scottish Government highlights the need for "robust and effective approaches to promote positive relationships" (2013). It is important to note that this policy, which supersedes Better Behaviour, Better Learning (Scottish Government, 2001) stipulates the importance of relationship building as a key factor in achieving inclusion and success for pupils. This policy was updated again in 2018 (Scottish Government) and points towards a move to a more trauma informed approach to practice in schools. It follows then, that the approaches adopted as part of the staged intervention framework (Scottish Government, 2010), should focus on the building of these positive relationships.

Pertaining to the Scottish Attainment Challenge, an educational agenda forwarded by the Scottish Government, The National Improvement Framework (Scottish Government, 2016a) – stipulated as an outcome of the Education (Scotland) Act (2016) - focuses on delivering excellence and equity for all pupils in Scottish education. Within its four key priority areas, it aspires to close the poverty-related attainment gap between the most and least advantaged pupils and promote wellbeing for all. Once again, a Nurturing approach is highlighted as a means of preventing and mitigating childhood adversity within the National Improvement Framework (Scottish Government., 2020). In its

National Improvement Hub Resource, Education Scotland also promotes the use of Nurture groups as a potential approach to combat poverty related inequality, despite the fact there is no citation of evidence to support this assertion. A Scottish Government (2021) progress report on closing the poverty related attainment gap identifies the development of Nurture group approaches as a principal means of school spending of Pupil Equity Funding in order to support the health and wellbeing of pupils. It is important to note that poverty itself is not necessarily directly linked to the need for Nurture group approaches within schools and this will be explored in greater depth in the literature chapter.

In relation to mental health, the Scottish Government have published a framework for developing whole school approaches to supporting the good mental health of children and young people. Within this guidance it is highlighted that using a Nurturing approach "emphasises modelling positive behaviour which promotes mental health and wellbeing, such as kindness, compassion, and giving, where children and young people are communicating emotional distress through their behaviours and interactions and ensures that they are given the right support" (Scottish Government, 2021, p. 12).

It is appropriate that studies into the Nurture group approach be carried out at this time: A Research Strategy for Scottish Education (Scottish Government, 2017) highlights a need for work in which evidence is identified for the most effective interventions, and the key facilitators for them. As a result of the continued availability of substantial funding to schools over the next few years (Scottish Government, 2016a) and the commitment to evidence–informed, strategic approaches to the development of equity, there may well be an increase in the number of secondary Nurture groups established in schools.

Chapter Two: Literature Review

This chapter focuses upon the literature base most relevant to the Nurture group intervention including inclusion, SEBN, theoretical underpinnings of the approach, Nurture groups within the research base and transfer of learning, particularly within the affective field.

2.1. Inclusion, Inclusive Education and Inclusive Pedagogies

There are a number of conceptual contexts which should be examined when considering the use of the Nurture group approach, and, as the intervention is designed to allow pupils to participate more fully in learning and the life of the school (Colley, 2009), paramount is the concept of inclusion. Furthermore, of importance are the various, specific conceptual ways in which the term and its derivatives, such as inclusive education, and inclusive pedagogies, are used by a variety of stakeholders.

Though the underlying concept has been evident in education for a considerable amount of time, within the UK the term inclusion first began to appear in educational discourse following the UNESCO Salamanca Statement (1994) that compelled countries across the globe to take action to ensure genuine equality of opportunity, leading us towards the language of need (Norwich, 2013). Yet, inclusion has proven to be an extremely complex issue pervasive within international educational discourse and, despite its etymological existence in policy for a number of years, there is still contention over what exactly it entails (Ainscow et al., 2006; Allan, 2013; Armstrong et al., 2010; Barton, 2003; Bossaert et al., 2013; Rouse, 2008; Woodcock & Hardy, 2017). Some critics argue this has resulted in an encumbrance to developing coherence in the education system (Tutt, 2007), whilst others promote academic debate and engagement with existing systems, seeing this as a necessary step to avoid seemingly quick fixes (Clark & Hamill, 2010). Instead, they argue, such debate aides a serious evidence-based analysis that will improve secondary education in the main (Warnock, 2010).

2.1.1 Segregation, Integration, and Inclusion

The landscape of inclusion has developed significantly over the last 50 decades and provides an important background to our understanding of how and why educational interventions are so commonplace today. Up to the early 1970s pupils who showed difficulties in their learning were considered as having an inherent disabling problem or 'handicap'- be that physical, sensory, intellectual, social, emotional or behavioural (Pirrie et al., 2005). Such pupils, as a result of the existent system of schooling were considered to have deficits too large to be educated in a 'normal' setting and were therefore segregated in a special school according to the category of their 'handicap'. The first of these establishments in Scotland dates to 1764 when the first special school was established for deaf children and, in the 1840s, schools were introduced for children who were considered to be intellectually impaired. Indeed, it was felt that there were some pupils who were simply uneducable (McKenzie, 2014) with no chance of progression and, subsequently, who were sent to permanent 'mental deficiency' institutions. This framework is commonly referred to as the medical or deficit model of disability (Clark & Hamill, 2010) and the terminology used at this time included such value-laden descriptive statements for learners as, "nailbiters, viscous, vagrant, feeble-minded, hysteric, word-blind and dullard" (Hjorne & Saljo, 2013, p. 41).

The growth of an all-inclusive comprehensive system in the 1960s eventually led to the work of Mary Warnock who, commissioned by the Conservative Government in 1973, spearheaded a review into the education of 'handicapped' children in England, Scotland and Wales. The findings of her work were published in 1978, and marked the beginning of what commentators on inclusion discourses (Allan, 2013; Clark & Hamill, 2010) view as a radical change in thinking towards children who would be viewed as having special educational needs (SEN). The reconceptualisation had much to do with altering the negative labelling of categories within which children and young people had been previously placed - for example those children who were deemed "mentally handicapped" in Scotland, and "educationally subnormal" in England (Graham-Matheson, 2012, p. 8). Building on Warnock's report the landmark Education Act 1981 c.60 in England and Wales, and Education (Scotland) Act 1981 c.58 dropped the medical model classifications in favour of a wider term special educational needs. Embedded within the term was the concept of pupils having needs that should be met -

as opposed to the previously considered deficits which could be neither filled nor changed - and saw a subsequent endorsement of the practice of integration (Pirrie et al., 2005), whereby pupils with a special educational need would be educated within their local mainstream school.

However, despite this seemingly positive move, critics such as Norwich (1999) argue convincingly that rather than abandoning them altogether the terminology simply replaced one set of labels with a much broader one. Moreover, though the act was intended to reduce the number of pupils in segregated schooling, it did not go so far as to enforce inclusive education in terms of making classrooms accessible (Borsay, 2011) to those pupils. Inevitably then, doubts were cast as to the effectiveness of integration as a concept and a practice (Clark & Hamill, 2010); it was seen to encourage educators to try to fit pupils into an already existent system, and as being too concerned with the physical location of young people, which, in turn, led to concerns about those pupils who were included physically in mainstream classrooms, but excluded socially or academically from the learning experience. In other words, young people had access to education but were not participating in that education.

Some years later, Warnock (2005) herself discussed the difficulties and confusions which arose as a result of her report in a pamphlet entitled Special Educational Needs: a New Look. Here she examines issues around labelling ,and its negative or demeaning effects, which remains a problem despite a purportedly more inclusive system (Riddell, 2009). Indeed, a disquieting point is raised by Tomlinson that, as a result of the push to include all children in mainstream education, there has been an "expansion of professional and often profitable vested interests, including the neuro-scientific professions and pharmaceutical businesses" (2012, p. 269). The current political landscape of education only exacerbates this issue with the surge in funding for interventions which "promote excellence and ensure equity". This point calls into question exactly whose interests are being served in the adoption of a specific intervention, and who is really benefitting?

The move towards a model of inclusion then, saw a significant paradigmatic shift beyond the individual disabling factors of the medical model, towards a social model of disability (Oliver, 1996). Riddell (2009), drawing from the work of Oliver, explores the

concepts of impairment and disability pertaining to the social model. She explains that the first term reflects the condition or circumstances that inhibit an individual's functioning, whereas the second term reflects the way in which that person's impairment is experienced in a particular economic, social, cultural or political environment. To exemplify this in simple terms, let us take a child attending a school with only staircase access to upper floors who has a physical impairment that prevents him from walking. The impairment itself prevents him from walking (the inhibition of his individual functioning), however, the fact that his school has a staircase system is what causes a disability/disabling situation and prevents him from accessing the upper areas of the school (the way in which his impairment is experienced in this particular environment). Had the school been built on one level only, this particular disability may never have arisen for this child, in these circumstances. The barrier to his participation in this case is the school building itself. These conceptual models are both important and problematic in the consideration of including young people with SEBN and will be dealt with in more detail below (see section 2.2).

As touched upon in the introduction, in line with the social model, it is now explicit within Scottish policy that there should be a move towards the removal of barriers that create a disabling environment for individuals (Her Majesty's Inspectorate of Education [HMIE]. 2002). Such barriers can include those which are attitudinal (Mowat, 2010b), organisational (Armstrong et al., 2010), physical, social, political, economic and ideological in nature (Borsay, 2011). For Opertti, Walker and Zhang (Opertti et al., 2014) the most challenging of these barriers are the attitudinal ones which are deep-seated, value-driven mind-sets – this is particularly so in relation to those pupils with SEBN (Wilmann & Seeliger, 2017) and will be dealt with in greater detail below (see section 2.2).

Though on the surface the removal of barriers is an admirable ambition, the term barriers is problematic. Norwich (2013), in his discussion of the commonly employed term barriers to learning, argues that the phrase is an oversimplification when considering the location of barriers and their alterability. In his view, the term implies a limitation that is external to the child and one that can be altered, as in the case of the boy who could not climb the stairs. However, implicit in this understanding is the

assumption that the internal barrier or impairment cannot be altered. Norwich reminds us that within the medical model, some individual internal factors are alterable, or we are able to compensate for these to some extent – here he gives the example of a child with a visual impairment who wears glasses. Yet, this exemplification appears limited in the sense that the provision of glasses falls within the same category of ensuring access to a building. A more illustrative example could be the impact of cognitive behavioural therapy (CBT), which helps a child to see the world and his/her behaviour through a different lens or perspective. It can be argued that Norwich's viewpoint in this sense aligns with the assumption behind the Nurture group's philosophy – the belief that a child's social, emotional and behavioural needs can be met, and their behaviours subsequently altered for the better.

In addition, Norwich draws our attention to the fact that because the political move towards inclusion did not provide schools with overt ways in which to make amendments at policy, school, and classroom level, for many it was easy to just "reduce SEN [easily] to within child factors" (Norwich, 2013). What we are left with here then is the need to look at both models, social and individual, and the way in which these can be integrated – the practicalities of using categories, and the need to consider these categories as social constructs (see later discussion in section 2.2.4).

2.1.2 Definitions of Inclusion, Inclusive Education and Inclusive Pedagogies/Practice

Ainscow et al. (2006) set out a number of useful broad descriptors they see as being representative of the ways in which inclusion is understood in the literature depending on the stakeholders involved, and which are drawn upon by a number of academics within the field. Their typology sees inclusion as:

1. concerned with disabled students and others categorized as having special educational needs;
2. a response to disciplinary exclusion;
3. relational to all groups seen as being vulnerable to exclusion;
4. developing the school for all;
5. education for all;
6. a principled approach to education and society.

(Ainscow et al., 2006, p. 15)

The first descriptor represents the belief that inclusion primarily, and almost exclusively,

refers to the education of disabled students within mainstream establishments. This stance remains widespread in England's educational system, which identifies children as having special educational needs and disabilities (SEND), and can impede progress towards a wider view of inclusion (Opertti et al., 2014). Secondly, we see those who consider inclusion as the opposite of disciplinary exclusion, where pupils who display distressed negative or disruptive behaviours remain in the mainstream school and are not sent to an alternative education provider – although sometimes supported within co-located behavioural units. A broader understanding is given in the third descriptor, and pertains to the participation in education of any group who may face exclusion or marginalisation as a result of discrimination (Kearney, 2011), though again, brings us to focus on particular labelled categories of students. Next, the development of a school for all can be understood in terms of the comprehensive system whereby pupils are not separated according to academic or financial status but are co-educated alongside one another. This model of education is, of course, widespread in Scotland, though certainly not exclusively so. 'Education for All' is a challenging international concept and agenda concerned with increasing access to education on a global scale. Finally, Ainscow et al.'s (2006) own definition is given in terms of a set of values relating to "equity, participation, community, compassion, respect for diversity, sustainability and entitlement" (Ainscow et al., 2006) which should guide the development of both policy and practice. For the purposes of the current study, this last descriptor will be adopted in the understanding and use of the term inclusion.

In terms of inclusive education, the work of Florian (2014) is significant in shaping our understanding of this particular concept as a way in which an approach is adopted in order to achieve the goal of inclusion – the opportunity for participation with dignity (Florian, 2002). She highlights three varying discussions: person-centred approaches, school improvement approaches, and the relocation, or scaling up, of special education practices. These varying approaches can be seen within the literature as those that focus upon the individual, the classroom and the school level. Armstrong, Armstrong & Spandagou (2010) posit that inclusive education should be seen as an approach towards resolving the problems around social diversity. Indeed, the concept of difference is key, as, inextricably linked, is the concept of norms. As discussed above

in relation to the phrase 'barriers to learning' (see section 2.1.1) the very acknowledgement of difference, or needs, can perpetuate the challenges around inclusion as opposed to contesting the current situation (Florian, 2015). The call here is to change thinking around learning for the many with adaptations for the few, to learning for everyone, with difference as an everyday part of the classroom.

Following this, inclusive pedagogy (Spratt & Florian, 2015) is an approach to learning and teaching at classroom level, which is understood to be more than just a series of strategies a teacher adopts. Florian (2015) describes it as "an alternative pedagogical approach that has the potential to reduce educational inequality by enhancing learning opportunities for everyone." It is a move away from the differentiation for some towards providing better options as to what is available for all. Important here are the theoretical positions adopted by teachers, which underpin their classroom approach. The acceptance of difference, a commitment to the development of all learners, and a belief in one's own professional capacities are key aspects of inclusive pedagogy, which ensures that diversity is respected, and no pupil marginalised. Such pedagogical approaches challenge the current thinking, and indeed legislation around ASN, that a child with additional support needs requires something different or additional to the educational norm and views the need to provide children and young people with different experiences as simply an everyday occurrence within human experience.

The relationship between the three terms explored above is set out below in figure 2 below:

Figure 2

Inclusion Terms

Inclusive Pedagogy	• Practice
Inclusive Education	• Approach
Inclusion	• Principle
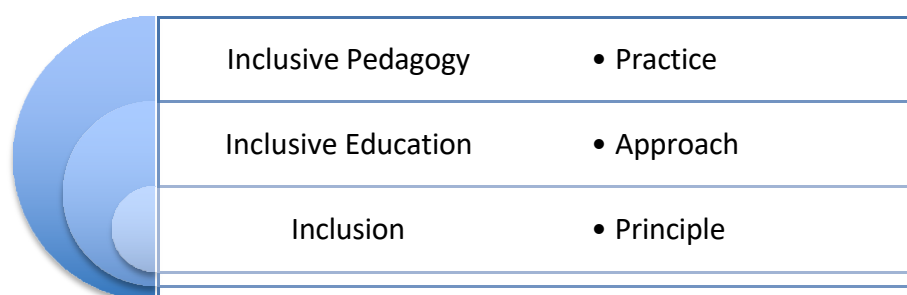
(author's own)

A synthesis of the above ideas explored is forwarded by the author as thus: inclusion is the overarching theoretical position which an individual or organisation may be guided by in terms of their philosophy, and which underpins beliefs about education. It is not a fixed term, but rather adapts with cultural and political understandings of the world and can therefore be considered as contextual. Within Figure 2 above, the innermost circle indicates this principle and position because it is central to all that takes place in terms of policy and practice. Emanating from the central belief is the inclusive education approach implemented which can take a variety of forms, but which must retain at its core, the principle of inclusion. Finally, the outermost circle indicates the specific approaches employed by practitioners at classroom level that are used in order to promote inclusion within the classroom.

In relation to the Nurture group approach there are clear tensions here between the inclusive education perspective and Nurture group practice. Providing separate group instruction to a small number of children considered as requiring something additional to their peers who cannot be catered for within the mainstream environment, can and should be questioned as a means of developing inclusion. An argument which could be forwarded here is that a whole school approach to Nurture, as called for by critics such as Fraser-Smith & Henry (2016), should be developed in schools so that the developmental differences of all children are understood and responded to by the classroom teacher (Kearney & Nowek, 2019). The Applying Nurture as a Whole School Approach (ANWSA) framework developed by Education Scotland (2017), based on How Good is Our School 4th Edition (HGIOS4) (Education Scotland, 2015), could be a means of achieving this, and its application is being researched by local authorities in Scotland such as Inverclyde Council (Reilly & McNicol, 2018).

2.1.3 Concluding Thoughts on Inclusion

Much literature pertaining to inclusion seeks to outline thinking and practice which may be deemed as inclusive, whilst refraining from pinpointing a conceptual definition (Ainscow et al., 2006). In fact, writers such as Slee (2013) observe that seeking to define the term is a mere distraction from what is really important, learning, "how to detect, understand and dismantle exclusion as it presents itself in education" (p.905). Slee's words here tie in with Opertti, Walker and Zhang's (2014) view that inclusion is now

more closely aligned to transforming education systems. Therefore, as shown above, inclusion remains a concept used regularly within the rhetoric of the political and educational spheres (Riddell, 2009), and at times interchangeably with terms such as inclusive education, inclusive practice and inclusive pedagogy, but still with no shared singular understanding of its meaning.

2.2 A Journey from the Inside out: What Theory tells us about Social Emotional and Behavioural Needs

Within the multitude of learners the term Additional Support Needs (ASN) encompasses, there is a sub-set perceived as having, or at risk of developing, social, emotional, and behavioural needs (SEBN). Providing targeted, supplementary provision to enable these learners to participate and engage fully in education is a common means of supporting these pupils within mainstream settings and is a particular aspect of the Staged Intervention approach in Scotland. The education of pupils perceived as having, or at risk of developing, social, emotional and behavioural needs (SEBN) is a contemporary issue that poses a great challenge to schools, not only in Scotland, but worldwide (Armstrong, 2013; Cooper, 2011; Farrell, 2011). Akin to inclusion, the concept of SEBN is complex and used in the rhetoric of theory, policy, and practice with varying interpretations of meaning (Madden & Senior, 2017; Mowat, 2010b). Within the international context, other variants of the term include Social, Emotional and Mental Health (SEMH) needs, and Emotional and Behavioural Disorders (EBD). More than half of the OECD countries use the second acronym to identify learners who may display challenging or disruptive behaviours which the teacher may see as being beyond their understanding of 'normal' (Lopes, 2005) development. In keeping with the Scottish context, and for the purposes of this study, the term SEBN will be used throughout.

2.2.1 Difficulties Around Definitions and Labelling

Despite Scottish education's move away from the deficit or individual medical model (IMM) in terms of thinking about ASN as a wider concept (McCluskey & Riddell, 2013), when it comes to pupils with SEBN, it is still often used in conceptualising both the problems these pupils face, and the problems which they can cause in schools (Hamill, 2005) through the classification and labelling of their needs. This, critics such as Porter (Porter, 2006) would argue can be attributed to the language used, not to label pupils

as such, but to describe behaviours.

Some academics and practitioners in the field of SEBN discourse provide convincing grounds that we should refrain from specifically defining the term, particularly as a list of characteristics or behaviours, because; due to the dynamic nature of SEBN, and the danger of concealing complexities behind a simple statement of 'problems,' there lies the potential for stigmatising and marginalising young people as a result of applying certain labels to their difficulties (Cooper, 2011). In addition, if we link this idea to that of socially constructed behavioural norms (see section 2.2.4), different groups of individuals may hold a different culturally accepted set of behaviours, which, in turn, can result in a child being deemed 'normal' in one circumstance and 'deviant' in another. Furthermore, simply stating a child 'has' the label SEBN will not assist in the understanding of his/her difficulties in terms of their presentation in that child, nor will it provide any understanding of the underlying causes (Macleod, 2007). This is a valid argument, though, Mowat (2014) expounds that it is not the label itself which creates the positive, negative or neutral image, but the connotations set by socio- cultural influences. Moreover, labels carry with them a potential set of assumptions about the ways in which people in a certain category are perceived as experiencing a shared set of difficulties and a sense of the individual young person and their unique context can be overlooked. With this is mind, we would be better served to explore some of the potential reasons why children present as having social, emotional and behavioural needs and how an understanding of these factors may impact on our ability as educators to support this group of learners. What follows then is a focus upon the varying lenses through which SEBN can be viewed, and responded to: the bio-physiological, developmental, socio-cultural and ecological.

2.2.2 SEBN Through the Bio-Physiological Lens

The aetiology of SEBN is often presented, particularly by the fields of psychiatry and neuropsychology, as physiological or biological in nature, and implicit in this is the idea difficulties can be resolved with pharmaceutical or psychological interventions (McCluskey & Riddell, 2013). Through this lens the difficulties faced by pupils and the behaviours they display are perceived as being influenced by genetics, neurobiology and physiology and reside within the child. These difficulties are often referred to as

those children presenting as mad, bad or sad (Macleod, 2007; Mowat, 2010c). This particular view is noticeable in the area of dealing with issues relating to behaviour (Malmqvist, 2018). One explanation afforded within the literature base as the impetus for such a view of SEBN is the removal of blame (Graham, 2008) from parents, schools and societies.

A view of SEBN in this way is in line with the individual medical model (IMM) discussed above in relation to inclusion (see section 2.1.1), whereby pupils are considered to have disorders which impact upon their behaviours, resulting in internalising or externalising patterns (see further discussion of this in section 2.2.7). The most common nosological conditions pertaining to SEBN in childhood and adolescence are Attention Deficit Hyperactivity Disorder (ADHD) (Jones & Jones, 1999) and two emotion-based externalising disorders, Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD) (Oatley et al., 2006). Such conditions are conceptualised in terms of how specific brain regions are associated with behaviours, that is to say, they are understood to be neurodevelopmental in nature (Carlew & Zartman, 2017). Relating specifically to attachment and the early maltreatment of children, behaviour patterns are conceptualised as being potentially representative of Reactive Attachment Disorder of Childhood (RAD) and Disinhibited Attachment Disorder of Childhood or Disinhibited Social Engagement Disorder (DESD), respectively. These clinical disorders are categorised in two internationally recognised medical handbooks - The Classification of Mental and Behavioural Disorders [ICD-10-CM] (World Health Organization, 1992) and the Diagnostic and Statistical Manual of Mental Disorders [DSM-5] (American Psychiatric Association., 2013), though are notably the least evidence-based conditions in both handbooks (Mirza et al., 2016).

The argument can be forwarded here that what we see above are medicalised disorders lacking in a genetic basis (Whitely, 2015) and that are essentially socially constructed. There is a clear tension here between what may be seemingly conceptualised as bio-physiological, but which cannot be explained without social understandings. Though there may well be physiological elements to the above conditions, a diagnosis is not established through medical means, such as MRI scanning or blood tests, but through a checklist of observed behaviours and reported experiences. In these instances,

whereby children are diagnosed as a result of the behavioural 'symptoms' as opposed to discovering the root of a condition, caution should be exercised for a number of reasons. The first being that similar behaviours can be displayed by a child for very differing reasons: a child who has experienced ongoing trauma may become unknowingly hyperaroused by a trigger stimuli and display similar symptoms to a child with ADHD (Glasser, 2000). Secondly, as intimated in the discussion above (see section 2.2.1), Timimi (2017, p. 2) also highlights the problematic nature of conditions such as ADHD in terms of "deciding where to draw the line between what we consider part of the 'ordinary' spectrum of behaviours, and what we decide is 'pathological' *[in that it]* is more dependent on cultural than scientific processes". This element of subjectivity can lead to widely differing practices from clinicians around diagnosis and may give rise to factors such as varied regional prevalence data (Slee, 2015). Behaviour in its broadest sense, therefore, has specific and differing meanings for different individuals rendering the concept of norms contestable (Gillibrand et al., 2011).

The use of psycho-stimulant medication as a means of controlling behaviours relating to ADHD and other social, emotional and behavioural needs is widespread (Eccleston et al., 2019) and inherent in this is the danger of the as yet unknown long term effects of such an approach, which some critics have deemed do more harm than good (Timimi, 2017). Furthermore, if medication is used simply as a means of suppressing a child's inattentive or impulsive behaviour, then the child in question may never be afforded the opportunity to benefit from other interventions or supports, such as psycho-social interventions, that may help them to develop their pro-social behaviours. Therefore, even if there were to be a sound case for physiological or medical explanations of SEBN, the author would argue a physiological response should be cautioned, particular as an exclusive approach to supporting children.

2.2.3 SEBN Through a Developmental Lens

When considering social, emotional and behavioural development as an age-related staged process there are several key psychologists from whom to draw insights including Piaget, Vygotsky, Erickson and Bowlby. The work of Bowlby will be dealt with in greater depth below (see section 2.3.1.). Developmental psychology tells us that children progress through a series of stages whereby they achieve a range of social,

emotional and cognitive milestones. Though the ages to which these staged theories reach varies, dependent on how late into life development is deemed to cease, developmental psychologists agree that early childhood is a crucial time that moulds an individual's future (Gillibrand et al., 2011). In terms of our understanding of those pupils perceived as having social, emotional or behavioural needs, a developmental stance would indicate these children have missed essential milestones in their development, and will not fully function at the correct stage to their corresponding chronological age until those missed milestones have been overcome. However, milestones that are emotional in nature are more difficult to navigate and to measure.

Though developmental perspectives such as psychodynamic and cognitive behavioural approaches both focus upon the importance of child development within a social framework, that is through relationships (Colley & Cooper, 2017), these approaches highlight within child deficits. Slee (2015, p. 7) summarises thus:

> Educational and child psychology characterised the disruptive student as the problem child who exhibited maladjustment attributable to their psychological characteristics that found their origins in poor parenting, failures in bonding, poor choices in peer associations and the quest for acceptance, familial or other crises or underlying developmental problems, such as hyperactivity or cognitive impairment.

An overview of the leading stage theories is summarised in Table 1 below:

Table 1

Developmental Theorists

Psychologist	Psychological Perspective	Number of Stages	Main Ideas
Freud (Sigmund)	Psychodynamic	5	Personality develops through stages. Emotional experiences from childhood have a profound effect on later life.
Erikson	Psychodynamic	8	Personality develops through stages. Each stage involves a psychological crisis.
Piaget	Psychodynamic	4	Children's cognitive development goes through stages. Children interact with the world around them and build upon existing knowledge, adapt previously held ideas and accommodate new information.
Bowlby	Psychodynamic	4	Stages of attachment shape a child's development and are established through appropriate interactions with the main caregiver

(author's own)

2.2.4 SEBN Through a Sociocultural Lens

An alternative, sociocultural, explanation of SEBN can be forwarded whereby understandings of behaviour are socially constructed in terms of specific contexts - how children's behaviour and development is viewed is dependent upon the context in which it is considered. As highlighted above, this paradigm argues against the more individual medicalised views of SEBN presented by the physiological perspective because, from this perspective, situations are evaluated differently dependent on one's perceptions and feelings, and these in turn are shaped by cultural norms (Jones, 2010).

Writing about children whose behaviour may be considered either disruptive or disrupted, Araújo (2005) draws our attention to how adults and children in her research drew differing conclusions about what leads to indiscipline in school. Araújo explains that her data indicates adults felt problems around indiscipline were due to within child factors, which were established out with the walls of the school. Moreover, and perhaps more alarming, the data from this study suggested that adults working with children in the study held assumptions about a child's behaviour which were based on social circumstances – i.e. a child from a certain background is perceived as more likely to misbehave than his peer from a differing background. These assumptions are also shown within the research to be tied to teachers' expectations around choice - if a child is seemingly choosing to misbehave (disruptive) or if they are compelled to do so because of factors such as a medicalised condition (disrupted). Within Araújo's study she argues that the school's role must be considered, and it is clear from the voice of the child within her work, pupils feel teachers have a role to play in creating indiscipline. In the current Scottish context this study takes on particular significance when one considers the emphasis on teachers' knowledge of a child's Scottish Index of Multiple Deprivation (SIMD) decile (generally considered a marker for a child's socio-economic circumstances). The suggestion could be made here that, in Scotland, we are encouraging staff to expect misbehaviour from children in our schools.

Graham (2008) also highlights the above as an area of SEBN discourse that remains lacking – that schools can be complicit in the pathologising of children as disorderly. She warns that taking a socio-cultural position should not be reduced to the idea that the

ills of society create disorders in our children, but that we must also pay attention to who determines what a disorder is, and whose interests are served in identifying such disorders. In her later work Graham (2015) highlights that Araújo's (2005) findings remain true in that school professionals attribute the rise in the identification of additional support needs to factors within the home and early parenting – predominately naming mothers. Alarmingly, her work indicates that within her study the school staff viewed parental voice differently dependent on socio-economic status: more affluent parents were viewed as being pushy with an educated view and less affluent parents as simply obstacles whose opinions could be manipulated.

In relation to the Nurture group approach, there are some clear tensions associated with a socio-cultural perspective, which require careful consideration. By its very nature, the identification of social, emotional and behavioural developmental deficits (as indicated in the Boxall Profile) and the subsequent removal of children to a special location to be remediated, reflects the individual medical model. The development of a nurturing approach may therefore require restructuring in order to best serve pupils within schools.

2.2.5 SEBN Through an Ecological Lens

Considering children who are perceived as having, or at risk of developing, SEBN from an ecological, or bio-ecological viewpoint provides greater depth and complexity to our understanding of the ways in which factors impact upon the lives of children and cause particular outcomes. In his model of development Bronfenbrenner (1979) highlights a number of key systems in varying proximity to the child which overlap and interrelate – micro-, meso-, exo- and macro- systems. At a later stage in his career, a chronosystem was added to reflect the influence of time and history. Figure 3 outlines how biological influences are considered alongside sociocultural ones.

Figure 3

Bronfenbrenner's Bioecological Model of Development
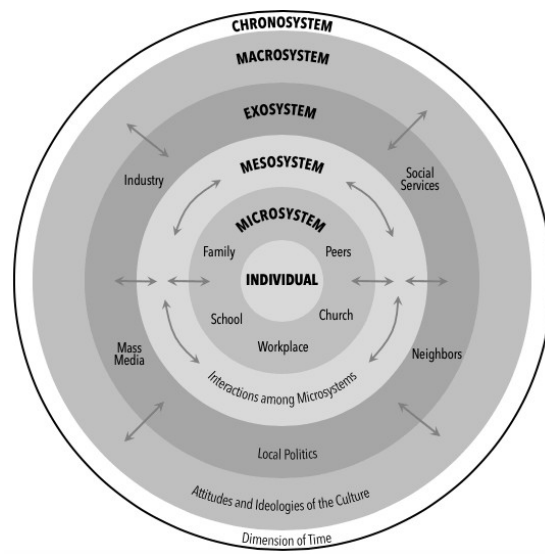
Retrieved from Davis, B., & Francis, K. (2022). "Ecological Systems Theory" in *Discourses on Learning in Education*. https://learningdiscourses.com.

If we view SEBN from this perspective, we need to consider the systemic influences implicated in creating, and potentially sustaining, a child's challenging or distressed behaviour, before employing behavioural interventions such as the Nurture group approach. This would mean that all involved in the child's life are involved in the difficulties that child faces, and, in some cases, for maintaining those difficulties (Colley & Cooper, 2017). Yet, it can also be argued that the very presence of difficult circumstances can also develop positive resilience factors within children given the right circumstances and support (Ellis & Del Giudice, 2019; Ungar et al., 2013). These children may not require subsequent support, such as a Nurture group intervention, if they have developed the necessary resilience coping mechanisms to deal with their adverse experiences. An emerging thread from the Nurture group evidence base is a call for more systemic investigations (Cubeddu & Mackay, 2017; Fraser-Smith & Henry, 2016) into the approach which could have the potential to highlight ways in which Nurture groups challenge the above.

2.2.6 Drawing Together the Threads

An understanding of the above perspectives is important in the selection of, and justification for, the adoption of specific responses to social, emotional and behavioural

needs in children (see Table 2 below). The viewpoint, or mindset, held by the decision makers at all levels within education will likely affect judgements around if, when, and how children are supported. For example, if a school's senior leadership team holds the belief that children's difficulties are inherently within that child, low expectations in relation to SEBN may also be held, and the decision made not to intervene in that child's development at school level. Based on the evidence presented in this section, it is the view of the author that there are several factors impacting upon the social, emotional and behavioural development of children including genetic predispositions, cultural norms and specific environments and relationships – aligning with an ecological perspective.

2.2.7 How Social Emotional and Behavioural Needs present in Children and Young People

Most young people who attend school will be able to learn among their peers with support solely from their classroom teacher. For pupils perceived as having social, emotional or behavioural needs on the other hand, learning can be considered as being consistently undermined by feelings of emotional insecurity which, in turn, affect levels of concentration and participation in classroom activities (Gilbert & Rose, 2017).

Underdeveloped aspects of a child's emotional competencies lead to poorer outcomes in social interaction and subsequently negative behaviour patterns (Bergin & Bergin, 2009). Though there are a great many nuanced emotional competencies, Colley and Cooper (2017) suggest five key competencies within positive emotional development: emotional awareness, emotional self-management, social awareness, relationship management and responsible decision making. The behaviour of children presenting with SEBN largely falls into two different forms – externalising and internalising behaviours. Pupils displaying externalising behaviours may be considered more impulsive in their responses and less likely to be able to regulate their emotions and behaviours than their peer group. As a result of this inability to regulate, "a child who lacks the inner resources to tolerate difficult feelings, or without the capacity for reflection and the language to communicate, is likely to express difficult feelings in an externalised way through 'acting out'" (Greenhalgh, 2013, p. 105).

Cooper and Cefai (2013, p. 8) highlight the following observable behaviours, which can be classified as 'acting out':

- difficulties in sustaining attention
- serious and persistent impulsiveness
- difficulties regulating physical movement
- verbal and/or physical aggression towards other people
- violent and destructive behaviour
- oppositionality and uncooperativeness

On the other hand, internalised 'acting in' behaviours might include:

- extreme fearfulness
- avoidant behaviour
- withdrawn behaviour
- feelings of low self-worth and hopelessness

(Cooper & Cefai, 2013)

Concerns exist for pupils displaying either form of behaviour. Externalising behaviours are more commonly identified within male learners (McCluskey & Riddell, 2013) and elicit questions regarding gender and SEBN which will be dealt with in greater depth below. Moreover, the motivation to intervene in a child's development to address issues such as those outlined above, Skrtic (1991) argues, serves to minimise the impact on others rather than to benefit the child themselves or to explore the underlying feelings causing the undesired behaviours. Whilst it seems reasonable to assert that supporting pupils with SEBN, is in part due to a desire to minimise disruption to others' learning, it is also more likely this is the result when the pupil displays an externalising behaviour, as opposed to an internalising behaviour (Jenkins & Oatley, 1996).

Lane (2004) points out pupils who exhibit internalising behaviours may not be identified as having an additional need because these non-assuming individuals do not interfere with the teacher's instruction of the lesson. In fact, in some cases, the pupil's unwillingness to seek teacher support may be mistaken for capable independence – a trait that is often desired in a busy secondary classroom (Geddes, 2005). Without identifying needs, the issue is that pupils will not be supported, despite their enshrined entitlement. Left unsupported, these pupils could be, "at risk…of negative outcomes including impaired social relationships, a sense of disconnect with the school system

and psychological maladjustment" (Lane, 2004, p. 435). An affordance of the Nurture group approach is that it seeks to support pupils with both internalising and externalising behaviours in a carefully considered group dynamic.

2.2.8 Addressing the Dilemma

As previously indicated, when examining children who present with social, emotional and behavioural needs, it's not so easy to draw a distinction between impairment and disability, nor can the argument which is forwarded in support of inclusion (that the

presence of children 'with' what are still generally classified as SEN globally can be beneficial to the learning and social development of other children) be so readily made, given that they are often perceived as being a barrier to other children's learning (Jones, 2010). There is, to a certain extent, a conflict of rights, which emerges when we strive to include pupils displaying disruptive behaviours – the rights of the child who is disrupting and those of the other children in the class (Wilmann & Seeliger, 2017). This moral dilemma, not confined to Scotland, is further complicated by the focus upon attainment in schools, the standards agenda, and the pressure individual teachers face to ensure pupils are performing well in exams (Gidlund, 2018).

2.2.9 Specific Interventions to Address SEBN

It is clear that much research into SEBN already exists and popular amongst this is the use of 'the intervention' as one means to understanding, bettering or solving the complex issue (Wilmann & Seeliger, 2017). There are several specific, targeted interventions intended for use in secondary education that have been the subject of empirical research, each taking its own particular theoretical stance and approach to resolving issues. These are presented in Table 2 below.

Table 2

Interventions/Responses to SEBN

Behaviourist Approaches	Developmentally Informed Provision	Social and Emotional Learning	Social constructivist informed provision	Solution focused approaches
Reward driven approaches such as: Golden Time; The Good Behaviour Game (Keenan et al., 2000); Assertive Discipline	Nurture groups (Bennathan & Boxall, 2000); Attachment Aware Schools (Parker et al., 2016)	Quality Circle Time and Circles of Support (Mosley, 2014) the Social and Emotional Aspects of Learning (SEAL) program (Wigelsworth et al., 2011); Being Cool in School	Pupil Support Groups (Mowat, 2007); Feuerstein Mediated Learning ; Key2Teach (Hoogendijk et al., 2020)	Restorative Justice; mediation; Solution Orientated Approaches (SOA); Mentors in Violence Programme (MVP)

(adapted from Mowat, J. 2015. Mapping of Responses to SEBD/N)

Visser notes a list of eight 'eternal verities' or, an "underlying set of unifying principles within all approaches" (2005, p. 6) he feels important in working with pupils who experience SEBN.   The principles, drawn from his own experience, the study of literature, and empirical work include:

- The belief that behaviour can change: emotional needs can be met;
- The understanding that intervention is second to prevention;
- Instructional reactions;
- Transparency in communications;
- Empathy and equity;
- Boundaries and challenge;
- The building of positive relationships;
- The use of humour.

(Visser, 2011)

2.2.10 Universal Approaches to Supporting SEBN

Although the focus of this study is on an intervention within a secondary school, it is useful to consider effective aspects of whole school approaches to the development of social, emotional and behavioural competencies. If we consider the transfer of competencies developed within a small group setting into the wider school as being an example of behaviour change, it is also possible to draw from areas of literature which focus on interpersonal, instructional and environmental supports in terms of whole school, or universal approaches. In their meta-analysis of universal social and emotional development programmes (2011) and subsequent follow up meta-analysis (2017) Durlak et. al outline several elements of successful approaches which they suggest it is likely, when adopted in combination, will promote immediate and longer- term

behaviour change. These include:

- peer and adult norms that convey high expectations and support for academic success;
- caring teacher-student relationships that foster commitment and bonding to school;
- engaging teaching approaches such as proactive classroom management and cooperative learning;
- safe and orderly environments that encourage and reinforce positive classroom behaviour.

(p. 418)

2.2.11 The Covid-19 Pandemic and its Effects on Pupils with SEBN

As outlined at the beginning of this study, all data relating to the case were collected prior to the outbreak of the Covid-19 pandemic, yet the findings/recommendations from the study are to be considered and applied within the context of the pandemic's ongoing effect on children. It is out with the scope of this study to go into depth on this subject, and, indeed, our understanding of the scale of the issue is still being formulated and explored within the research community with studies emerging apace (McCluskey et al., 2021). Nonetheless, it is important to touch upon what the perceived effects of the pandemic are on vulnerable pupils such as those with perceived social, emotional and behavioural needs. Emergent concerns include amplified educational inequality between pupils with ASN and their peers (Couper- Kenney & Riddell, 2021), the longer-term impact on mental health and wellbeing which showed a deterioration in 11-14 year olds during lockdown periods and, in particular, increased feelings of anxiety (Waite et al., 2020), heightened risks of school exclusion and adverse impacts on school connectedness – particularly for those vulnerable pupils whose school attendance patterns may have been affected by the disruption to learning brought about by the pandemic (Daniels et al., 2020). With the above concerns in mind in can be argued that a Nurture approach within secondary schools could be developed as a means of ameliorating the negative impact of the pandemic.

2.3 Theoretical Views and the Nurture Group Evidence Base

The rationale behind the Nurture group approach is predominately based on Attachment theory, though in order to gain a deeper understanding, several other theoretical perspectives must also be considered. What follows is an exploration into

these.

2.3.1 Theories of Attachment

In his early work psychiatrist John Bowlby, the pioneer of attachment, was captivated by the mother-child relationship and the impact this had on a child's behaviour later in life. He posited that in order for a child to grow up with good mental health, "the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother substitute) in which both find satisfaction and enjoyment" (1952, p. 11). In his early career, post WWII, Bowlby observed what happened when children were separated from their mothers. Following this, Bowlby's interest in the formation of the mother-child bond grew as he searched for something more than the concept of a mother satisfying physiological needs, that the works of Freud and Klein suggest (Bowlby, 1969). Bowlby worked alongside Mary Ainsworth, whose early academic interests were grounded in Blatz's Security theory (van Rosmalen et al., 2016) – an early personality development concept that impacted upon her later work on attachment. It was Ainsworth who first recorded the oft used term 'secure base', though she articulates this may have been elucidated in Blatz's own work (Ainsworth Salter, 2010).

A key concept within Attachment theory is that of the internal working model (IWM) - a series of actions, or intended actions, and their outcomes that instil, within the developing child, established behaviours based on how their basic needs are met. In turn, these internal working models of relationships provide the rules - many of which are unconscious - for attention, memory and cognition and essentially colour the lenses through which we see the world. If the child is given a safe base where a secure enough attachment has been nurtured, they will have stored an internal working model of responsive, loving, and reliable caregivers and develop a sense of self as worthy of love and attention. It is from this safe base, it is argued, that children have the emotional capacity to explore: the heart of learning (Ainsworth Salter & Wittig, 1969). Similar theories – where expectations of others and how they behave towards us in infancy are inscribed upon the brain and underpin capacities for relating to others in the future – include: Stern's (1985) representations of reactions that have been generalised (RIGs); Clyman's (1991) procedural memories; Bucci's (2001) emotion schemas; Fonaghy's

(2008) Interpersonal Interpretive Functions (IIFs) and Gerhardt's (2015) writing on non-verbal patterns and expectations.

In order to test their theoretical construct, Ainsworth used a series of Strange Situation observations (known as the Berkley study) to examine how infants coped with separation from, and then reunion with, their primary caregiver following the introduction of a stranger to a play situation (novelty, separation and reunion). It was observed that the young children reacted in a specific number of different ways towards their caregiver at the reunion stage of the experiment. These behaviours are now understood to be indicative of: secure attachment patterns where access to the caregiver has been consistently permitted in the past (responsive care - A); insecure-avoidant patterns where access to the care giver have been consistently denied (unresponsive care - B); and insecure-ambivalent where there has been inconsistent access to the caregiver in the relationship history (inconsistently responsive care - C) (Ainsworth, et al. 1978). The importance of these patterns later in life are highlighted by Holmes (1993) who, drawing from the work of Ainsworth and her colleagues, explains that those children at two years whose patterns of attachment were secure had a longer attention span, were more positive in their free play, more confident in their use of tools and more likely to seek help from their mothers when compared with those whose early attachments were observed as being insecure.

Another interesting concept, and one which is not discussed at such great length, is Ainsworth's (1978) definition of the term 'sensitivity'. Here, she refers not just to ideas of warmth from the caregiver, but more technically speaking the caregiver's ability to, "(i) perceive and (ii) interpret accurately the signals and communications implicit in an infant's behaviour and given this understanding (iii) respond to them appropriately and (iv) promptly" (Duschinsky, 2020, p. 210).

In a six year follow up to the Berkley study, Main, Kaplan and Cassidy reconceptualised Bowlby and Ainsworth's theory of attachment with their examination of attachment patterns in older children (and adults) who had developed the capacity to reflect on their experiences in an abstract way (Cassidy, Main & Kaplan, 1985; Allan & Miga, 2010) with

the use the Adult Attachment Interview (AAI). Participants in this study were more able to picture and discuss experiences not present in their immediate surroundings, due to their age, and therefore provided an additional perspective. From these studies it was found that children who were deemed to be secure in their attachment following the Strange Situation were, years later, observed to be more socially competent and empathetic individuals than their insecurely attached counterparts. Thus, Ainsworth's work was developed, by Main in particular, into an understanding of attachment categories across a lifespan.

In what can be described as the ABC+D model, Main and Solomon (1986, 1990) added a disorganised attachment pattern to address those children who presented with unusual, or conflicted, patterns of secure and insecure behaviour in observed situations and in the Adult Attachment Interview (AAI) where their behaviour appeared to lack order or relevance to gaining proximity to their caregiver. This behaviour pattern is linked to children who feel fear or alarm at their caregiver's behaviour, and, it is thought to be linked to unresolved early experiences of loss, adversity, or trauma (Duschinsky, 2020). Disorganised attachment patterns are more infrequently observed and likely, it is claimed, to be related with more severe pathology (Holmes, 1993). Indeed, it is the only pattern of attachment considered to be a recognised disorder and given a clinical diagnosis (Geddes, 2017). The link to trauma is important to note here as much of the current thinking around supporting children and young people in a Nurture group setting is framed by trauma-informed practice (Education Scotland, 2018).

Figure 4

Attachment Types
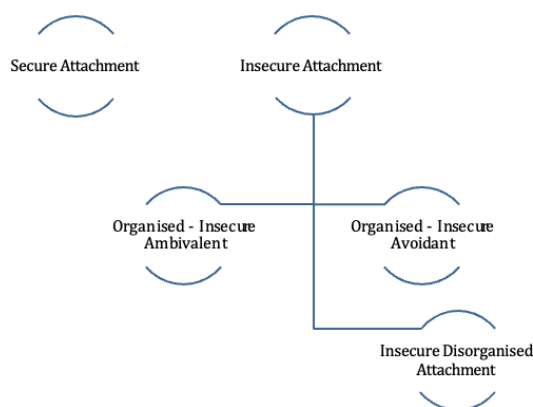
(author's own)

Interestingly, however, Crittenden (2010) explains that she and Ainsworth did not believe these unusual patterns to be disorganised, but rather, children were adapting, or organising in response to their diverse and threatening circumstances – a protective factor. Their work, in attributing significance to the outcomes of the AAI, is markedly different to that of Main and her team (Baldoni et al., 2018). There are implications here to suggest that children included in Nurture groups who are perceived as having social, emotional, and behavioural needs consistent with a disorganised pattern of attachment may be incorrectly viewed as more challenging, rather than more able to cope in a variety of contexts.

Crittenden's work on the School-age Assessment of Attachment (SAA) provides the framework for a clinical tool, which can used to identify patterns of attachment in children, thus filling the gap between the early years Strange Situation and Adult Attachment Interview. Her work provides an alternative conceptualisation of Attachment theory – the Dynamic-Maturation model (DMM) which contains an array of twelve organisations of experience (Crittenden et al., 2010). The model is attractive to critics such as Stacks (2010) because of its claims that attachment is changeable, becomes increasingly complex as children mature, and is adaptive when confronted with danger. Though the alternative view of attachment presented by DMM is interesting, and may well gain traction in the field, more extensive research into its validity is necessary (Baldoni et al., 2018).

2.3.2 Attachment in the Classroom

Each of the attachment patterns explored above is thought to manifest in a different set of behaviours indicative of the child's expectations of relationships with others and which impact on the various relationships and learning within the classroom. These patterns, and how they present in children, in terms of the interaction between child, task and teacher, are helpfully explained in the work of Geddes (2006) with her Learning Triangle – teacher, task and pupil. Where pupils are not securely attached in terms of their relational patterns, one or more aspects of the triangle are affected, and learning is undermined. Observed behaviours likely to be indicative of attachment types can be summarised thus:

- insecure ambivalent relational patterns can be characterised by

'attention-seeking' behaviours such as the incessant demand to be noticed. Insecure avoidant relational patterns can be characterised by behaviours that avoid contact with the teacher such as not asking for help when required.

- Insecure disorganised relational patterns can be characterised by unpredictable, anxious and aggressive behaviours.

(Geddes, 2017)

2.3.3 Attachment Theory and Adolescence

Bowlby (1982) once posited that perceived attachment patterns had a proclivity for permanence, however, it is now accepted that the internal working models of relationships set out in the early years can be altered (Gerhardt, 2013), "in response to changes in concrete experience" (Main et al., 1985, p. 77). Research driven by the field of neuroscience, including technological advances in terms of our ability to overtly see brain development such as Magnetic Resonance Imaging (MRI), supports the concept of a Nurture group model for the adolescent years. Adolescence provides an effective opportunity for the Nurture group intervention because it encompasses an important period of brain development that is sensitive to the environment (Jetha & Segalowitz, 2012). Whilst it was once believed that experiences in early childhood predetermined our social and emotional outcomes in life, it is now understood that the prefrontal cortex – which accomplishes self-regulation strategies such as staying calm and engaged – takes up to 25 years to fully mature (Graham, 2010). It follows then, that interest in the Nurture group approach began appearing in secondary education in the 2000s - aptly nicknamed the decade of the brain (Schore & Schore, 2008) - when this new information came to the fore.

2.3.4 A Biopsychosocial Understanding of Attachment

Within the Nurture group field a limited number of critics such as Cooke et al. (2008) draw from more recent work in the field of psychoanalytical thinking, and, in particular, the work of Alan Schore. In their paper, Schore and Schore (2008) argue a move towards a regulation theory: a modernised understanding of Attachment theory where the writers take more contemporary work in the field of neurobiology, and assimilate this with Bowlby's foundational work in psychoanalytic theory. Here we see a more robust interdisciplinary model, which synthesises current thinking in terms of the psychological,

biological, and contextual perspectives. Schore & Schore explain that emotion is co-regulated by the caregiver in early infancy and through a series of, "attunement, misattunement and re-attunement, an infant becomes a person, achieving a 'psychological birth'" (2008, p. 11). The writers go on to explain recent studies in the field of neuroscience, including those with the use of MRI, show that in the right hemisphere of the brain emotional development is impeded or expedited by the contexts of family and surroundings. Further, they claim that the research supports the notion that a "therapeutic relationship" can create new brain structures enabling individuals to better cope with the demands of life.

Such is the importance of a relational environment, academics such as Hambrick & Perry (2013) argue, that in therapeutic terms, in order to ensure positive outcomes using even the most reliable evidence based programmes, a young person must have multiple positive adults who are invested in their lives. Though relating here to a clinical context, in his later work, Perry has brought his neurosequential model into the realm of education. As a trauma-informed practice the Neurosequential Model in Education (NME) is relevant to the work of Nurture groups and particularly our understanding of the teenage brain in adolescence. In the NME, Perry advocates a sequential method of supporting children moving through regulation, relation and reasoning.

The Minnesota Longitudinal Study of Risk and Adaptation is a research project which has been running for over forty years. The study relates to a more ecologically aligned understanding of attachment relationships and provides valuable data relating to how attachment changes over time in relation to a multitude of contexts (Sroufe, 2005). It examines the overall development of persons in a wider sense. Sroufe (2021) explains in his more recent work that the study presents an understanding of attachment which "entails grasping the organizational nature of the attachment construct and embracing a non-linear transactional model" (pg 349). In addition, because of its decade spanning timescale, it has provided researchers the opportunity to study the role of grandparents within family structures and takes a closer examination of the role of emotion development within a child's life (Duschinsky, 2020).

2.3.5 Critiques of Attachment Theories

One critique of Attachment theory is that it provides an oversimplified understanding of the factors giving rise to the need for support within the social, emotional and behavioural domain. There is an assumption that all difficulties of children presenting with SEBN can be attributed to poor nurture in their early years, rather than understanding the complexity of SEBN, the underlying reasons for, and the different ways in which it can present. In addition, Attachment theory lends itself to a deficit model - whereby the parents/primary caregivers are held accountable for their lack of nurture – and questions must be raised with regards to the compensatory nature of the approach. Yet, advocates may return this argument with the idea that rather than providing a compensatory approach, the Nurture group offers a context within which children can develop their pre-existing skills and knowledge in collaborative ways. Through the opportunities that the Nurture group can afford within schools, children come to realise that they, and others, are valued within the school community – attributes of a complementary pedagogy (Head, 2014).

2.3.6 The Nurture Principles

As explored above, the Nurture group approach is predominately understood to be underpinned by John Bowlby's influential theory of Attachment (Bowlby, 1982; Cooper & Tiknaz, 2007) and, as a major developmental paradigm, Attachment theory is concerned primarily with emotional and social development (Grossmann & Grossmann, 1999). However, Attachment theory does not account for all aspects of the Nurture group approach (Garner & Thomas, 2011) and from the literature we see other underlying theories, from which it draws. These are presented below. The Six Nurture Principles are a useful framework under which to examine these theories. Advocates of the approach from both primary and secondary sectors use the principles to underpin the pedagogical activities within the group, (Colley, 2012; Couture, 2013; Hughes & Schlösser, 2014; Kourmoulaki, 2012; Rae et al., 2013) and to serve as a mark of good practice. They are also used to develop whole school Nurturing approaches.

The Six Nurture Principles

1. Children's learning is understood developmentally
2. The classroom offers a safe base

3. Nurture is important for the development of wellbeing

4. Language is understood as a vital means of communication

5. All behaviour is communication

6. Transitions are significant in the lives of children

(Lucas, Insley & Buckland, 2006)

2.3.6.1 Children's Learning is Understood Developmentally

The first principle stems from the psychology of Piaget, Vygotsky, and Maslow (see also section 2.2.3). The Nurture group approach recognises that children come to school at the same chronological age, but due to widely different pre-school relationship experiences, have varying degrees of emotional and social development (Bennathan & Boxall, 2000). Therefore, it is imperative that pupils are not responded to solely in terms of chronological age and attainment levels, but also their developmental stage. In terms of cognitive learning and attainment, it is now generally accepted that educators must begin with a student's prior knowledge and provide an appropriate learning experience to move to the next step (Black & Wiliam, 1998; Scottish Government., 2005). For those who champion that emotional development cannot be separated from cognitive learning (Jenkins & Oatley, 1996) it follows educators must have an understanding of where students are emotionally before effective learning can take place. Important here is the attitudinal barrier that can exist in schools: teachers who believe that a secondary school aged pupil should behave like a secondary school pupil; that is to say their understanding of normative behaviours are chronological (Couture, 2013). This is something that may require challenge at all levels within a school context.

Critics of Piaget, such as Donaldson (1987), highlight the ceiling applied to children's abilities within his theory. Furthermore, attention is drawn to the negative aspects of a child's development within Piaget's work, whereas Donaldson encourages practitioners to draw out and focus upon what children can do. In relation to Nurture groups, it can be argued that, like Piaget, the premise of the need for such a group, as highlighted in the Boxall profile, is a child's lack of social and emotional competencies. This links also to the earlier discussion around the IMM and inclusion (see section 2.1.1) and so is a concept that must be handled with care and careful consideration when presenting it to teaching staff within establishments

.

The work of Maslow is referenced within the Nurture group literature as significant to our understandings of the approach (Cooper et al., 2001; Grantham & Primrose, 2017; Vincent, 2017). Maslow asserts that just as plants need water to thrive, so humans require, "safety, love and respect from (their) social environment" (1954, p. 66).

Figure 5

Maslow's Hierarchy of Needs

Retrieved from http://communicationtheory.org/maslow%E2%80%99s-hierarchy-of-needs/
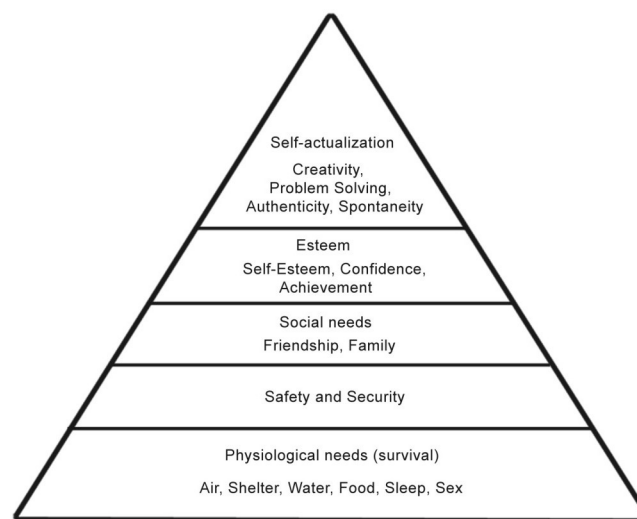
Maslow posits the most basic physiological needs at the bottom of the hierarchical triangle (Figure 5) must be catered to before moving up through the psychological needs, and towards self-fulfilment. The Nurture room seeks to meet some of these basic needs with warm and inviting elements of the home environment which help to foster a sense of belonging: a basic psychological need which, when met, allows for positive emotional and cognitive development (Prince & Hadwin, 2013). Furthermore, the provision of food, a physiological need (Maslow, 1954) with symbolic value (Bennathan & Boxall, 2000), is an important aspect of the 'classic' Nurture group's daily routine (Colley, 2009). The safe base which allows the individual to safely explore and return is based on the development of a consistent and warm relationship (Bowlby, 1982). Nodding's (2003) discussion of happiness within educational contexts advocates a classroom environment that is marked by a desire for happiness, and is similar to the

home environment - elements which correlate to the Nurture group approach (Warin, 2017).

From the literature, the importance of relationships nurturing feelings of safety and acceptance are shown to be integral to many interventions aimed at supporting pupils experiencing SEBN (Greenhalgh, 1997; Hamill, 2005). It is indicated to be an essential element for successful learning by Glasser (1998) in his Choice Theory and highlighted as a key motivating factor in educational approaches such as Alan Mclean's Motivated School, here called Affiliation (McLean, 2003). Further, the development of trusting relationships was shown as key to Mowat's (2010a) Support Group Initiative (Sgi).

2.3.6.3 Nurture is Important for the Development of Wellbeing

Previously worded as "Nurture is important for the development of self-esteem" this Nurture Principle acknowledges that pupils who are selected for Nurture group support often are perceived to have lower levels of wellbeing (or self-esteem) than their peers (Colley, 2017). Within the Nurture group approach there is a clear focus on emotional growth (Farrell, 2011) and activities selected for pupils are designed to support their overall wellbeing. The use of praise and positive language in the supporting of this is commonplace in Nurture groups and more marked than in mainstream classrooms (Bani, 2011).

2.3.6.4 Language is Understood as a Vital Means of Communication

Language, and specifically emotional language development, are central to the Nurture group approach. Desired behaviours are overtly demonstrated and narrated by the two requisite adults: a feature of the intervention grounded in Bandura's Social Learning Theory, which asserts that behaviours are learned "deliberately or inadvertently through the influence of example" (Bandura, 1977, p. 5). Jenkins and Oately (1996) explain that if a pupil does not have the capacity to articulate their feelings in terms of language and use of words, they will display this feeling in actions/behaviour. So, in order to address underlying issues, the naming and discussing of feelings is an important aspect of the approach (Rae et al., 2013). Greenhalgh (2013) supports this practice in his discussion of 'emotional holding' and highlights the importance of the sequential recognition, acknowledgement and finally management of difficult feelings,

which allows pupils to reflect on behaviours rather than acting them out.

In relation to the importance of language and communication, the principles of attunement are highlighted in Education Scotland's Applying Nurture as a Whole School Approach (ANWSA) (2017) framework. Within the document, which draws from Professor Colwyn Trevarthen's Video Interaction Guidance (VIG) method (Kennedy, 2011), a number of actions/aspects of attunement are outlined under each principle for the purposes of examining one's own practice. These aspects are hierarchical and each one leads to the next:

- Attentiveness to others
- Encouraging and receiving initiatives
- Developing attuned interactions
- Guiding
- Deepening discussion

The attunement principles are another specific approach from which Nurture group practitioners draw. In their study March and Kearney (2017) found that Nurture group teachers made more use of attunement principles than mainstream teachers, both overall, and in each of the six attunement areas: being attentive, encouraging initiatives, receiving initiatives, developing attuned interactions, guiding, deepening discussion. Using the attunement principles, along with skilled de-escalation, Nurture group practitioners use relational methods of working with pupils to co-regulate and provide alternative, more positive methods of responding to feelings. This process is similar to Ainsworth's (1978) concept of a caregiver 'sensitivity' explored in section 2.3.1.

2.3.6.5 All Behaviour is Communication

Linked to our understandings of how children communicate their emotions through actions, be those internalised or externalised, within the framework of Nurture groups, practitioners are encouraged to consider inappropriate behaviours as the communication of an unmet need (Colley & Cooper, 2017). Staff within the Nurture group will carefully consider the potential underlying reason for a pupil's distressed behaviours and take this into consideration in their approach to supporting that child. In particular, the Nurture group practitioner will carefully consider the child's previously lived experience and how any adversities or trauma may be impacting upon current

behaviours. This principle makes clear links between Nurture group practices and trauma informed practices including how stress and adverse childhood experiences (ACEs) can impact upon the brain. The work of Perry (2013) and Bomber (2020) are particularly drawn upon in the work of Nurture groups and the development of whole school Nurturing approaches (Crawford et al., 2020).

2.3.6.6 Transitions are Significant in the Lives of Children

In relation to Attachment theory, there are many transitions in the lives of babies, and these play an important role in the development of a securely attached child. Furthermore, the transitions experienced later in life (such as the move between primary and secondary schools) are influenced by those transitions between early childhood developmental phases. The concept of emotional holding discussed above (see section 2.3.6.4) is first enacted between mother and baby immediately after birth and helps in developing thinking and learning within the infant. Winnicott (1953) explains that the 'good enough' mother provides an element of holding that is both physical and emotional thus creating a facilitating environment. A similar concept – emotional containment – is forwarded by Bion (1962) and forms one of the functions of the Nurture group staff – to hold uncontrollable emotions for pupils, make sense of them, and then communicate them back to the pupil in a more manageable way so that they are both more understandable and potentially less destructive (Gibb & Lewis, 2019; Hibbin, 2019). A system of co-regulation is therefore practised within the Nurture group environment as a means of supporting pupils towards self-regulation.

The literature base relating to transitions in education has gained traction over the past two decades or so (Youell, 2017) and is important to this study in more than one capacity. Principally, this Nurture Principle relates to the many and variable transitions that a child experiences within their lives and how these impact upon their development. This includes life transitions such as moving between the stages of school – nursery, primary and secondary, changes to relationships such as losing loved ones or breakdowns in family structures, moving house/home or relocating to a different city/country, but it also recognises the difficulties of smaller transitions such as moving from one class to the next, or even different activities within a single lesson. Within the context of this study this Nurture Principle is also of significance because of the focus

on the transition between the Nurture group and the wider school setting.

2.3.7 The Current Study

Whilst the current study uses Attachment theory to support an understanding of the use of Nurture groups within the secondary context, it does not do so exclusively. It is felt by the author that additional understanding of a child's development is necessary in order to best understand the affordances and constraints of Nurture group, particularly in relation to the transfer of learning. In the findings section therefore, the study draws from, and links to the various theories presented above.

2.3.8 The Nurture Evidence Base

There is a wealth of empirical evidence that focuses on the efficacy of Nurture groups in the primary school; the majority of which are qualitative studies from an interpretivist standing (Garner & Thomas, 2011). The Secondary research base remains somewhat under-developed, with a smaller number of studies commenting on how adaptations of the 'classic' Nurture group are being used with positive impact in the secondary sector (Chiappella, 2015; Colley, 2012; Colley & Seymor, 2021; Cooke et al., 2008; Cooper & Whitebread, 2007; Dury & Kidd, 2010; Garner & Thomas, 2011; Grantham & Primrose, 2017; Hughes & Schlösser, 2014; Kourmoulaki, 2012; Lyon, 2017; March & Kearney, 2017; Middleton, 2021; Perkins, 2017). We turn now to these studies to examine the perceived benefits for participating pupils, the challenges faced by schools implementing the approach and potential gaps within the research base (see also Appendix B).

2.3.8.1 Affordances of the Nurture Group Approach as Presented in the Literature

Several studies focus on improved social, emotional and behavioural functioning. In a systematic review of both primary and secondary Nurture group studies, Hughes and Schlosser (2014) conclude that all studies showed improvements in at least some strands of the Boxall Profile/Boxall Profile for Young People with the caveat that this was, at least, in the short term. Cooper and Whitebread (2007) indicate that 2% of the participants in their national, large -scale longitudinal study account for secondary school pupils, and highlight significant improvements in these pupils' social, emotional and behavioural development, as shown in their Boxall Profile results. Pupils with

SEBN from both well established, and newly formed, NGs made gains in the Goodmans Strengths and Difficulties Questionnaire – another diagnostic assessment tool often used in Nurture groups - in comparison to a control group of pupils with SEBN not attending a NG. The young people's Boxall Profile results showed significant improvement between terms 1 and 4, particularly in the Organisation of Experience strand. Improvements in behaviour were shown to be greatest in the first two terms. An interesting ancillary result from this, and other studies (Binnie & Allen, 2008), is that control group pupils presenting with SEBN who did not attend a NG, but were educated in a school which did have one, also saw improvements compared to those control group pupils who attended schools without a Nurture group. In addition, although pertaining to primary children, studies have shown there to be no significant difference in outcomes between part-time and full-time groups, thus casting doubts as to the necessity for full-time groups.   These are areas which would benefit from further study.

Research looking exclusively at secondary school Nurture groups includes the work of Cooke et al. (2008). These investigators reported distinct gains in the Developmental Strands of the Boxall Profile for Young People and supplement their data with an in-depth case study of A, who showed "quite dramatic" (Cooke et al, 2008, p. 301) improvements in her self-esteem, following engagement with a secondary Nurture group. Unlike Cooper and Whitebread's (2007) work, there was not a matched control group to compare results with, and the small sample size in this study means that we are not able to generalise - though the results are encouraging nonetheless. The call for more research with the use of Randomised Control Groups is evident in a number of studies (Cubeddu & Mackay, 2017; Mackay et al., 2010; Seth-Smith et al., 2010) and whilst the RCG may be considered the 'gold standard' of research, an ethical caution must be exercised when designing any future research so as not to exclude pupils from interventions from which they may benefit.

A decrease in some of the Boxall Profile strands is a concerning issue arising from Cooke et al's (2008) study. However, it can be noted here that since this project was undertaken, a more age appropriate version of the Boxall Profile (Rae et al., 2013) has been developed to reflect some of the aspects of adolescence which may account for

the decreases. Grantham and Primrose (2017) use this updated tool in their study which shows similar improvements in terms of the Boxall Profile for Young People (BPYP) in all but one developmental strand, though only one strand of the diagnostic histogram showed a significant decrease.

In the primary sector, Vincent (2017) adds to the body of evidence that Nurture groups have positive outcomes in terms of social, emotional and behavioural competencies, but uses an emotional literacy assessment in place of the Boxall Profile – a tool that could be employed in the secondary context.

Anecdotal evidence from Colley (2009) references a number of personal communications from head teachers of secondary establishments who report a range of benefits including, extending the capacity of their school to meet complex emotional needs and helping a large school feel more like a "family community"(Colley, 2009, p. 294). A sense of belonging being fostered is also referred to in Kourmoulaki (2012). Couture (2013) highlights the need to explore attitudes, which foster a sense of belonging in the mainstream class.

Colley (2009) offers several factors which may benefit a specifically Secondary approach including a more low-key introduction of a Nurture group within the school than may be used in the primary sector. Other commentators draw attention to particular systemic issues such as parental involvement, communication within the school, training for staff and the Nurture group selection process as key areas which impact on the success of a Nurture group (Fraser-Smith & Henry, 2016) and are linked to the whole school development of a Nurturing approach (Hughes & Schlösser, 2014). Colley and Seymor (2021) identify, in more recent writing on Nurture groups in secondary education, a model of best practice for establishing a group within schools. This includes the following prerequisites and operational features set out in Table 3 below.

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Table 3

Model of Good Practice – Secondary Nurture Groups

Prerequisites	Operational Features
• A whole school approach is adopted – receptive school staff • The senior leadership team are on board and committed to Nurture • The whole school is prepared through training and information	• The Nurture group offers students a safe base • The Nurture group offers a developmental curriculum • Nurture group staff are proactively supported • Nurture group Impact: evidence and dissemination • The profile of Nurture

(Adapted from Colley and Seymor, 2021)

Vincent (2017) also points to factors for success within the primary context including: embedding emotional literacy into the curriculum; positive adult modeling – similar to attunement principles (Cubeddu & MacKay, 2017); recognising and building on children's starting points; quality staff and pupil relationships; individual planning targets; a recognition that change can take a long time and carefully planned, supported re-integration. Though there have been advancements in terms of identifying good practice in secondary, there is, however, more work to be done in this area within the secondary context (Cubeddu & Mackay, 2017; Grantham & Primrose, 2017) and though this is not the principal focus of the current study, it is hoped the second research question will add to thinking in this area.

Kourmoulaki (2012) investigated the structure, function and impact of two NGs in Scotland. The author asserts that a secondary Nurture group can yield all the benefits of a Primary model and is particularly useful for pupils with regards to "feelings of safety, belonging, and coping with change and social challenges" (Kourmoulaki, 2012, p. 68). She also reports that the secondary Nurture group provides a smooth transition for pupils from primary to secondary school – another area that would benefit from further investigation. Grantham and Primrose (2017) also add to the Scottish context with their investigation onto the fidelity of the implementation of Nurture groups within one local authority's secondary schools.

2.3.8.2 Constraints of the Nurture Group Approach as Presented in the Literature

Colley (2009; Colley & Seymor, 2021) highlights some challenges specific to secondary

schools including the fact that due to the large numbers of pupils in secondary establishments, there are likely to be much higher numbers of young people requiring support than can be realistically provided by the school. This could be remedied in part by Mackay's (2015) model of Nurturing support (see Figure 6 below) which outlines a variety of structures, similar in nature to Scotland's staged intervention framework, to combat potential attachment needs within schools.

Attendance in a group may also be limited due to timetabling issues, space, and financial constraints. These factors may go some way to explaining the development of a much more flexible approach than the primary counterpart. Garner and Thomas (2011) found that the challenges facing those implementing the model include communication between Nurture group staff and subject staff members, and the effective use of monitoring systems to ensure a cohesive approach throughout the school. When considered in a primary school setting these factors were indicated as important ingredients for success (Vincent, 2017) and may therefore point to ways in which the secondary model can improve outcomes.

Figure 6

Model of Nurturing Support

Retrieved from (MacKay, 2015)

In terms of the views of stakeholders, Garner and Thomas (2011) explore the

perceptions of children, parents and staff of secondary Nurture groups in their study, addressing a gap in the literature up until this point. The findings report constructive support for pupils with SEBN. Participants in this study expressed the view that the relationships developed between staff and Nurture pupils were based on respect and equality. This is a thought provoking finding when one considers that the intention of the adults within the classic Nurture group is to respond to pupils developmentally – i.e. potentially a much lower age than their chronological age. Staff in this study highlighted the fact that the young people who accessed the Nurture group also required support outside of the group functioning. Consideration may thus be needed regarding the structures a school will put in place to ensure Nurture groups run successfully.

2.4 A Focus Upon the Transfer of Learning

The transfer of learning is essentially the goal of all educators (Thorndike & Woodworth, 1901). It has been at the heart of education for decades and remains just as crucial to learning today as it did at the turn of the century. Transfer assumes that learning has occurred in a particular context and can later be utilised in a different context. It can have both positive and negative effects on the new learning that occurs, whereby the subsequent learning may be improved or impacted upon in a negative way by the knowledge/skills that have been transferred (Perkins & Salomon, 2012). Within the secondary school context, we hope our students will transfer their knowledge, understanding and skills across a multitude of platforms, from: one classroom activity to another; one subject to another; the school environment to the home environment; one school year to the next; school to the wider world, etc. Within the Scottish context, the current educational rhetoric outlines, not only a desire for transfer, but a young person's entitlement to develop such 'skills' as will develop their capacities in learning, work and life (Scottish Government., 2009).

In relation to this study, it is useful to consider transfer as applying to two of Bloom's domains of learning: the cognitive domain - intellectual capacity, knowledge, thinking and the affective domain - feelings, emotions, behaviours, and attitude (1956, 1964). Transfer, as it is observed in the cognitive domain, has been the subject of empirical study for over a century (Phillips, 2014) and continues to be the subject of investigation

in contemporary research (Larson-Freeman, 2013). However, the literature base in relation to transfer and the affective domain is significantly less robust (Park et al., 2017) and therefore limits our understanding of how best to support pupils in this aspect of their learning and development. In the academic discourse pertaining to transfer where the affective domain is discussed, this body of work seems to be mostly in reference to how elements of the affective domain influence transfer of cognitive concepts. i.e. how motivation and self-regulation affect initial cognitive learning and impact upon transfer - Haskell (2000) terms this the 'spirit of transfer'.

One of the reasons that could be afforded for transfer in the affective domain being given less attention in the literature may be that, in order to say that the transfer of a particular element has taken place, we must first be able to measure or quantify the element that we are focusing on. Measurements of cognitive learning, or academic aptitude such as IQ tests have been in existence for at least the past hundred years and longer in other forms (Kaufman & Harrison, 2008), yet the measurement of competencies relating to the affective domain is a much more recent, and more challenging, development in educational research (Duckworth & Yeager, 2015; Park et al., 2017). An important recent development within the international sphere is the introduction of the first survey of social and emotional skills conducted by the OECD (2021), who note that their findings highlight "how social and emotional skills differ by gender, social background and age; and how they matter for student outcomes such as academic performance and well-being" (pg.3). The OECD have taken qualities relating the 'Big Five' personality traits, as outlined in the field of personality psychology, and added to these self-efficacy and achievement motivation. Interestingly, these latter two qualities, or personality traits, are explored as being of significance to this study.

Measuring aspects of the affective domain is more contentious even in the labelling and defining of certain terms. For example, in the field of measuring motivation and self-concepts it is highlighted that confusion arises where two scales are similarly named but measure different constructs (a jingle fallacy) or apparently differently named scales measure similar constructs (a jangle fallacy) (Hye Rin et al., 2020; Marsh et al., 2019). If a questionnaire is then used as a means of measurement, there is the issue of the interpretation of the participant (be that teacher or pupil) and, similar to the

discussion of what constitutes a social, emotional and/or behavioural need, the role of cultural norms or reference bias comes into play (see section 2.2.4).

2.4.1 The Science of Transfer

At a neurological level, prior learning experiences indisputably impact on future learning experiences; the brain is constantly changing with experience and with new learning the brain's chemical characteristics are altered (McNeil, 2009). Patterns of neurons develop from attention given to a stimulus and become stronger with use. An understanding of the brain's plasticity, and a belief that changes can be made, is considered crucial to approaches which seek to support pupils with SEBN (Visser, 2005) and is presented in the work of Carol Dweck (2006), whose concept of Growth Mindset is based on the idea that our beliefs about our own abilities – self theories - shape our future behaviours. She posits that a fixed mindset, or entity view, leaves an individual fixated on looking smart in their belief that intelligence is fixed; a growth mindset or incremental view is attributed to those who treat intelligence as malleable and believe that hard work and learning from failure is the key to success (Dweck, 2000). Dweck and Yeager (2012) also outline entity and incremental views as relating to students' views on personality and explain that each view (of intelligence and of personality) need not be the same.

The belief that the brain can be rewired is significant to the Nurture group approach within the adolescent years. In terms of the Nurture group context, the desired objective for participants is that social-emotional-behavioural competencies learned and developed within the Nurture group itself are transferred to the settings of the mainstream class, the school corridors and other social areas to positive effect. Here, the concepts of self-theories, self-regulation and self-efficacy can all be drawn upon to better understand how transfer within the affective field may be supported by practitioners.

2.4.2 Types of Transfer

As outlined above there are many contexts between which transfer of learning in each of the cognitive and affective fields can take place. First popularly theorised by Thorndike (1923), one way to conceptualise types of transfer across contexts is understanding it in terms of near or far transfer. Near transfer refers to a situation or context that is very

similar in nature to that of where the initial learning took place, and far transfer denotes a situation or context that is dissimilar. Within this conceptual understanding it is accepted that far transfer is more difficult to achieve than near transfer as it requires a greater degree of abstraction of thought.

High and low road transfer (Perkins & Salomon, 1989) is another transfer dichotomy presented within the literature and adds more clarity to the near/far model. Where low road transfer occurs the contexts are, like near transfer, similar and thus trigger a well-developed and semi-automatic response. Conversely, high road transfer requires a much greater and more attentive element of abstraction which involves a deliberate search for connection. Critics such as Barnett and Ceci (2002) call into question the transfer discussion, claiming a lack of structure and a "failure to specify the various dimensions that may be relevant to determining whether and when transfer occurs" (p. 614), however, they do not make any reference to the work of Perkins and Salomon, who, it can be argued, do add a degree of clarity to the field.

It is appropriate here to consider the function of memory. In his work on learning and the brain, McNeil (2009) explains that there are two types of memory – those which are explicit and those which are implicit. Explicit memories are those that we must consciously try to remember - facts such as dates, events, names etc. - and could therefore be said to align with high road transfer. Whilst implicit memories, which are shaped by our early childhood experiences, are often hidden deep within the cerebral cortex and are thus more akin to low road transfer. In the context of a young person's social, emotional and behavioural actions/reactions then, the majority of these are likely to be implicit in nature.

In their later work on motivation and learning, Perkins and Salomon broaden this concept with reference to 'three bridges for transfer of learning', a process of 'detect, elect, connect' (Perkins & Salomon, 2012), though this process can take a variety of forms. Within this model learners detect an opportunity to transfer their learning, elect whether or not to pursue the connection, and finally connect their learning to new contexts. The writers also highlight the fact that this process is not always completed consciously by the individual; that is to say, the connection from past to future learning can be automatic (in cases of low road transfer). It is interesting that their later model

brings in an element of agency to the high road transfer of learning – the elect bridge – and therefore opens the discussion up to include aspects of learners' dispositions.

In a study focusing on the transfer of learning of undergraduate students over a period of five years, Driscoll and Jin (2018) draw a connection between transfer of learning and learner epistemologies. Their longitudinal research relates specifically to writing and suggests that where students hold an epistemology that is not "open" to transfer, such as a fatalist epistemology where learners experience a lack of agency and hold the belief that knowledge is passively relocated, then they will likely not be willing to utilise the detect-elect-connect bridges. The study further highlights that where students' epistemology developed later in the study to include an increased sense of agency, they experienced a greater degree of transfer within their learning.

It could be forwarded here that what is required for pupils within the Nurture group, whose internal working models we are trying to support to change, is to help them to take the time to make explicit the processes of 'detect, elect, connect'. An additional supportive element could be, ensuring that the contexts (i.e. the classrooms, interactions and activities) via which pupils are learning are as close to low-road as possible, in order to support the initial development of competencies in the wider school.

2.4.3 Conditions for Effective Transfer

As discussed above transfer in the affective field yields limited literature, yet it is useful to draw from the cognitive field and in particular areas such as the study of metacognition and thinking skills. Though the literature base seems to paint a somewhat bleak picture of the successes of high transfer (of which there seems to be little evidence) critics in the field urge us not to fall into pessimism.

Transfer is affected by understanding. For transfer to be meaningful and effective a student will have engaged with, learned and understood initial learning. Moreover, learning is most effective when students engage in deliberate practice, which includes an active monitoring element (Committee on Developments in the Science of Learning., 2000). Feedback about progress needs to be sought and used so that students begin to understand when, where, why, and how to use their new knowledge. In essence, the

action of learning itself needs to be active – pupils should consider and choose strategies and then reflect upon these, engaging in their own feedback in order to foster an understanding of materials.

Perkins and Salomon (1992, pp. 6-7) outline five conditions they see as being conducive to effective transfer occurring:

- Thorough and diverse practice
- Explicit abstraction
- Active self-monitoring
- Arousing mindfulness
- Using metaphor or analogy

In terms of transferring thinking processes McGregor (2007), drawing from McGuiness's concept of Infusion, explains that "the intent is to mediate the transfer of skills and strategies until students themselves spontaneously apply them in problem solving situations without the need for prompting" (pg. 237). This can be paralleled to the concept of emotional holding (see section 2.3.6.4) as a means of co- regulating pupils until the point at which they are able to self-regulate.

Transfer is not something that an individual can make happens in isolation and, it is debated, sociocultural influences affect transfer outcomes. Beach (1999) expounds:

> Historically, studies of transfer have located agency and explanation for the process along a Cartesian plane that cleaves individuals and social contexts. Individual agency is assumed to have little to do with the creation of social contexts supporting transfer, just as changes in contexts are presumed to have little to do with how individuals learn and develop across them.

(pp. 102–103)

This relates to the lens of an ecological perspective (Bronfenbrenner, 1979) discussed above (see section 2.2.5) and is important to consider. The socio-cultural construct of the secondary school system is complex, with a great number of potential impactors. Included in these is the influence the individual classroom teacher has on learning and development, but also, class teachers as a collective and the wider school system. In Hattie's (2009) meta-analysis of visible learning, which focuses upon the factors that influence pupil achievement, he highlights collective teacher efficacy as having the greatest impact.

The conceptualisation of different types of transfer are pertinent to this study and in the specific context of the Nurturing group approach, helps us to understand why the intervention has developed from a discreet programme for a small number of targeted pupils, to a whole school approach. If we apply Perkins and Salomon's conditions for effective transfer to the affective domain then, for the most effective transfer of social, emotional and behavioural competencies, approaches such as the Nurture group should ensure that the contexts of the group and the wider school share as many elements as possible. Transfer will likely be more difficult where high-road transfer is required to take place.

2.4.5 Aims of the Current Study

Taking into consideration the literature presented above, there are some gaps within the Nurture group research base. It was the aim of this study to consider some of these gaps and bring new understanding to the fore. In particular, the author notes the lack of discussion around the transfer of social, emotional and behavioural competencies from the Nurture group to the wider school setting. It was, therefore, this area upon which the author chose to focus.

On the basis that social, emotional and behavioural competencies have developed in the identified group of Nurture group participants over the period of intervention (as established by the pre- and post- Boxall Profiles for Young People (BPYP)), the study's specific research aims (RA) are:

- RA1: To ascertain to which degree, and in which ways, pupils can transfer the social, emotional and behavioural competencies developed, in the Nurture group to the wider school setting.
- RA2: To ascertain the affordances and constraints involved in the transfer of social, emotional and behavioural competencies of pupils to the wider school context.
- RA3: To ascertain in which ways, if any, the Nurture group approach can continue to be developed in the wider school to improve outcomes for pupils and, in particular, to foster the transfer of learning from the Nurture group to the wider school context.

3.1 Investigation Objectives

The overarching purpose of this study was to examine the use of a Nurture group approach within a secondary school, with a view to understanding the facilitators and constraints of the transfer of learning from the Nurture group to the wider school setting. As outlined at the end of the literature chapter (see section 2.4.5) it was intended that the research would add depth to illuminate issues rather than to prove a hypothesis, that is to say, it is exploratory in nature as opposed to explanatory (Denscombe, 2010).

The study seeks to answer the following specific research questions:

- RQ1. To which degree, and in which ways, can pupils transfer the social, emotional and behavioural competencies developed in the Nurture group to the wider school context?

- RQ2. What are the affordances and constraints involved in the transfer of social, emotional and behavioural competencies of pupils to the wider school context?

- RQ3. In what ways, if any, can the Nurture group approach continue to be developed in the wider school to improve outcomes for pupils and, in particular, to foster the transfer of learning from the Nurture group to the wider school context?

Throughout the study the wider school context, as it is referred to in the research questions, relates to pupils' experiences within mainstream classrooms, wider areas of school life such as movement around the school grounds, attendance at extra-curricular activities, travelling to and from school etc.

3.2 Conceptual Framework and Positionality

For any study within the field of education the researcher's positionality is important to highlight as this affects the study in terms of how it is conducted, its outcomes, and their interpretation (Holmes, 2020). Positionality can here be defined as 'where the researcher is coming from' including ontological assumptions, epistemological

assumptions, and assumptions about human nature and agency. How one affiliates with a particular concept of reality is paramount in guiding thinking. In their discussion of the two conceptions of social reality Cohen, Manion and Morrison stress that, "how one aligns oneself in this particular debate profoundly affects how one will go about uncovering knowledge of social behaviour" (2011, p. 6). Therefore, the perspective of this author, germane to the philosophical nature of social reality, is important to highlight because of the associated assumptions which guided the decision-making process of the research design. The ontological position adopted was that of a constructionist (Denscombe, 2010), whereby the belief is held that reality is constructed through people's perceptions and is moulded by interactions with others – that is to say, it not assumed there is one true reality to be discovered.

Table 4 below gives an overview of how a constructionist view of reality shaped the design of this project:

Table 4

Research Design

Ontology	Epistemology	Approach	Methodology	Methods
Constructionism	Interpretivism ↘ Subjectivist stance	Qualitative	Case Study	Observation Semi Structured Interviews Document Analysis

Following from this ontological position, and in terms of epistemology, the study draws from an Interpretivist position in which it is understood that rather than a singular objective reality, multiple realities exist; that is to say, individuals construct and interpret reality according to a number of social factors that essentially shape society. In addition, it is understood that the knower (the researcher) and the process of knowing (Nurture group research) cannot be separated (Waring, 2017), and that researching from this stance takes note of the fact people react to being studied (Denscombe, 2010). Therefore, it is the researcher's belief that what can be known is inextricably

linked with the interaction between the researcher and the participants. From this outlook, it is noted by Denscombe (2014) that seeking a definitive interpretation – in this case of transfer of learning and the Nurture group approach - would be imprudent and indeed impossible, therefore, the multiple realities of those participating in this particular study are portrayed in detail.

3.3 The Research Approach and Methodology

With the nature of reality taken to be as outlined above, it follows that the researcher aligned the project with the qualitative research paradigm. Though the study has a specific element of the Nurture group approach as its focus, the researcher was concerned with understanding the 'bigger picture' of this element. Akin to an ecological perspective discussed within the literature chapter (see section 2.2.5), it was felt that an in-depth understanding of how elements work together, whereby subtleties and complexities could be explored, would better address the research aims. Furthermore, as it is understood in this study's philosophical stance that context is significant to meaning, conducting the research within a naturalistic setting was preferred. This led the researcher to consider two avenues: case study and ethnography.

In order to address the research questions, initially the researcher considered an ethnographic design for the study, as this could provide the in-depth data hoped for. However, it was felt that the time available to the researcher in practical terms would not be sufficient to allow for effective ethnography which would usually involve a relatively long term study (Hammersley, 2017). In addition, in order to address the research questions, the study would not require a full cycle of the Nurture group, a key aspect of the ethnographic approach. Finally, the study aims to highlight the views of a number of stakeholders, therefore, would not focus specifically upon one group as is ordinarily the case in ethnographic research (Atkinson & Hammersley, 2019).

As the specific aims of this study pertain to exploratory research of a "contemporary phenomenon, in-depth and within its real-world context" (Yin, 2014, p. 237) and where context is considered to be an integral part of the study, it was felt that a case study approach would elicit the most valuable data. The researcher was not concerned with the manipulation of variables, but rather with the "complex values, norms and

interrelationships" (Denscombe, 2010, p. 103) as they pertain to the Nurture group approach. Therefore, the project takes the form of an exploratory case study as outlined by Bassey (1999). Furthermore, the research questions focus upon the processes leading to results as opposed to the significance of the results (Gillham, 2000), therefore it lends itself to a more descriptive, qualitative (interpretivist methodology) case study approach as opposed to a more analytical, positivist methodology. It was hoped that data gathered would ensure the case would be thoroughly understood (Stake, 1995) with a variety of stakeholders casting light on the case.

The investigation followed the proposals, as set out in Bassey (1999), that an educational case study is:

i. Conducted within a localised boundary of space and time

Data collection for the study took place in one school within a period of around 6-7 months.

ii. Into interesting aspects of an educational activity or programme, or institution, or system

The study focused on: the extent to, and ways in which, pupils can transfer the social, emotional and behavioural competencies developed, if any, in the Nurture group to the wider school setting (within the normal circumstances which prevail within the school); the affordances and constraints related to this transfer; and the ways in which practice can be improved in order to further foster transfer from the Nurture group.

iii. Mainly within its natural context, and with an ethic of respect.

The study took place within the school and at a time of mutual convenience for adult and pupil participants. Due regard was given to ethical principles set out in SERA (2005) guidelines (see section 3.7).

iv. In order to inform the judgments and decisions of practitioners, or policy makers.

The study sought to provide rich data that could be used to inform further developments regarding Nurture groups in secondary education as per the final research question. Though the project does not seek to generalise findings as such, because the researcher recognises that there may be too many elements within the

specific case study school that are particular to the case (Gillham, 2000), it was anticipated that the findings generated from the study would be valuable in informing practice for those working in similar contexts and situations.

3.4 Trustworthiness

As indicated above, the boundary between the case itself and the wider context is blurred and therefore this case makes no direct claims to wider generalisation. However, this does not mean that our understanding will be completely limited to this case, but, instead, it will add to the collective understanding of Nurture groups within the secondary context. As this study is a single instance of research it does not require consideration of the concepts of validity or reliability which are fundamental to other research designs (Bassey, 1999). Instead, the researcher has opted for an account of 'trustworthiness' which Bassey argues better corresponds with the case study model (1999). Shenton (2004) drawing from Guba (1985), outlines the four criteria that ensure a case study is trustworthy. These shall be briefly explored below:

i.   The Adoption of Research Methods well Established

The methods chosen for this study have been modelled on published works from authors who have researched within similar contexts (Bishop & Swain, 2006; Cooke et al., 2008; Taylor & Gulliford, 2011).

ii.   The Development of an Early Familiarity with the Culture of Participating Organisations

As a member of staff at the participating organisation, the researcher had considerable familiarity with the culture before the outset of the project.

iii. Random Sampling

Despite this recommendation, the researcher opted for a purposive sample. This will be considered in more detail in section 3.5.2.

iv.   Triangulation

To ensure comprehensive research (King & Horrocks, 2010) of the subject the researcher used a variety of data sources and methods within the single case study in order to achieve a degree of triangulation. The use of semi-structured group and

individual interviews, document analysis, and participant observation established triangulation as "the use of different methods in concert compensates for their individual limitations and exploits their respective benefits" (Shenton, 2004, p. 65).

3.5 The Case Study and The Study's Participant Population

The single 'case' chosen for this study related to the Nurture group (NG) within the researcher's own educational establishment at the outset of the study (the 2017-2018 academic year). Action research was not deemed to be appropriate for the study as, although the researcher has an overview of Nurture in a leadership capacity, she does not have any direct work in relation to groups within the school, and therefore, the research is not a reflection of the researcher's practice – a key facet of action research (Cohen et al., 2011). An alternative site for the investigation was considered, however, owing to practical reasons, and as the research is a case study, it was felt that this was not necessary.

An area of affordance concerning the researcher's role in the case study school was that of 'rapport'. King and Horrocks (2010) recognise the building of rapport, or trust, between participant and interviewer as a crucial element in successful qualitative interviewing, and one that can alleviate some areas of discomfort. As the researcher had a previous history with each participant, she felt this sense of rapport was already firmly established. Due consideration was given to the potential negative impact of the researcher being a practitioner in the school in relation to ethical considerations (see section 3.7).

3.5.1 The Case Study School – Contextual Information

The school is a six-year, comprehensive, non-denominational, co-educational secondary school in central Scotland with a roll of around 1100 pupils. The school serves a diverse population in terms of cultural, social and geographical backgrounds and has four associated primary schools that span a considerable catchment area. A large number of pupils attending the school do so as a result of placing requests, and are, therefore, out with the school's official catchment area. 40% of pupils within the school are considered as having English as an additional language and 35% of pupils live in SIMD 1 and 2. For more detailed contextual information for each of the case study

pupils see Table 5 below.

3.5.2 The Participant Population

Initially, participants invited to take part in the study drew from a range of persons relating to the experience of the six Nurture group pupils who attended the group in the 2017-2018 academic year. It was felt a variety of voices, giving differing perspectives on the Nurture group experience, would ensure a more representative approach; literature pertaining to inclusion asserts that making use of the differing perspectives of those involved in schools can shed light on how establishments can become more inclusive (Ainscow et al., 2006). Purposive samples were selected as the most robust approach for a qualitative study of this kind, in that it is the best way to ensure a detailed understanding of the case. The six pupils who attended the Nurture group in their S1 year during the 2017-2018 session, and who were at the point of reintegration to their mainstream classes, were invited to participate as the pupil population and formed the basis of the other samples. Of these pupils, five chose to participate in the research – this sample contained three boys and two girls (Pupils A-E).

In the design of the study it was felt that capturing the views of pupils should be integral for a number of reasons: for those individuals who design and deliver the services received by vulnerable children, it follows that it is important to have an in depth understanding of the views of children within the system; in Scotland, under The Education (Additional Support for Learning) (Scotland) Act (2009) children and young people who are considered to have an additional support need have a legal right to have their views heard, taken seriously, and acted on where decisions regarding their education are being made and; in a wider forum, the United Nations Convention on the Rights of the Child (United Nations Children's Fund [UNICEF]. 1989) enshrines this view.

Table 5

Pupil Participant Contextual Information

Identifier	Pupil A	Pupil B	Pupil C	Pupil D	Pupil E
Gender	Female	Female	Male	Male	Male
Age	13	13	13	12	12
Identified ASN	No	No	Yes	Yes	Yes
SIMD	8	3	4	1	15
Talking & Listening Literacy CfE Level (S1)	2nd level	2nd level	2nd level	2nd level	2nd level
Care Experienced	No	Yes	No	Yes	No
Background information	Pupil A joined the school from one of the four associated primaries in August 2017.	Pupil B joined the school from one of the four associated primaries in August 2017.	Pupil C joined the school in August 2017 as a placing request.	Pupil D joined the school in August 2017 as a placing request.	Pupil E joined the school from one the four associated primaries in 2017 following an enhanced transition programme.

Adult participants were selected as a sample of staff within the case study school who would be able to provide data to address the research questions in relation to the five Nurture group pupils. These adults were actively involved in the Nurture group pupils' education and/or were directly involved/ aware of the work of the Nurture group and how it may have impacted on pupils' development of competencies. These adult participants could, therefore, speak to the transfer of these competencies to the wider school setting.

Overall, there were four distinct groupings of adult participants who were invited to participate. As explained above, this was to ensure a variety of perspectives in relation to the case and, in particular, to understand the transfer of social, emotional and behavioural competencies within the wider school context. The decision was taken by the researcher to conduct either a group or an individual interview with adult participants dependent on their roles within the school. The first two groups of adult participants were invited to take part in two separate group interviews (A and B) and a further two groups of adult participants were invited to participate in individual

interviews.

Table 6

Adult Participant Information

Adult Participant	Interview Type	Role Within School	Selected By	Main Pupil Focus
Nurture Group Support for Learning Worker	Group A	Support Assistant	Researcher	All
Nurture Group Teacher	Group A	Classroom Teacher	Researcher	All
Depute Head Teacher - Pupil Support (DHT)	Group B	Senior Leader	Researcher	All
Pastoral Care Teacher 1 (PTPC 1)	Group B	Middle Leader	Researcher	Pupil D Pupil E
Pastoral Care Teacher 2 (PTPC 2)	Group B	Middle Leader	Researcher	Pupil C
Pastoral Care Teacher 3 (PTPC 3)	Group B	Middle Leader	Researcher	Pupil A Pupil B
English teacher 1	Individual	Classroom Teacher	Researcher	Pupil A
English Teacher 2	Individual	Classroom Teacher	Researcher	Pupil B
English Teacher 3	Individual	Classroom Teacher	Researcher	Pupil C
English Teacher 4	Individual	Classroom Teacher	Researcher	Pupil D Pupil E
Physical Education Teacher	Individual	Middle Leader	Pupil	Pupil D
Maths Teacher	Individual	Classroom Teacher	Pupil	Pupil A Pupil B
Religious Education Teacher	Individual	Classroom Teacher	Pupil	Pupil E
Science Teacher	Individual	Classroom Teacher	Pupil	Pupil C

Staff members invited to participate in group interview A were the staff working within the Nurture group itself: the Support for Learning Worker (NGSfLW) who supports the Nurture group and the Nurture group teacher (NGT). Staff members invited to participate in group interview B were the wider Pupil Support Team: the three Pastoral Care teachers with a responsibility for the five Nurture group pupils and the Depute

Head Teacher with overall strategic responsibility of the Pupil Support team. Staff members invited to participate in individual interviews, and whose consents were sought to observe pupils within their classrooms, were the English teachers of the five Nurture group pupils (four English teachers in total) and one additional classroom teacher, per Nurture pupil, as selected by pupil participants (again four in total as two pupils chose the same Maths teacher). The English teacher and English classroom environment were selected by the researcher because this is a core subject within the school - pupils attend this class every day - and therefore it provides a suitable context from which to consider transfer of competencies due to the time spent by pupils within this context. The second observation and subsequent individual interview with adult participants was based on the Nurture group pupils' own choice. The decision to include an element of pupil choice was made to allow pupils to feel comfortable and involved within the parameters of the case population

Figure 7

Participants' Relationship to the Nurture Group Pupils
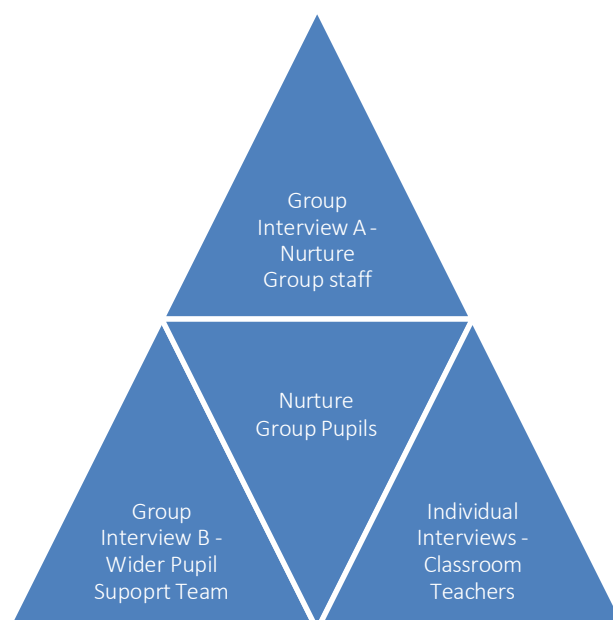
As demonstrated in Figure 7 above, each adult participant group is related to the Nurture group pupils, and their experience of the Nurture group approach, within the school. The distinct groupings of professionals in Figure 7 have varying depth and scope of knowledge in relation to the pupils' experience of the Nurture group, and it was felt

that separate interviews for Nurture group staff (Group Interview A) and the wider Pupil Support Team (Group Interview B) should be conducted as a result of this. It was anticipated that the Nurture group staff would be better able to comment on the social, emotional and behavioural competencies of the Nurture group pupils, and that their insights would differ from those that could be offered by the Pastoral Care Teachers and the Pupil Support Depute (wider Pupil Support Team). Further, though conducting group interviews with classroom teachers could have resulted in useful discussion, it would have been difficult to manage given that the researcher was also posing questions relating to the individual observations within classrooms and referring to document analysis conducted for each pupil. The researcher, therefore, opted for individual interviews for all classroom teachers.

The decision was taken by the researcher not to include parents or carers in the sample of participants. The reasons for this were twofold. The first reason was that, due to the focus of the research questions being specifically on the reintegration of Nurture group pupils to the mainstream context and the transfer of competencies from the Nurture group to the wider school context, it was felt that views from parents/carers may not directly address these aims. Secondly, it had previously been difficult to engage parents/carers of the 2017-2018 cohort in the processes of Nurture group in a positive way within the school and it was felt by the researcher that potential undue pressure placed upon them to participate in the project could negatively affect relationships with the school.

3.6 Data Collection Methods and Tools

To ensure a degree of triangulation (King & Horrocks, 2010) was achieved within the case study, and to promote trustworthiness (Bassey, 1999) (see also section 3.4), a number of methods were used to collect data and a variety of data sources examined. These tools and the specific research question they address can be seen in Table 7 below:

Table 7

Research Questions and Tools for Collection of Data

Data Collection Tool	Participant Observation	Semi Structured Individual Interview	Semi Structured Group Interview	Document Analysis
Q1	✓	✓	✓	✓
Q2	✓	✓	✓	
Q3		✓	✓	

3.6.1 Consideration of Other Data Collection Methods

A number of data collection methods were considered and their suitability to the project assessed. Firstly, pupil and adult reflective diaries were considered but, given the time commitment required to complete, it was concluded that it would be unreasonable to ask participants from the participating school to undertake this task as SERA (2005) guidelines stipulate minimal intrusion. Questionnaires could have provided the opportunity for a greater research population within the case study school or across several different schools. However, given that the project seeks for depth of data it was felt that interviews would provide a better platform to reach the depth hoped for.

3.6.2 Document Analysis

In order to establish the social, emotional, and behavioural competencies developed in the Nurture group, a pre and post intervention Boxall Profile for Young People (BPYP) assessment for each pupil participant was analysed, to show perceived gains or losses in developmental functioning (see Tables 18-22 and Appendix A). The Boxall Profile for Young People is a normative (11-19 years) assessment tool that pinpoints areas of pupil development such as emotional security and cognitive engagement with peers and is widely used in educational settings (Ruby, 2020). It was adapted from the original Boxall Profile by Colley in 2010 (Bennathan et al., 2010) to reflect language and questions more appropriate for older children, following an increase in Nurture groups within the secondary sector (Colley, 2009). Specific conclusions can be drawn from these assessments to establish which competencies pupils are considered to have developed over the course of a Nurture group intervention.

Though the BPYP is a widely used tool to measure success, it is not without its critics (Bennett, 2015). Cunningham et al (2019), discussing its use within the primary sector, draw attention to potential bias and issues of objectivity, which can also be applied to usage within the secondary context. Furthermore, as most commonly one adult has responsibility for the completion of the BPYP, based on their observations and understandings of that child's behaviours within their own classroom setting, its usefulness in terms of a general picture of a pupil's social, emotional and behavioural functioning across a range of settings may be limited. This issue would be far less likely to impact our understanding of the Nurture group approach within a primary context, however, it is an important consideration in a secondary setting. In Grantham and Primrose's (2017) study, considering the effectiveness and fidelity of Nurture groups within seven secondary schools across Glasgow City Council, the authors note that the Boxall Profile for Young People completed for each pupil was done so by the Nurture Teacher. This calls into question the usefulness of the assessment as a measure of transfer of learning to the wider school. If we are to assume that the BPYP is completed by a classroom teacher, another consideration at the point of reintegration into the mainstream classroom post intervention is that, if that teacher has not had as much contact with the Nurture group pupil due to the amount of time the pupil spent in the Nurture group, it is possible that inappropriate behaviours may not have been as frequently observed than prior to the intervention. Further, sudden and recent changes in behaviour can also impact an assessment of this kind.

Despite the above concerns, the BPYP was considered by the researcher to be a useful tool in order to establish which social, emotional and behavioural competencies pupils were deemed to have developed within the Nurture group, and therefore provided a starting point for both observations and interviews with participants. The study benefitted from the fact that the case study school completed two BPYPs post intervention – one within the Nurture group setting, completed by Nurture group staff, and the other, within the mainstream setting, completed by the Nurture pupil's English teacher. For each pupil the difference between their pre and post BPYP scores was noted (see Tables 18-22) as a numerical figure and whether a pupil's scores were within norms was indicted by green or red shading. This analysis was not intended to be statistically accurate, but rather, provided further context to the case as a whole. Pupils'

tracking reports and end of year S1 reports were also analysed in order to add depth to the case study in relation to addressing RQ1 (see appendices J-N). It was felt that these documents would add to the data set as representations of the perceived reality within the school, without the interference of the researcher. Documents were qualitatively analysed with caution as they were not generated in direct response to the research questions, and, because the motives and interpretations of the original authors were not sought, they were not used to suggest causality.

3.6.3 Participant Observation

The five pupil participants were observed within their English classroom and one other classroom of their choice. The observation followed three stages as outlined by Gillham (2010): a general observation (the setting, the people present, activities, events and apparent feelings); elements particularly related to the research aims; and finally more detailed observations of these elements with provisional explanations (see Appendix F). The researcher noted what was said, the actions of those being observed and asked clarifying questions either during the observation, or later in the pupil and adult interviews. Initial field notes were recorded during the observations and then full notes recorded as soon after the observation as possible in order to retain as much information as possible.

The academic rationale for the use of participant observations is as follows: the open nature of the observation ensures data that may relate to the research aims are not overlooked as a result of too narrow a focus; the researcher observed pupils completing their normal activities within the classroom so as to minimise intrusion on the case (Stake, 1995); and to provide a valid data set (Gillham, 2000). It was also felt that the observations could illuminate elements that pupils and staff might overlook in interviews or from the document analysis.

3.6.4 Semi-Structured Group Interviews with Pupil Participants

In keeping with imperative ethical considerations (British Educational Research Association., 2011), and due to the sensitive and potentially emotionally charged nature of the data, the researcher originally planned to conduct interviews with pupils

on an individual basis following the classroom observations. However, as previously intimated, during the study pupils approached the researcher to request interviews be conducted as two distinct groups. This was carefully considered against the specific objectives and the researcher decided that allowing for this would put pupil participants at ease and encourage more in-depth dialogue. Therefore, two group interviews were conducted as per pupils' requests – one with female NG pupils and the second with the male NG pupils.

The semi-structured nature of the group interviews allowed for further discussion and deeper probing regarding what was observed within the classroom setting as well as general questions regarding the transfer of learning. In turn, this allowed for, "a degree of flexibility and potential for development built into the design" (Denscombe, 2010) whilst ensuring rich data focused on the research questions were collected. In choosing a semi-structured approach it was felt that comprehensive data could be gathered in the sense that the overall structure of the interview could be controlled, whilst still allowing for spontaneity, and the researcher had scope to push for complete answers and probe responses concerning deep and complex issues (Cohen et al., 2011). The group interview format meant that when discussing pupils' development within the group pupil participants were able to reflect and comment on one another's competencies and so, again, a greater depth of data were gathered.

Table 8

Comparative Research Questions by Participant

Research Question	Pupils	Nurture Staff	Pupil Support Staff	Classroom Teachers
Introduction	Can you tell me a little about what you did in the Nurture group last year?			
RQ1	Was there anything about the group that helped you feel better about yourself? Can you tell me about that?	Thinking about the pupils from the 2017-2018 cohort, what are the social, emotional and behavioural competencies pupils have developed, if any, in the Nurture group?	In your experience as a pupil support team, what are the benefits, if any, for pupils who attend the Nurture group in terms of their social, emotional and behavioural development?	Here is an overview of pupil X's Boxall Profile. There have been gains in x, y, z…do you feel this is representative of the social, emotional and behavioural competencies you observed pupil X to have developed in your classroom?
RQ1	Was there anything about the group that helped you to get on better other people (pupils or adults)? Can you tell me about that?			
RQ1	Was there anything about the group that helped you with your behaviour? Can you tell me about that?			
RQ1	Were you able to use what you learned in the group in other classes, or other places in the school? Why/Why not?	What has been your experience last year of the ways in which pupils have been able to transfer these competencies to the wider school?	What has been your experience of pupils transferring the learning/development of these competencies from the Nurture group to the wider school?	
RQ2	What made things easier for you to use your learning?	What are the ways in which the Nurture staff support the transfer of learning from the Nurture group to the wider school setting?	What are the ways in which the pupil support team supports the transfer of learning/ development of these competencies from the Nurture group to the wider school setting?	From the perspective of a classroom teacher what do you feel supports pupils to be able to transfer learning/competencies from the NG into your classroom?/the wider school?
RQ2	What made things harder for you to use your learning?	What are the difficulties (if any) in supporting pupils to transfer the learning/ competencies from the Nurture group to the wider school setting?	What are the difficulties (if any) in supporting pupils to transfer the learning/ competencies from the Nurture group to the wider school setting?	From the perspective of a classroom teacher what do you feel are the difficulties for pupils in terms of the transfer of competencies from the NG to the wider school?
RQ3	Is there anything that could be changed for the next group to help make things easier for them to use what they learned in the group in other classes or places in the school?	From your perspective, what ways, if any, can the Nurture group approach continue to be developed in the wider school to improve outcomes for pupils and in particular to foster the transfer of learning from the Nurture group to the wider school context?	What ways, if any, can the Nurture group approach continue to be developed in the wider school to improve outcomes for pupils and in particular to foster the transfer of learning from the Nurture group to the wider school context?	From the perspective of a classroom teacher in what ways, if any, can the Nurture group approach continue to be developed in the wider school to improve outcomes for pupils and, in particular, to help the transfer of learning from the Nurture group to the wider school context?
Conclusion	Is there anything else you would like to say about the Nurture group?	Are there any other comments you would like to make about the Nurture group?	Are there any other comments you would like to make about the Nurture group?	Are there any other comments you would like to make about the Nurture group?

As outlined in Table 5 above all pupils were functioning at CfE 2nd level in talking and listening and this was taken into consideration in the development of questions in terms of the level of language. Interview questions for pupils were discussed with a critical friend with a knowledge of the case study school who provided feedback on the use of language, number of questions and potential areas for prompting. The interview schedule was then modified to reflect these changes. The two group interviews with pupils lasted between 20 and 30 minutes and took place within the Nurture room (see section 3.7 for further discussion of location choice).

The interviews with pupils provided data for all research questions and focused upon pupils' views of their social, emotional and behavioural competencies developed in the Nurture group and subsequently, their ability to transfer these to the wider school (see Table 8 above). Before interviews began the researcher reminded pupils of the purpose and confirmed consent to take part. Interviews began with a general question about what pupils did in the Nurture group. This question allowed each pupil the opportunity to speak about the content of the group before having to think about themselves and their feelings. It was also an opportunity for the researcher to pick up on any enjoyable aspects of the approach. Each competency was then taken in turn and pupils asked to describe or explain if/how the Nurture group helped them to develop in these areas. Prompts were used frequently throughout to help pupils develop their thinking and answers. Questions were also asked in relation to what helped pupils to transfer competencies, if any, and finally how they felt the Nurture group approach could be furthered developed in order to support transfer. Throughout and at the end of the interviews with pupil participants the researcher paraphrased back to pupils the key points made, by them, in order to ensure accounts were verified.

3.6.5 Semi Structured Group Interviews with Adult Participants

The Nurture group teacher and Support for Learning Worker were interviewed together as part of a group interview. The Pastoral Care teachers and Depute Head teacher also formed a separate group interview. This is a method that has been growing in popularity (Cohen et al., 2011) and was selected in this instance to allow for discussion

to develop and for wider responses where answers were extended and built upon. As the participants in these group interviews had been working together for a significant amount of time towards a common purpose, it was felt by the researcher that a group response to questions would elicit better data than individual responses.

Care was taken when conducting interviews and facilitating focus group discussions to put participants at ease. The interviewer remained polite throughout and sought to build a good rapport with participants, handling situations with sensitivity and professionalism, as promoted by Cohen et al. (2011). By conducting interviews in a friendly and interested manner the researcher aimed to place individuals at ease and quell possible discomfort. In addition, responses from participants were carefully handled by the researcher to ensure no sense of judgment was made about what was said; the researcher strived to be neutral and receptive to all comments (Sarantakos, 2005).

3.6.5.1   Semi Structured Group Interviews with Adult Participants – Tools for Data Collection

Group interviews with adult participants lasted from around 20-30 minutes. Group Interview A took place during the school day within a non-contact period for the Nurture group teacher (NGT) and administrative period for the Nurture group Support for Learning Worker (NGSfLW). The interview was conducted within the Nurture room which allowed for the participants to reference pieces of work displayed on the walls. Group interview B took place within a designated departmental meeting time in the normal meeting place for this activity. It was felt that this would allow for the least disruption to pastoral care teachers and the DHT.

The Interview schedules for group Interview A and B (see Table 8 above) were compiled following in-depth engagement with the literature and the questions were set by the researcher to structure dialogue in a progressive manner allowing participants to become comfortable in discussion. Specific wording of questions for the group interviews were discussed with a critical friend who provided feedback with regards to language used for ease of meaning (see Appendix E). The researcher decided against completing a pilot as it was felt that using one of the Nurture group pupils and associated adult

participants for this purpose would detract from the overall data set as part of the case study. A physical copy of the questions printed separately onto A4 paper were provided to participants during the interview for reference throughout. Interview questions asked of adult participants in group interview A elicited in-depth discussion in relation to each of the pupils in the case study school and provided valuable insights into their individual journeys. Questions asked of adult participants in group interview B, although very similar, generated more generic natured discussion, though participants did discuss the experience of specific Nurture group pupils in their responses.

Following the transcription of interview data adult participants were given the opportunity to read their transcript to check for accuracy and verify accounts.

3.6.5.2 Semi Structured Individual Interviews with Adult Participants – Tools for Data Collection

Individual interviews with adult participants were conducted following a period of non-activity within the project and, therefore, were subject to a retrospective element. In order to remedy this, prior to interview, participants were provided with the field notes from the observed lesson in which the Nurture group pupil within their class was seen by the researcher. A copy of this was also brought to the interview for reference. Individual interviews with classroom teachers lasted for approximately 15 minutes and took place within either the teacher's classroom or staff base during an agreed time of mutual convenience.

To begin the interview the results from the pupil's BPYP were presented in an amended format and talked through by the researcher to check for validity and congruence. Following this, questions were asked of participants about the Nurture group pupil's ability to transfer competencies and about wider aspects of the Nurture group approach such as the affordances and constraints involved in the transfer (see Table 8 above). The semi-structured nature of this interview was particularly important to the development of conversation and staff referred back to the copy of the field notes as a means of jogging their memories. As with the group interviews, following the transcription of interview data, adult participants were given the opportunity to read their transcript to check for accuracy and verify accounts.

3.7   Ethical Considerations

In line with other social research (King & Horrocks, 2010) ethical implications were given thorough attention and in engaging with the Scottish Educational Research Association's (SERA) guidelines for ethical research a number of issues were considered. A particular challenge within the ethical considerations was that of the researcher's professional role within the establishment and dual function as researcher within the study and addressed in relation to each participant type. The ethical considerations outlined below are framed by SERA's areas of responsibility for researchers in schools:

3.7.1   Responsibilities

i. Responsibilities to Participants in Research

In the first instance, consent was sought and granted from the head of establishment to carry out the investigation on their premises, and from the local authority through an email application process. In accordance with the University of Strathclyde's Code of Ethics, and the SERA (2005) guidelines, participation in the study was voluntary for all. Informed consent was sought from adult participants, pupil participants and, given the potential vulnerability of pupils, the parent/carers of pupil participants. Adult and pupil participants were invited to take part by way of participant information sheets (Appendix C and Appendix D respectively), which clearly outline the purpose and procedures for the study, including the processes with which they would engage; this was supplemented with a consent form, which allowed participants to opt in. Both adult and pupil information sheets were printed using the University of Strathclyde headed paper to clearly show the researcher was reaching out to seek interest in study participation as a student and not as a professional within the school. A telephone call was made, or physical conversation (dependent on preference) was had with the parent/carer of each pupil in order to outline the study prior to seeking consent. Verbal consent was sought from pupils and a note of this made prior to the beginning of the project. Indications of willingness to continue to participate were sought and confirmed regularly throughout the project. Clear information on participants' confidentiality, anonymity and their right to withdraw from the process at any point - voluntary informed consent - was presented in a meaningful and understandable way (Thomas, 2011) through the language used in the information sheets, and through the language used in verbal conversations. For example, within the pupil participant sheet (see Appendix D) it was outlined that the

researcher would "not be cross at you" if pupils decided, at a later date, to withdraw from the study.

The above features of the design ensured that participants maintained the right to both autonomy and protection (King & Horrocks, 2010). Participants were able to weigh up the potential risks and benefits of being involved in the study thus, being able to decide for themselves, allowed for self-determination (Cohen et al., 2011). The researcher welcomed the opportunity for any questions or clarification via email, face to face, in writing, or via telephone before and throughout the study. Throughout the course of the study the researcher observed the participants' right to privacy and dignity by not making known the identity of individuals, particularly in the presentation of findings. In the demographic description of the locale, care was taken not to betray the identity of participants or their location. Raw data were stored on a password-protected computer. These points were also explained to the participants.

3.7.1.1   Pupil Participants

As indicated above, following their agreement to participate, pupil participants were reminded of the purpose of the research and given a general outline of the interview before it commenced clear, with developmentally appropriate language was used for this, and particular thought given to the literacy level of pupils (see Table 5). This afforded pupils a further opportunity to consider their involvement in the study in an informed way. In addition, pupils were reminded that their parents or carers could contact the researcher after the interviews to withdraw them from participation should they not feel comfortable doing so themselves.

During the interviews with pupils an area of concern was the issue of potentially perceived power and coercion. These participants may have been cautious in sharing negative views of the Nurture group, as pupils were cognisant of the researcher's role within the school and responsibility for the Nurture group. In addition, there may have been the sense that a 'right answer' to questions was required because they perceived the researcher as an authority figure. It was important to the integrity of the study that pupils were able to discuss both positive and negative aspects of their experience of the Nurture group within the school and, in order to ensure this, the researcher reminded pupils that she was acting in the capacity of a student researcher. When

conducting the pupil interviews the researcher did not wear her school identity badge and drew attention to the fact as she was acting in the capacity of a student researcher, by actively taking her school badge off at the beginning of the interviews and referring to herself by her first name. The physical location of the interviews with pupil participants was felt to be an important aspect of ensuring the potential power dynamic of teacher-pupil and researcher-participant was mediated (Kellett, 2010). All pupil interviews were conducted within the Nurture room, a safe space for pupils, which, it was hoped, would contribute to a feeling of empowerment. A further aspect of empowerment for pupils was the opportunity for them to select one of the classrooms in which they were observed (see section 3.6.3) which gave pupils a sense of agency and placed value on their contribution to the research process. This selection also meant that pupils were choosing a classroom teacher who would be invited to participate in an individual interview following the observation. However, the researcher notes that, as Faldet & Nes (2021) drawing from Hill (2005) highlight, "even when children are respected as legitimate, important participants in research, researchers must also recognise that they may be more vulnerable, and have less institutional power, than adults" (pg 2).

Due consideration was given to potential areas of distress for pupils that could arise during their interviews, given the personal nature of the research questions. By conducting interviews in a friendly and interested manner the researcher helped to place individuals at ease and quell possible discomfort. In addition, responses from participants were carefully handled by the researcher who ensured no sense of judgment was made about what was said; the researcher strived to be neutral and receptive to all comments (Sarantakos, 2005). Due to the researcher's role within the school, she was already trained in, and adept at handling, conversations with vulnerable pupils as well as having a working knowledge of child protection procedures within the school. Furthermore, her training in the running of a Nurture group meant that she was knowledgeable about the processes of NGs and could therefore relate to pupils in a meaningful way with appropriate prompts and follow up questions. An arrangement was made and conveyed to pupils (see Appendix D) that the Nurture Group Support for Learning Worker to be on standby at the times of the interviews in case pupils required a break or needed support after the interview concluded. These aspects of the interview approach helped to ensure that pupil participants were put at ease and felt comfortable sharing their opinions. In response to

pupils' requests to be interviewed in two groups rather than individually as originally planned, the researcher adapted the approach to data collection for pupil participants and conducted two group interviews. This was an important aspect of the data collection approach it was felt as it showed the pupils that their preferences and voices were being listened to and taken seriously by the researcher.

In terms of documentation relating to pupils, before the study began, and regularly throughout, pupil participants were given the opportunity for their data generated from the documents to be removed if they wished. Within the case study school pupils take their S1 tracking report and full report home so have a copy of these outside of school, and it is general practice to discuss these with their Pastoral Care teacher, so pupils knew the contents of both documents. As part of the Nurture processes within the school pupils are aware of their Boxall Profiles and although they do not look at it in its entirety, it is normal practice for pupil targets to be set from the assessments which pupils are fully involved with. Therefore, in this instance pupils were aware of the various Boxall strands they were working on throughout their time in the Nurture group.

In relation to the participant observations, the researcher's professional role lends itself well to this kind of observation as pupils are used to seeing her in different classes supporting a variety of pupils. Furthermore, the process of observation within the classroom is representative of the normal/day to day functioning of the school where team-teaching and teacher peer observations are commonplace. Faculties and departments within the case study school follow an open-door policy where collaboration is regular and routine, and so the addition of another adult in the classroom would not seem out of the ordinary for the pupils. In addition, collaborative practices within schools such as team teaching (Troen, 2012), Learning Rounds (Philpitt & Oates, 2016) and Lesson Study (Dudley, 2013; Hattchet, 2014; Leavey & Hourigan, 2016) mean that generally, having more than one adult in a classroom is commonplace across schools.

The investigator chose not to disclose what they were doing and whom they were observing to the rest of the class as she deemed it would be unethical and may cause harm to participants. To inform other pupils within the class of the purpose of the observation could result in unwanted attention from peers and put pupil participants at

risk of being personally identified in the study and/or put pupils at risk of psychological harm. Not disclosing the details of the observation ensured better confidentiality and shows a respect to pupil participants. During the observation itself the researcher was careful to move around the class and not draw any special attention to the pupil participants. She spoke to others in the class, as she would if she were conducting a Learning Round (Philpitt & Oates, 2016).

The researcher recognises that in studies where the voices of children and young people is collected by an adult researcher and presented from their perspective, there may include an element of adult bias and assumptions made about what children think and feel (Harcourt & Sargeant, 2011). Care was taken in the collection, and subsequent analysis of, pupil participant voices to ensure that these were as clearly representative of pupils' perspectives as possible. One way in which this was achieved was through the use of regular clarifying questions within the group interviews with pupils (see Appendix G). It was also felt by the researcher that although pupils chose to be interviewed together, she had to ensure all pupils had the opportunity to give their views in order to represent the case fully, and so, she actively encouraged quieter members of the group to speak (see full transcript in Appendix G). It should be noted here that in the collection of 'pupil voice' the researcher respects the fact that pupils themselves may have differing opinions, and therefore their voices should not be defaulted as a collective (Messiou, 2019).

3.7.1.2 Adult Participants

Similar to the discussion above, and in the consideration of ethical matters relating to adult participants, the researcher recognised that her professional role within the school (a promoted post) could potentially be an area of concern, and this was, therefore, given thorough, careful deliberation. It was felt by the researcher that her potentially perceived status may have impacted on the quality of participants' responses, in that she has a "sufficient cognition of the research issue" (Basit, 2010, p. 112). The researcher was aware that her colleagues within the school knew of her interest and previous Masters level study into the area of Nurture groups so participants could have felt reticent in their discussion of the topic (King & Horrocks, 2010) depending on their own depth of knowledge. In an attempt to remedy this, care was taken to avoid overly academic or

technical jargon during the group and individual interviews to minimise issues arising from knowledge status concerns. The semi-structured nature of all interviews allowed for any necessary further explanations and allowed for participants to seek clarifications over any questions they were unsure. This worked well and the researcher was able to explain any issues raised as the interviews progressed. Furthermore, as part of the individual interviews process with classroom teachers, feedback was gathered on the language used within the interview schedule during the initial interview and the questions modified for ease of understanding for the remaining interviews.

A further concern for the researcher relating to her professional roles was that among staff there may have been a reluctance to be open and honest in case of offense to the participant whose Faculty Head remit at the onset of the study, and DHT remit towards the end, included Nurture as a strategic element. The case study school is an extremely collegiate and supportive environment where a number of professionals undertake further study so although adult participants are used to being asked to take part in research such as this, they also could have felt the desire to support a colleague by helping them achieve their research goals through providing particular answers. To combat these issues participants, as previously mentioned, were made clear of their right to confidentiality, anonymity and the right to withdraw without providing reason. The researcher was also clear that her interests within the study were to gather a true picture of the Nurture group within the school and so explained that open and honest accounts were essential to this. In relation also to the trustworthiness (Bassey, 1999., Shenton, 2004) of the case, all views were included and analysed regardless of whether they aligned with the researcher's own views within the school. Following the conclusion of each individual interview participants were debriefed and an opportunity given to rescind any information from the interview in whole or in part.

It was also important in the consideration of the researcher's role within the school to assure participants that there were confidential boundaries (Cohen et al., 2011) in place – i.e. the researcher would not use data gathered for means other than the study itself. As her professional role within the school included ensuring that pupils' with additional support needs are well supported in mainstream classes, by the classroom teacher, it was vital that adult participants did not feel they were being pressured in any way, would face any repercussions as a result of their answers, nor should they feel embarrassed

about giving their views. To mitigate these risks relating to role conflict within the case study school, the researcher made very clear her role in the collection of data as a student of the university, and made explicit the ways in which this data would be used; it was made explicit to participants that any requests for information and data in relation to the current study was for the personal, academic purposes as outlined in the participant information sheet (see Appendix C), as opposed to other information sought for professional purposes within the time frame of the research project.

An additional difficulty relating to positionality arose within the timescale for completion whereby the researcher was promoted to a Depute Head position within the case study school following a period of absence of around ten months. At the time of taking up the new position all data from pupils had been collected, observations conducted and both the group interviews with staff completed. However, the individual interviews with classroom teachers were then scheduled on the researcher's return to work. The University Ethics Committee was consulted on the change of dates relating to data collection and new role of the researcher and ethical approval was re-confirmed. All participants (including those whose data were already collected) were spoken to on an individual basis and agreement to participate re- confirmed.

ii) *Responsibilities to Sponsors and Other Stakeholders in Educational Research*
There were no sponsors involved in the research study and so this area of responsibility is negligible.

iii) *Responsibilities to the field of Educational Research, and Responsibilities to the Community of Educational Researchers.*
To show responsibility to the field of educational research and the community of educational researchers the author ensured the project was conducted in a highly professional manner throughout. At no time was fabrication or misrepresentation of data employed and due consideration was given to all possible research methods, not just those favoured by the author.

3.8 Data Handling
With the consent of participants, all interview data were audio recorded and transcribed verbatim. Raw data were stored on a password protected computer and shared only with

the researcher's supervisors.

As data from interviews were transcribed verbatim by the researcher, an initial familiarity with the data (King & Horrocks, 2010) was afforded, and subsequent thematic analysis took place. Initially, the researcher set out to use thematic analysis as described by King and Horrocks (2010). However, an element of template analysis (King, 2004) emerged early during the analysis process and was quickly adopted by the researcher as a means of coding and re-coding the data. Template analysis, widely used in other disciplines, such as organisational and management research (Brooks et al., 2015), can be seen as emergent in other social science disciplines such as psychology. It works well as an approach to data analysis where a variety of perspectives from differing groups are being looked at, and where a relatively large qualitative data set (20-30 voices) is being considered. This case study generated data from the responses of 19 participants as well as observation and document data, thus aligning with the approach on a practical basis.

In the development of the initial template the researcher used the three-stage approach to reading data as proposed by King and Horrocks (2010) – descriptive coding, interpretive coding and overarching themes.

- Descriptive coding – the researcher initially read through the data highlighting and commenting on areas of interest, noting her initial thoughts and reflections (see Appendix F), in order to gain an initial sense of the data (Mills, 2011) and to create a series of memos (Thomas, 2011). These were transferred to an excel spreadsheet where comments were entered with the editing function, and descriptive codes added (see Appendix G).

- Interpretive coding – the initial descriptive codes were studied and clustered together. Elicited from these, a series of interpretive codes were created. Care was taken to ensure that these codes were not merely paraphrases of the data, but rather, genuine categories (Sarantakos, 2005) arising. To assist with this the researcher added an additional column to the spreadsheet for interpretive 'notes' (see Appendix G).

- Overarching themes – thereafter overarching and sub themes in the data were uncovered. Emergent themes were recorded in order to address the research questions and grouped into a thematic map (see Figure 8). Here, the researcher used King and Horrocks' (2010) definition of themes as:

> Recurrent and distinctive features of participants' accounts, characterizing particular perceptions and/or experiences, which the researcher sees as relevant to the research question.

(p. 150)

The above stages were applied to one full transcript initially in order to generate an initial set of themes as opposed to establishing a priori themes before analysis began. Following the first analysis of transcript one (the group interview with Pupils A and B), the initial template was established and used in the analysis of each subsequent data set, with themes being revised or devised on each occasion until a final template was created (see Appendix H) and applied again to the entire data set to check for final revisions. The process for this was documented in an audit trail within the excel document and supported by reflexive thought. Table 9 exemplifies this process below. The identifier column indicates the participant speaking (in this case Pupils D and C), number of comment and to whom they are referring. These identifiers were used as a means of locating data from within the full set easily. The third column headed 'comment,' denotes the memos referred to above, and, along with the descriptive comment, shows the descriptive coding stage. The interpretive notes and Initial Int. Code columns cover bullet point two, the second and interpretive stage of coding. The fully copy of the transcript which Table 9 shows an excerpt from can be found in Appendix G.

Table 9

Coding Exemplar

Identifier	Transcript Section	Comment	Descriptive Code	Interpretive Notes	Initial Int. Code	RQ Link
INTRO	I: As an introduction, can you tell me a little bit about what you did in the Nurture group last year? Who wants to start?					
D.1	PD - Pupil C go first. No, I'll go first to get it over and done with. I: Thanks Pupil C.	Pupil is reflecting on approaches to talking to others	Pupil decides to talk first as this gets it done quickly	Confidence	D - confidence	RQ1
D.3	PD - Well Pupil E makes cakes.	Pupils are appreciative of others efforts in the group and compliment each other freely	Importance of sharing food	Safe Base	E - safe base	RQ1
C.3-E	PC - They were amazing.	PC thought PE's cakes were amazing g	Pupils praise each other	Value is placed on individuals who attend the NG	B - value	RQ1

With respect to the third bullet point, and third stage of analysis sub themes were noted and a thematic map (see Figure 8 below) was established to indicate the relational nature of these. This was completed by placing sub themes onto post it notes and grouping these physically together (see Appendix I) until a final iteration was decided upon. Whilst care was taken in all aspects of the above approach, the researcher used their own judgment in terms of defining and redefining important themes, and thus recognises the subjective nature of the task.

3.8.2 Data Analysis – Documents

As explained above (see section 3.6.2) several documents were analysed qualitatively as part of the overall data analysis. Firstly, the Boxall Profiles for Young People (BPYP) for each pupil participant were analysed in two respects. An initial analysis was used as the basis for discussion with classroom teacher participants forming the initial discussion in the individual interviews alongside data from the participant observations. This involved a comparison of the two post intervention scores for each developmental strand against the pre intervention developmental strands (see also Tables 18-22 and Appendices K-O). As the study is explorative in nature it was not necessary to analyse the difference in scores as a quantitative task focusing on statistically significant findings. Instead, improvements or regressions were noted and used to provide a platform for discussion and reflection with adult participants. Furthermore, the researcher chose to focus solely on the developmental strands of the BPYP due to the fact that the study seeks to better understand the potential transfer of social, emotional and behavioural competencies as opposed to measuring the impact of the intervention itself. The profiles were later revisited as part of the template analysis process and added as indicators of congruence or conflict against the participant observations (see Appendix I). Other documents qualitatively analysed were used to provide further areas of congruence or conflict in terms of answering research question 1 (see Table 7).

3.9 Limitations

As with any empirical study, the author recognises that this case study has its own limitations which are outlined below. In terms of the research design, the researcher chose not to include the voice of parents within the study (see section 3.5.2). One pupil within the case study school opted not to participate in the research and no data were

collected in relation to this pupil, thus, a complete picture was unable to be established for all participants in the 2017-2018 Nurture cohort. Though this is a limitation of the case, this is an exploratory rather than explanatory study and thus there were still adequate data to address its specific aims.

During the study the researcher took two periods of extended leave. All pupil observations, document analysis and data from interviews with pupils, Nurture staff and Pupil Support staff were gathered prior to the first period of leave. The individual class teacher interviews were conducted retrospectively, and steps taken to mediate this, following the researcher's return to the study (see section 3.6.5.2). Analysis of the remaining data were carried out following the second period of leave, along with the remainder of the write up. The delay on completion of evidence gathering and analysis also impacted upon the study in relation to Covid-19. As detailed at the beginning of the study, all data were gathered prior to schools closing on 20th March 2020. However, given the focus of the case study, it is important to take the effects of the pandemic into consideration when making recommendations.

Chapter 4: Presentation and Discussion of Findings

This chapter presents the findings of the study in relation to its three principal research questions. Under each question data are arranged into sub sections and presented. Subsequently, findings are discussed at the end of each research question in relation to the emergent overarching themes. A synthesis of the overarching themes is forwarded in the subsequent chapter.

4.1 Research Question 1

RQ1. To which degree, and in which ways, can pupils transfer the social, emotional and behavioural competencies developed in the Nurture group to the wider school context?

The transfer of social, emotional and behavioural competencies developed by pupils in the group was discussed in interviews with all participants, both in specific terms (pertaining to individual case study pupils) and in general terms (pertaining to Nurture group (NG) pupils over time. i.e., from previous cohorts) (see questions in Table 8). The main competencies which were found to be developed by pupils in the Nurture group setting are summarised for each individual pupil in Tables 9- below (see also Appendix K to Appendix O). These competencies are taken as being developed within the Nurture group setting, and then transferred to varying degrees within mainstream settings.

Table 10

Pupil A - Developed Competencies

Social	Emotional	Behavioural
Developed friendships within the NG	Increased confidence (better able to seek help from class teachers)	Self-motivated in class
More confidence speaking to other pupils	Able to regulate emotions using time out of class	Attentive
Turns to peers for academic support in class	Able to name, disclose and discuss emotions with peers, staff and parents	Follows instructions
	Appears more mature	Positive contribution to running of class (handing out materials)

Table 11

Pupil B – Developed Competencies

Social	Emotional	Behavioural
Better able to present in front of peers	Able to go to NG staff for support with negative emotions	Increased attendance and time keeping
Developed friendships with peers in the NG	Increased confidence – able to answer out in class	Can be self-motivated to start tasks
	Able to name, disclose and discuss emotions with staff and peers	Able to ignore peer disruption
	More able to discuss issues with PTPC	Can be attentive
	Not always asking for support from class teacher when stuck	At times follows instructions

Table 12

Pupil C – Developed Competencies

Social	Emotional	Behavioural
Celebrates others' achievements	Increased belief in ability to make friends	No longer prone to outbursts
Offers emotional support to NG peers	Able to name, disclose and discuss emotions with staff and peers	Can become overexcited/animated
Developed friendships with NG pupils	Able to approach staff for support	Follows classroom rules
Improvements in group working	Increased self-belief	Attentive
Able to contribute answers to class		
Communicates positively with class teachers		

Table 13

Pupil D – Developed Competencies

Social	Emotional	Behavioural
Participates in paired and group activities	Able to name, disclose and discuss emotions with staff and peers	Erratic behaviour
Volunteering to contribute to whole class activities	Presenting as less weepy but still vulnerable at present	More able to accept rules
Developed friendships with NG pupils	Able to approach staff for support	Follows teacher prompts
Excels in smaller groups	Felt more comfortable in whole class	Attention to teacher has improved

Table 14

Pupil E – Developed Competencies

Social	Emotional	Behavioural
Developed friendships with NG pupils	Appears more emotionally mature	Fewer outbursts in class
No longer unkind towards peers	Appears less angry	Has settled down in class
Peers more willing to work with him	Self-regulates to a point of being able to join back in learning	No longer screams in corridor
More willing to participate in class discussion	Found support from peers in class	Written work never really got done
More positive response to other pupils' interactions with them	Confident speaking in front of others in class	Able to remain in class
better able to cope with taking a joke		Self-motivated in class at times
Seeks academic support from peers in class		Follows instructions

The degree to and ways in which pupils were latterly able to transfer the competencies presented above are now shown below in terms of how they pertain to each domain of development – social, emotional and behavioural. Emotional competencies are dealt with first as, from the emergent data, these appeared to lay the foundations for the competencies, developed by pupils, in the other two domains.

4.1.1 Emotional Competencies

The most prominent findings in terms of emotional competencies conferred by participants were as follows: pupils' ability to recognise, interpret and share their own emotions or emotional self-awareness; pupils' ability to transfer emotional regulation strategies from the Nurture group to the wider school setting; pupils' ability to recognise and respond constructively to the emotions of others within the wider school setting.

The Depute Head Teacher commented that:

> We have all seen young people come in and we have seen how they have managed to cope better with their emotions as they come through Nurture and, in doing so, they cope better moving into the wider school. (Group Interview B)

This general comment in relation to emotional regulation, whereby pupils have been seen to be better able to manage their own emotions out with the Nurture group, was echoed by several other participants with specific pupil examples relating to the case study.

Within their group interview, the Nurture Teacher and Nurture Support for Learning worker commented on all pupils developing in terms of their maturity levels with some pupils described as not presenting as "teary" as previously. They indicated that despite some continued vulnerabilities, all pupils, except for Pupil B, seemed better able to manage their emotions in the mainstream context. Despite this comment it was clear from other data sources that Pupil B was making attempts to employ emotional regulation strategies (see Table 15 below) and therefore a degree of transfer in this respect appears to have taken place.

Table 15

Emotional Regulation Strategies – Illustrative Data

Emotional Regulation Strategy	Participant Presenting Strategy	Data Source	Illustrative Quotations
Time out of class to reflect	Pupil A Pupil B	Group Interview – pupils	• we could come here if weren't feeling ourselves (Pupil A) • and like if I'm upset, I'll ask to get out of class (and come to Nurture) (Pupil B)
Time out of class to focus on schoolwork and seek support	Pupil A Pupil B Pupil E	Group Interview – pupils	• Sometimes I come down here and ask if I can sit and just do my work and that makes me feel better (Pupil A) • if like we were finding something hard or like classes or something like that then we would be able to come down here and get help for it. (Pupil B) • It prevented us from going to one of the X classes (Pupil E)
Naming and discussing feelings with peers	Pupil A Pupil B Pupil C	Group Interview – pupils	• if someone was sad, they would speak about it and we would all help each through it and make each other feel better about it (Pupil A) • we speak to each other and say how we are feeling (Pupil B) • like I helped him (Pupil E) through his painful and depressing times (Pupil C) • You were angry! (Pupil C)
Naming and discussing feelings with NG staff	Pupil A Pupil B Pupil C Pupil D Pupil E	Group Interview – pupils	• [NGSfLW] takes me out of class to see, like a check-up thing so I tell her (Pupil A) • we could come here if weren't feeling ourselves and speak to people about it (Pupil B) • [talking with NG staff about] expressions (Pupil C) • It helped us understand what people could be feeling by body expression or something (Pupil D) • With [Nurture Support for Learning Worker] and [Nurture Teacher] being able to talk to them and tell them how you feel… (Pupil E)
Talking to a trusted adult at home	Pupil A	Group Interview – pupils	• Just like talk to people at home (Pupil A)

Pupil participants spoke of their ability to regulate their emotions within wider school contexts. Pupil B stated that she would:

> ask to get out of class and that so..which…and that's made it better cause if I was upset and I didn't come here…I wouldn't have known that I could come down to support for learning, so that really helps. (Pupil

B, Group Interview)

From the above comment and illustrative data in Table 15 we can see that the Nurture group staff provided an important element of emotional containment for pupils who were able to visit the Nurture room, if they wished, during the school day to either talk to someone about how they were feeling or to have a quiet space to complete classwork. Some pupils then seem to have required, and continue to require, a degree of co-regulation, provided by the Nurture group staff. Comments in Table 15 above also show that pupils developed their ability to recognise and interpret their own, and others', emotions through the learning tasks completed within the Nurture group. This in turn enabled them to discuss their own feelings and provide emotional support for one another.

Interestingly, pupils commented on each other's developed competencies where the pupil asked was unable to articulate this for themselves – a level of understanding of emotional development which the researcher was not expecting to see in the interviews. Speaking of Pupil E, Pupil D states, "Yeah, you used to get angry just like that *(clicks fingers).* Like in 1ˢᵗ year, you used to get angry easy, like you don't get as angry anymore" (see also Appendix G). In relation to the same pupil several staff participants reinforced this competency transfer. The Nurture Teacher states that:

> I would say because his outbursts aren't half as bad as they used to be. I mean, *(addressing the Nurture Group SfLW)* remember at the start in the corridor screaming and he wouldn't move at all? Emotionally for Pupil E I think that is linked with…he can handle his emotions better because he is not having these outbursts all the time, so I think he knows now how to handle what he is feeling. (Nurture Group Teacher, Group Interview A)

A similar observation was made by Pupil E's Religious Education Class Teacher:

> I think at the start of the year we still had to develop that relationship and he still had to trust me, so he was a bit more…he wanted to leave the class a bit more…but then by the end he was perfectly fine sitting where he was, working. (Religious Education Teacher, Individual Interview)

Pupil E's Pastoral Care Teacher also referred to his improved emotional regulation:

> I can think of an instance where he was upset – but he was there in the class and previously he would've gone, but he remained in the class.

> Did not engage in the activity but did not want to miss out on anything and was watching carefully and in the end did join in with the activity so he had really moved on a lot from non-engagement when he got into that frame of mind previously. (Pastoral Care Teacher 1, Group Interview B)

It would appear, therefore, that the Nurture group has helped pupils to manage their emotions better within the mainstream context by providing, initially, an opportunity for co-regulation, then subsequently, better enabling pupils to self-regulate to a point of being able to either refrain from leaving the learning environment altogether, or enabling them to join back in learning after a period of regulation has taken place.

Similarly, referring to Pupil D's improved emotional regulation, his Physical Education Class Teacher explains that after attending the Nurture group:

> I think he was better able to control his emotions in terms of the nature of sport – at the winning and losing aspects of it. He perhaps…he still sometimes did find difficulties with it when things didn't go his way, if he was put out in a sport he would often not admit to being put out so would struggle with that kind of aspect and then when other people would get on his back he would get quite upset and kind of aggressive almost, but not to the point of ever lashing out. More just slam the ball down and walk away but I don't think that happened as often the longer he went on [attending the NG] and the more we were working with him. He just learned to kind of accept and smile when things didn't go his way which is actually really nice to see. (Physical Education Teacher, Individual Interview)

This comment highlights that although incidents of less developed self-regulation were still observed in relation to Pupil D, these were less frequent and less extreme over time. This indicates a degree of transfer has taken place for Pupil D in terms of his emotional regulation strategies.

Aspects of pupils' emotional competency development appear closely linked to their social competencies which are now outlined in further detail below.

4.1.2   Social Competencies

In relation to social competencies, it was clear from individual and group interviews, the participant observations, and document analysis, that the Nurture group pupils developed

in self-confidence. This confidence was then transferred to the wider school context in several different ways set out below, pertaining specifically to social aspects of school life.

4.1.2.1 Participation in Group/Whole Class Tasks

A pupil who appeared to transfer confidence from the Nurture group setting to the wider school was Pupil C and many participants spoke about his increased confidence. Pupil C himself describes this confidence in the wider school context in relation to establishing friendships within the Nurture group. This competency transfer was reaffirmed by several other participants – see Table 16 below:

Table 16

Pupil C's Confidence – Illustrative Data

Participant	Data Source	Illustrative Data
Pupil C	Group Interview – Pupils	It made me…it let me have more chances with my friends. Like we got to know each other more and that made me more confident. (Pupil C)
English Teacher 3	Individual Interview	I think he developed in terms of confidence, he was more keen to put his hand up, contribute and comment on things. In terms of speaking out and making, and communicating well with peers and the teacher and the support teacher then that would definitely be a transfer (English Teacher 3)
Nurture Group Support for Learning Worker	Group Interview A	You know he used to be "I can't do it" but I feel that now he is more "I will do it" especially in Maths when I am working with him (Nurture Support for Learning Worker)
Pupil C	Participant Observation	• Immediately offered idea to whole class feedback – English Class. • Interacting positively with the whole group smiling and giving thumbs up – Science class
Pupil C	Document Analysis	• Grown in confidence (Literacy Support Group) • More comfortable working in groups (Drama) • happy to help others- a very nice boy (Technological Studies) • Can work well in teams (Physical Education)

Similarly, data from participant observations, interviews, and document analysis in relation to Pupils A, B D and E were also indicative of the Nurture group pupils being more confident through actions such as being able to: put themselves forward in class to ask or answer questions about learning; seek clarification from the teacher about task instructions; and volunteer to participate in tasks such as reading aloud to the class (see Table 17 below and also Tables 10-14) .

Table 17

Pupils' Confidence Development – Illustrative Data

Pupil Participant	Data Source	Illustrative Data
Pupil B	Group Interview – Pupils	I've like been more confident and put my hand up more and not felt shy to give an answer. Just being with other people and that that I didn't know, like it's helped me be more confident when I am speaking, like in front of other people, doing presentations. (Pupil B)
Pupil A	Group Interview – Pupils	like it helped me like more to like put my hand up or like more confidence of speaking to people, so like I just talk more now, yeah. (Pupil A)
Pupil A	Group Interview A	Yeah, she is a fab wee thing, she has done really well, and she is a lot more confident than she was last year and she has definitely came out of her shell since she has started. (Nurture Teacher)
Pupil E	Participant Observation	Pupil E placed hand up waiting to be called upon to give ideas. Offered facts about population growth – seemed confident enough to be sharing own knowledge.
Pupil D	Individual Interview – English	Towards the end of the year, he was participating more. He volunteered to read aloud a number of times, which showed for a pupil with dyslexia and other needs that he felt more comfortable. (English Teacher 3)

In classroom-based situations where pupils were not confident enough to articulate their difficulties to the mainstream class teacher, there was evidence arising from the data to suggest that alternative strategies were employed by them, such as seeking peer support. Pupil A explained that after not understanding an explanation from her class teacher she would "just ask the people on my table afterwards." This shows it is likely a degree of transfer has taken place.

Difficulties with transferring social competencies seemed to be present for Pupil B who, the Nurture Teacher explained, was "not sure how to conduct herself in a social situation" and concerns about her choice of friendship groups were also raised. This finding was reinforced by Pupil B's English teacher (English Teacher 2) who noted that the pupil was beginning to associate herself with older pupils in the school who, he felt, were likely to have a negative impact upon her. Within the classroom context however, from participant observation data, Pupil B was observed making various attempts to ignore potentially negative impacts of pupils around her who made attempts to distract or engage her in off-topic conversation (see also Appendix L). Similar strategies were seen to be deployed by pupils C and D who made improvements to their behaviour within paired and groupwork activities (see also

Table 12 and Table 14).

4.1.2.2 Development of Friendships

On a more positive note, the development of friendships within the group was seen to be one of the foremost benefits for the Nurture group pupils. It would seem that the organisational/systemic elements of the Nurture group (such as the number of times the group meets each week etc.), alongside the chosen activities with which pupils engaged, facilitated the development of meaningful friendships between the pupils. Pupil participants spoke of the consistent time spent together and nature of the tasks set within the group as fostering a feeling of cohesion:

> Like when we were all sitting together like we're going to see each other every single day so like when we had to do our feelings we speak to each other and say how we are feeling and that just brings everyone closer together and cause we have to do stuff with each other like group work so it helps all of us together and we start talking more and making more friends in a group (Pupil B, Group Interview).

For at least one of the case study pupils, the friendships developed within the Nurture group supported the development of other friendships in the wider school context demonstrating a transfer of social competencies. Pupil C explains, "Well because I had friends [in the Nurture group] I tried to make new friends in my class and that worked out kind of." This development of friendships seems to have been purposefully facilitated by the Nurture staff who spoke about repeatedly going over emotions and their relation to friendships within the Nurture group in the hope that these would be better within the mainstream classrooms (Group Interview A, Nurture Teacher). The development of friendships within the group is further discussed below in relation to RQ2 (see section 4.2.1.3).

4.1.3   Behavioural Competencies

There were fewer comments from participants overall in relation to behavioural competencies in an explicit sense. Most findings in relation to these were connected to and coded as emotional or social competencies. In general, participants spoke positively of pupils' behavioural competency transfer and, in some instances, stated there were no behavioural issues observed by them at all in relation to the case study pupils. There were no significant behavioural issues (i.e. requiring more than redirection from the class teacher)

observed by the researcher in any of the participant observations, though some off-task behaviours were observed for Pupil B, Pupil C, Pupil D and Pupil E.

Positive comments were made about the behaviour competencies of Pupils A, C, E and to a lesser extent pupil D (see also Tables 18 - 22). Pupils C and D in particular were noted to have fewer outbursts or incidents in the mainstream classrooms and corridors (see also Table 20 and Table 22). Conversely, in the group interview with the Nurture group staff, the Nurture Teacher spoke in a concerned manner about Pupil B's behaviour stating that, "her behaviour just now is really, really, poor and I think her behaviour has gotten worse." Pupil B's English teacher however stated that although he felt there were behavioural issues within the class, he felt that "she could so easily have been worse had she not had the support of the Nurture group" (English Teacher 2, Individual Interview).

An interesting finding in relation to Pupil D's behavioural competency transfer was raised by English Teacher 4 who was Pupil D's classroom teacher but also his literacy group teacher. She explained that, in her view, his work in a smaller group setting (the literacy group), similar in size to the Nurture group environment, was more focused than in more traditional, larger settings (the classroom). She attributes this to several potential issues, and, in particular, a sense that Pupil D felt he needed to act a certain way in front of 30 peers. This was consistent with discussion of Pupil B's behaviour who the Nurture, English and Maths teachers highlighted was better one to one with an adult than in front of her peers, and, again, more likely to engage in the academic work when she was in a smaller literacy group. Speaking about Pupil D in the group interview with Nurture group staff, the Nurture Teacher explained, "sometimes I don't think that he understands how to interact with others, like what is the right thing to do because the other day in my class he kicked somebody". This was attributed to home circumstances by the Support for Learning Worker as Pupil D was experiencing increased difficulties at that time - this is consistent with data from other aspects of the case study (document analysis) which showed difficulties in the mainstream were persistent (though not pervasive) for Pupil D despite positives within the Nurture group.

4.1.4   The Nurture Group vs the Wider School Context

Consistent with the small group setting example above, data from all five pupils' Boxall Profiles (see Tables 18-22 below) indicated more positive demonstrations of social, emotional and behavioural competencies in the Nurture group context than in the mainstream classroom which could suggest that even though some transfer was achieved, a higher degree may still have been possible. Illustrative data from the pupil participants' two post intervention Boxall Profile scores – the first mainstream classroom based, the second based in the Nurture group – compared against their pre-Boxall profile data, potentially suggests that three out of the five case study pupil participants (Pupil A, Pupil C and Pupil E) transferred competencies from the Nurture group to the wider school context to some extent across both the 'organisation of experience' and 'internalised controls' strands. Data from pupils' reports supported this finding.

Conversely, two pupils were shown to have regressed in almost all areas of the profile within the aforementioned strands in the mainstream classroom Boxall Profile. The Boxall Profile for both of these pupil participants (Pupil B and Pupil D) in the Nurture group context was scored higher in all areas across both strands. The potential here is, although Pupils B and D may have developed competencies within the Nurture group context, these competencies perhaps did not transfer to the mainstream context with as much success as their peers within the group. Potential reasons for this discrepancy are explored under research question 2.

Table 18

Pupil A – Post Intervention Boxall Profile Results

Organisaton of experiences					internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
5	2	5	9	4	3	0	4	4	4	
5	6	5	11	4	3	0	4	4	4	Nurture Classroom
Improvements in all aspects of organisation of experience. Nurture classroom reports higher gains in two strands - participates constructively and shows insightful involvement. All other gains are equally matched.					Improvements in all areas of internalised controls with the exception of biddable and accepts contraints which was already at maximum. English and Nurture classroom gains are equally matched for each strand.					Notes
										below norms
										within norms

Note. Tables 18-22 denote illustrative data of perceived gains/loses in social, emotional and behavioural competencies for each of the case study pupils. The numbers in each row indicate the difference between pupils' pre and post BPYP scores. Positive numbers indicate positive differences (improvements), and negative numbers indicate where pupils have scored less than their pre intervention BPYP (regressions). The colours (green/red) correspond to whether or not these scores are within or below the norms displayed on the BPYP. The document analysis here **is not** intended to be statistically relevant in nature.

Table 19

Pupil B – Post Intervention Boxall Profile Results

Organisaton of experiences					internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	
-8	-5	-4	-6	-6	-3	-3	-14	-7	-2	English Classroom
8	3	3	4	1	2	6	5	1	2	
										Nurture Classroom
Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all strands whilst the Nurture setting showed gains in all strands.					Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all strands whilst the Nurture setting showed gains in all strands.					Notes **Below norms** wihtin norms

Table 20

Pupil C – Post Intervention Boxall Profile Results

Organisaton of experiences					internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
0	2	-1	1	1	1	2	1	1	-1	
7	5	5	9	3	4	4	4	4	2	Nurture Classroom
Improvements in all but one strand of organisation of experience - connects up experiences - which showed a regression. Gains in the Nurture setting were shown to be higher than gains in the English setting.					Improvements in all but one strand of internalised controls - maintains internalised standards - which showed a regression. Gains in the Nurture setting were shown to be higher than gains in the English setting.					Notes below norms within norms

Table 21

Pupil D – Post Intervention Boxall Profile Results

Organisaton of experiences					internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
-6	-1	-1	-1	0	-6	-2	-4	-1	-2	
7	3	2	7	5	1	5	9	3	3	Nurture Classroom
Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all but one strand - engages cognitively with peers - which remained constant, whilst the Nurture setting showed gains in all strands.					Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all strands whilst the Nurture setting showed gains in all strands.					Notes
										Below norms
										within norms

Table 22

Pupil E – Post Intervention Boxall Profile Results

Organisaton of experiences					internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
2	-1	2	5	1	2	3	3	1	2	
8	0	3	9	4	5	6	10	2	2	Nurture Classroom
Improvements in all but one strand of organisation of experience - participates constructively - which showed a regression. Gains in the Nurture setting were shown to be higher than gains in the English setting.					Improvements in all strands of internalised controls across both settings. Gains in the Nurture setting consistently higher across all strands.					Notes
										below norms
										within norms

Figure 8

Thematic Map of Overarching and Sub Themes
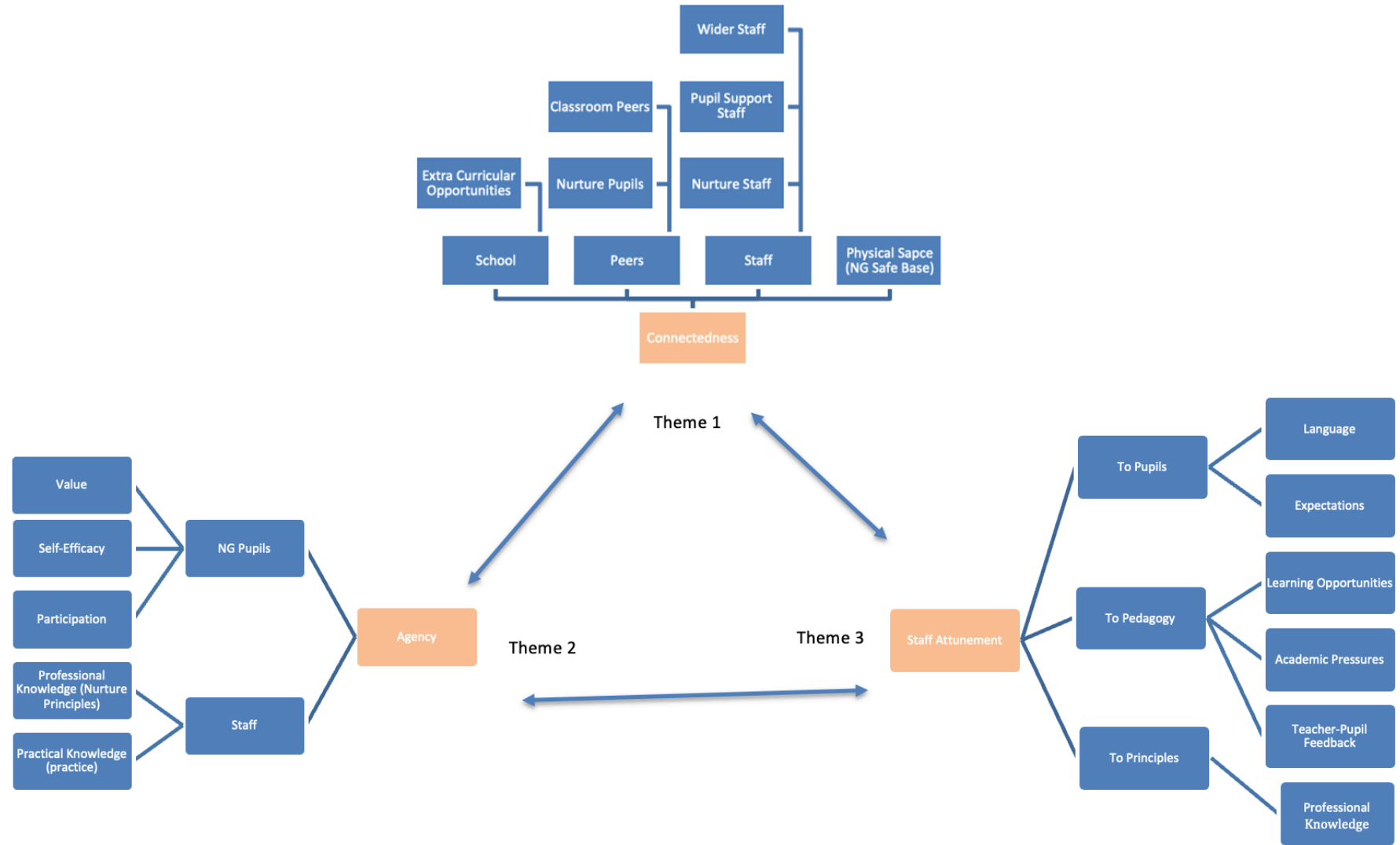
The findings set out above predominantly sit within the emergent themes of Agency and Connectedness, which can be seen above in Figure 8 as two of the three overarching themes. Figures 9 and 10 below highlight the specific sections of the thematic map to which connectedness and agency relate as per RQ1. This formatting of figures is replicated throughout the discussion.

4.1.5 Discussion of Findings - Agency within RQ1

Agency emerged as an important factor in terms of the degree, and ways in which, pupils transferred the social, emotional and behavioural competencies developed in the Nurture group to the wider school context. The findings presented above, in particular, improved emotional regulation and improved confidence, are important to the concepts of self-efficacy and participation highlighted below (see Figure 9).

Figure 9

Overarching Theme 2 – Agency in Relation to RQ1
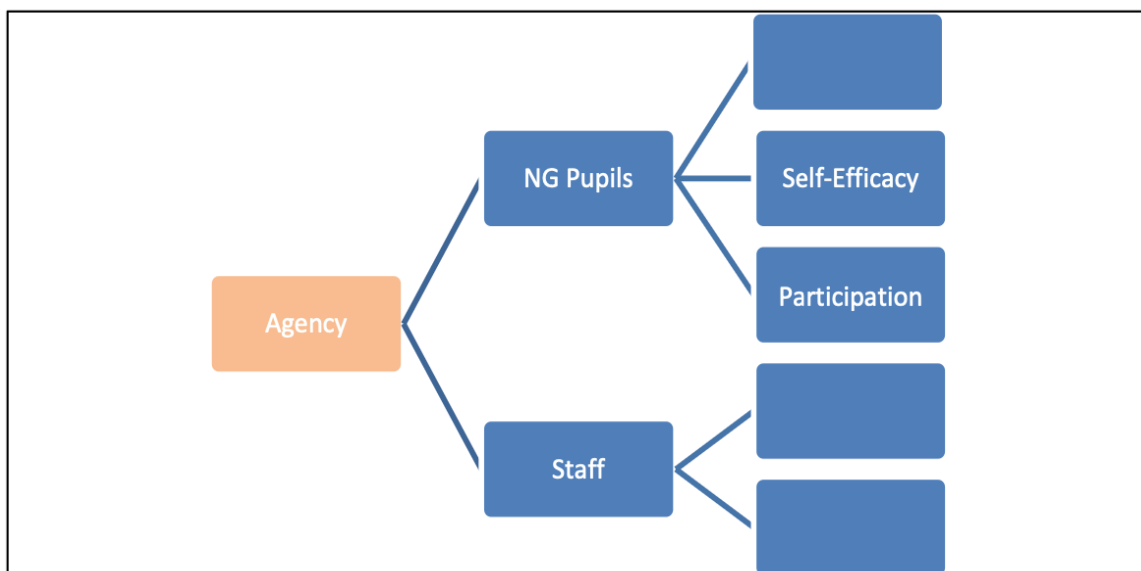
Emotional regulation is foundational to other important outcomes within school such as accepting challenges, social competence, and academic success (Bergin & Bergin, 2009; Gerhardt, 2013) therefore the development of this emotional competency is an important finding within the study and highlights one of the successes of the approach. It could be deduced from the findings above that Nurture group pupils' increased ability to use

emotional regulation strategies within the mainstream settings is linked to an increase in their sense of agency. That is to say, pupils have developed increased self-efficacy during their time in the Nurture group and, coupled with intended actions, are able to make positive changes in terms of their social, emotional and behavioural functioning within the wider school setting because they feel they are more able to do so.

This is consistent with the discussion around transfer (see section 2.4.1) and Dweck's (2006) concept of Growth Mindset which is based on the idea that our beliefs about our own abilities and personality, self-theories, shape our future behaviours. The sense of agency which was apparent within pupils could be linked to their concept of how malleable social, emotional and behavioural competencies actually are - Romero et al. (2014) explain that, "students who believe they can change their emotions are more likely to respond adaptively to emotional challenges by engaging in effective strategies". It could be reasoned then that the pupils within the case study developed the belief that they could change within the Nurture group setting, and, therefore, were more willing to participate in the process in the wider school. Similarly, Perkins and Salomon's (2012) 'detect, elect, connect bridges demonstrate an aspect of individual agency – the choice taken by an individual to 'elect'.

In the literature chapter, elements of successful SEBN interventions are presented as they are discussed in the literature base (see sections 2.2.9 and 2.4.1). Within this list of potential verities is cited a belief that behaviour can change, and emotional needs can be met (Visser, 2002). Though important (and discussed below in relation to RQ2/3) this verity seems to only have been considered by Visser in relation to the adults' views of social, emotional and behavioural competence. This study has highlighted however, the need for pupils to also hold this view as a successful aspect of the Nurture group approach within schools.

The sub theme of self-efficacy appears to be an important mediator to pupils' sense of agency within this case study, and one which mutually supports the development of each competence. Improved self-efficacy, and a developed sense of agency, supports greater participation within the wider school context, which, in turn, strengthens pupil agency and further solidifies positive self-efficacy. This finding is consistent with other small-scale research studies in the field of secondary Nurture groups such as Perkins (2017, p. 26) who highlights that Nurture groups can foster a "higher degree of motivation, satisfaction with achievements so far and expectations of future achievements." Each of these elements are

also closely linked to connectedness, a further theme arising from the findings of this study. A discussion of connectedness in relation to RQ1 will now follow.

Figure 10

Overarching Theme 1 – Connectedness in Relation to RQ1
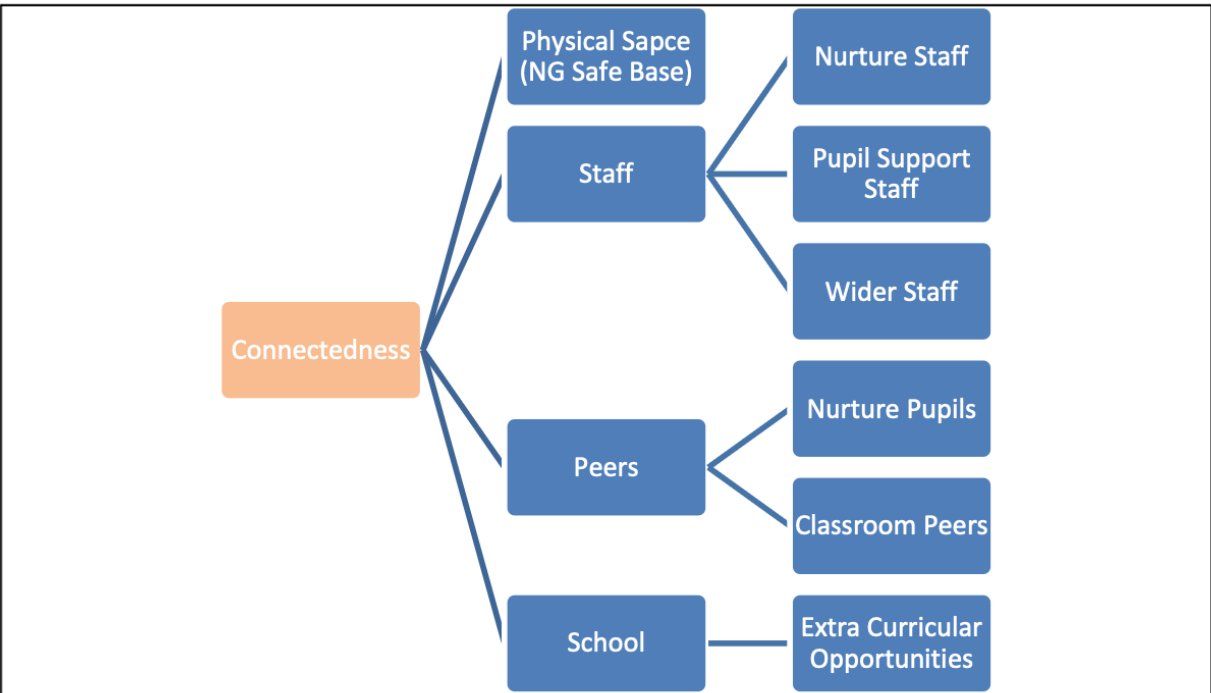
The overarching theme of connectedness was found to be central in data relating to all three research questions and will be discussed at greater length in the discussion section under RQ2 (see section 4.2.3). The concept of connectedness is consistent with other approaches aimed at supporting pupils with social, emotional and behavioural needs. The importance of feelings of connectedness is prominent in the wider literature relating to pupils experiencing SEBN (see section 2.2.8), specifically outlined as integral to the success of Nurture groups in empirical studies (Garner & Thomas, 2011; Kearney & Nowek, 2019; Kourmoulaki, 2012) and in line with the theoretical underpinnings of the approach (Maslow, 1954). Given that one of the Nurture Principles is, the classroom offers a safe base, it is perhaps unsurprising that this element was uncovered as an integral aspect of the approach. In terms of pupils' social competencies shown to transfer to the wider school context, as discussed above, increased feelings of confidence appeared to be a significant

factor here. Connections were made between the Nurture group pupils and a variety of others within the school, spanning from within the group itself and developing outward – other Nurture group pupils, Nurture group staff, Pastoral Care Teachers, classroom peers and classroom teachers. As is explored in the literature chapter in relation to Attachment theory and the Nurture Principles (see sections 2.3.1 and 2.3.6), the safe base acts a secure foundation from whence a pupil can go on to develop and explore new and more challenging (to them) relationships. This finding can also be linked to Hambrick and Perry's (2013) assertion that for interventions or programmes to be successful children and young people must have the support of multiple positive adults who are invested in their lives.

The Nurture group as a safe base has emerged as an integral aspect of the transfer process, acting as a secure centre from which the pupil can take risks and make new connections with others. Like the relationships that developed feelings of safety within the pupils, the physical marker of the Nurture room seemed to be reassuring to pupils, who felt comforted and reassured just knowing there was somewhere safe within the school to go to. Throughout the school day the physical reminder of both the room, and the other pupils, appeared to serve as a physiologically regulating experience (Bomber, 2020). Place attachment is a concept that is explored in more recent Nurture group literature such as Middleton's (2020) work on the application of nurture in a natural context, which highlights positive emotional cognitive connections, or bonds, that can be forged between a person and significant places. However, what this study has also shown is that the safe base should include the wider school if pupils are to be successful in their transfer of learning.

4.2 Research Question 2

RQ2. What are the affordances and constraints involved in the transfer of social, emotional and behavioural competencies of pupils to the wider school context?

Findings will be presented in relation to this research question under two sections: affordances and constraints. As with research question 1 above, these findings are then discussed considering the emergent themes.

4.2.1 Affordances

Several affordances were discussed by participants pertaining to pupils' transfer of social,

emotional and behavioural competencies from the Nurture group to the wider school setting. These included: the Nurture group providing a safe base; the development of positive relationships between Nurture pupils and Nurture staff; Nurture pupils' friendships with one another; and the development of a positive relationship between Nurture pupils and staff from the wider school.

4.2.1.1 Affordance 1 – Safe Base (Physical Space and Systemic Elements)

Firstly, the concept of the Nurture group as a safe base was highlighted by a number of participants in relation to both the physical space within the school (the Nurture room), and the positive relationships developed within the group – between the Nurture group staff and pupils, and between Nurture group pupils themselves. Affordances one and two are therefore interconnected.

Pupils and staff commented on the physical space of the Nurture group – a room within the Support for Learning department within the case study school – as being an important safe and calm area that pupils could access throughout the day to talk to a staff member and, in particular, the Nurture Group Support for Learning Worker (see earlier comments in relation to emotional containment in section 4.1.1). There was a sense emergent from the data that the pupils always have somewhere to go. The availability of the Nurture room at lunchtimes as a place to go and spend time with peers was highlighted as another means of providing pupils with security (English Teacher 4, Individual Interview). Nurture staff participants highlighted they felt pupils being able to see their work in the corridors as they pass by the Nurture room (which is situated in one of the main thoroughfares of the school) was reassuring for them.

The distinct timing of the group – period one every morning – was discussed by a number of participants (pupils, pupil support staff, and classroom teachers) as being central to the success of the intervention within the school and a contributing factor to the feeling of a safe base. Pastoral Care Teacher 1 explains, "I think it reinforces security for the young people at the start of the day, personal security in being here." The timing of the Nurture group was also seen to impact positively on pupils' attendance and timekeeping (Pastoral Care Teacher 3). In addition, the timing of the group allowed the wider Pupil Support Team to coordinate any support required for the day in a preventative manner (Pastoral Care Teacher 2).

Similarly, pupil participants highlighted the timing of the group as being important to them as they knew they were going to the Nurture group first thing in the morning, so they were encouraged to attend school as they had something to look forward to which "fixed their mood" (Pupil A, Group Interview). This also links to the relationship of the Nurture pupils with staff in the group which is explored below (see section 4.2.1.2).

The availability of food in the morning and the ritual of eating breakfast together was also discussed as a positive aspect of the Nurture group. It was seen to be an opportunity to provide a regulating experience within the group, particularly for those pupils who may not have access to a nutritious breakfast at home (Pastoral Care Teacher 3), as a means of providing a more informal opportunity to develop social skills (Pastoral Care Teacher 2), and to encourage responsibility and role taking (English Teacher 4). Also linked to sharing food, pupil participants highlighted the special days, as opposed to the more routine breakfast. This included such examples as the Nurture staff bringing in cakes for Nurture pupils' birthdays and how one of the pupils themselves started baking and bringing in cakes as a means of celebrating his peers (see Appendix G).

4.2.1.2 Affordance 2 – Nurture Staff and Pupil Relationships

All participants referenced the positive, trusting, relationships that were developed between staff and pupils in the Nurture group and underlined pupils' willingness to disclose when they were experiencing negative emotions to the Nurture group staff (see Tables 10-14). Pastoral Care Teachers commented on pupils in their caseload having a built-in opportunity early within the day to disclose how they were feeling – linking also to the discussion around emotional containment above. The following statement from Pastoral Care Teacher 3 exemplifies this, "a couple of my pupils were in the Nurture group as well last year as well…things that happened either the night before or that morning before they left the house, they would then talk about that in Nurture" (Pastoral Care Teacher 3, Group Interview B). Pupil B describes, "knowing that if you are upset…knowing there is people who care to speak to and like we could come here if weren't feeling ourselves and speak to people about it" as a means of helping pupils to transfer competencies. Similarly, Pupil D spoke of the close relationship between pupils and staff within the Nurture group highlighting, "the teachers in the Nurture group, they know us better than the other teachers, or like…even our Pastoral Care teachers." The Nurture teacher underlined this

point in reference to Pupil D explaining that, "he knows to come and speak to us so instead of making a scene in class. He will go and speak to you *(gestures Support for Learning Worker)* – more so than pastoral care I think as well." (Nurture Teacher, Group Interview A).

The active seeking of pupils' voices within the group, and the development of a culture of pupils' willingness to disclose emotions within the safe base of the Nurture group, also seemed to support pupils with feeling able to approach their Pastoral Care teacher. This could suggest a degree of transfer has been achieved for pupils with respect to naming, disclosing and discussion their emotions. Pastoral Care Teacher 3 explained:

> The fact that they are encouraged to talk about things and are encouraged to talk about problems and it's okay to like voice what's going on, I think that encouraged the two pupils that are on my caseload that went to Nurture last year it definitely encouraged them to talk to me a bit more (Pastoral Care Teacher 3, Group Interview B)

The universal support structure within the school (similar to that of many secondary schools in the Scottish context) is that all pupils have an assigned Principal Teacher of Pastoral Care (PTPC) who knows their background well and can provide pastoral support throughout their school life. The structuring of this support varies between secondary schools and in the case study school is a vertical structure meaning PTPCs support pupils from S1 through to S6. They are usually the first port of call for pupils when they have a concern about school, home or friends. Within the Nurture context the staff have naturally taken on this role and, following the intervention, it was found that this continued – showing the strength of the relationships that were developed.

Continued support from the Nurture Group Support for Learning Worker (NGSfLW) after pupils had fully transitioned back into the mainstream environment (when the intervention would normally be considered as complete) was mentioned by a number of participants. The case study school runs a "check-in" system whereby Nurture group pupils have the opportunity to catch up with the NGSfLW on a weekly or fortnightly basis. This particular system is not commonplace in Nurture group practice and is therefore an interesting aspect of the approach within the case study school. The check-ins are considered important for ensuring pupils continue to develop and maintain their social, emotional and behavioural competencies within the wider school context (NGSfLW). In more general terms the role of

the NGSfLW was seen as key in this as, not only were they able to provide a safe base for pupils to disclose issues, but also to act as an advocate between the pupil and mainstream staff, provide regular and ongoing contact with the pupils, and continued support with academic tasks throughout the school (see Table 23 below for examples).

Table 23

The Role of the Nurture Group Support for Learning Worker (NGSfLW)

Aspect of Support	Data Sources	Illustrative Data
Role of advocate	Pupil Interview	Well when I was struggling in classes or found it too hard like I told (Nurture Support for Learning Worker) and they like talked to my teachers so that made it easier, like they knew that I needed help or they knew that something was too hard or something.
Ongoing Emotional Support	Pupil Interview Nurture Staff Interview English Teacher 4	• she (NGSfLW) takes me out of class to see me, like a check up thing so I tell her (*things that are upsetting*) • I make a point of seeing him once or twice a week at the moment just because of the way he is feeling. • I think (NGSfLW) you take a major role in the transfer because you go and get them out of class and speak to them and see how they are getting on. • It's one of the best things that available to them [after the intervention] having that one-to-one support
Support with Academic Tasks	Participant Observation Physical Education Teacher	• Did respond positively to support offered from the NGSfLW • Prompted individually by the NGSfLW – did not copy it down. NGSfLW started it for her in the end and she was able to finish it off. • They [the NGSfLW] are key because they bridge the gap, the commonality of them in different classes helps to join it up.

4.2.1.3 Affordance 3 – Nurture Pupils Peer Relationships Within the Nurture Group

Another relationship that was referenced as an affordance was that of Nurture pupils between themselves. All pupil participants and the Nurture staff commented on the positive effects of the friendships developed within the group, including the pupils' ability to talk about important feelings and very personal events within that space (see Tables 10-14). It is clear from the findings that a degree of group connectedness, or attachment, was formed among the pupils and, as intimated above in the discussion around research question 1, this was fundamental to their feelings of agency within the wider school. Each of the Nurture pupils commented positively on their relationships developed within the group and the researcher noted physical markers of group attachment during the interview process (such as the use of caring touch), including the pupils' request to be interviewed together:

Table 24

Pupil Connectedness – Illustrative Data

Participant	Illustrative Data
Pupil A	If we were all sitting there for like one year and you are seeing them every morning it like makes them be your friend so you kind of got closer and you became friends (Pupil A, Group Interview)
Pupil B	we were all sitting together…. every single day so like when we had to do our feelings we speak to each other and say how we are feeling and that just brings everyone closer together and cause we have to do stuff with each other like group work so it helps all of us together and we start talking more and making more friends in a group (Pupil B, Group Interview)
Pupil C	(addressing Pupils D and E) and now we are like best friends. (Pupil C, Group Interview)
Pupil D	we came to the group and now we are friends. (Pupil D, Group Interview)
Pupil E	And you did! [make friends] because I barely even knew you before we started the Nurture group so… (Pupil E, Group Interview).
Interaction between pupils C and D	Pupil D - obviously if someone is going to stab you then you should take that seriously but… Pupil C - Like my mum, but that was ages ago… Pupil D - Oh yeah…I remember you told us that story…*(rubs Pupil C on the back).* (Observation of caring gesture during Group Interview)
Nurture Teacher	And the likes of making friendships in here – they know how to do that, and they were talking about all the friendship things – all the emotion things (Nurture Teacher, Group Interview B)

A particularly noteworthy relationship was that of Pupils D and E. So marked was the difference in the relationship between pupil participants D and E from pre and post intervention, that they went from being involved in a number of physical altercations to becoming "best friends". Pupil participants also discussed seeing each other in the corridors and being able to say hello which they felt supported them throughout their day. It was noted by both mainstream classroom teacher participants relating to Pupil E (English Teacher 4 and Religious Education Teacher) that keeping him at a consistent table with his peer group provided a sense of stability and supported his ability to focus more on cognitive aspects of development. Similarly, English Teacher 1 commented on the peer support provided in class to Pupil A who fitted in well to the overall class composition.

4.2.1.4 Affordance 4 - Wider School Staff and Nurture Group Pupils Relationships

Pupil participants voiced that an affordance for them were some of the relationships that they developed with mainstream classroom teachers in the wider school context. Pupil participant D spoke warmly of members of staff who he perceived as those teachers "who just pay attention to you" (Pupil D, Group Interview) and notice the hard work that pupils put into their learning. Pupil B spoke about appreciating the time teachers spend supporting learning on an individual basis within the classroom.

> Like in Art we've got a new teacher who's helping us…like he's a lot
> of helping teacher…and like he shows us like drawings don't have to

be neat and it can be a bit messy because it will still look nice when it's finished because like the details that we do. So that makes me feel a bit better because I'm not very confident in drawing, but like when I've been there and he's been teaching I felt much better in the class to do it (Pupil B, Group Interview).

Pupil Support participants discussed the importance of the wider staff bearing in mind the difficulties that Nurture group pupils face, and taking this into account, when relating to them in the classroom. The importance of all staff consistently using nurturing techniques within classrooms across the school was also noted. It was also highlighted by adult participants that, in their view, engaging in extra-curricular opportunities with pupils enabled the development of more nurturing relationships as pupils were better able to view teachers as more caring in those sorts of environments.

Within the individual interviews, the Religious Education Teacher explained that she felt where staff had a good prior knowledge of nurturing approaches (not necessarily specifically Nurture groups), such as training in supporting pupils with other ASN, they were better able to build positive relationships so that pupils feel safer, display better behaviour, have improved participation and engagement and ultimately improved attainment. Prior professional knowledge was therefore valuable to classroom teachers when supporting the Nurture pupils in the wider school context.

A consistent approach to supporting pupils was highlighted by all stakeholders as an affordance to supporting the transfer of competencies. This included ensuring: a good degree of communication for the passing on of important information; wider staff awareness of pupil targets; and continuing to develop means of keeping "the Nurture switch on" (Pastoral Care Teacher 2, Group Interview B) throughout the school.

4.2.2 Constraints

As well as the positive factors impacting upon the transfer of competencies, participants also communicated factors that they felt impeded the process. These included a view that some peers within the classroom acted as a disruptor, a lack of appropriate learning tasks in the classroom, and misattunement between some members of the wider teaching staff and the Nurture group pupils.

4.2.2.1 Constraint 1 – Peer Disruptors

Acting as a constraint in terms of the transference of competencies, the issue of peers as disruptors was raised by a number of mainstream class teacher participants. English Teacher 2 held the view that in a class with too many "big characters" there was a necessity to "really stand on them" in terms of teacher presence, and the teacher-pupil relationship suffered as a result. In turn, it was felt that class teachers were not able to find the time within a full teaching set to be able to give the Nurture pupils as much attention as they would ideally want to. English Teacher 4 explained that on the one hand in her class there were a lot of personalities that "clashed" thus exposing the Nurture group pupils to difficult situations which may spark annoyance, anger or upset, but, on the other hand, Pupil D and E's ability to get on well showed the resilience both boys had developed over time (see also Table 12 and 14). It is possible therefore that the presence of these personalities allowed an opportunity for Pupils D and E to practise and extend their social competencies further than in a classroom with fewer challenges. The Religious Education classroom teacher spoke of her views in terms of peers within a large teaching class impacting upon the Nurture group pupils. She explains:

> Nurture is smaller isn't it, there's less of them, so they don't need to fight for the attention quite so much. But when they are in a class of 30, and especially when I only see them once a week – it can be harder to build up that relationship, to get to know them, and they've got other kids in the class acting up, and they want to be their friends, and things like that. So that's probably the biggest challenges I would say. (Religious Education Teacher, Individual Interview)

Pupil participants also spoke of their peers in class acting as a constraint. An illustration of this is pupil A who found it difficult to concentrate in class, "because loads of people are shouting, and there's like the questions I'm trying to figure it out, but there's loads of voices so I can't like do it properly" (Pupil A, Group Interview). In support of this comment, there were a number of occasions during the participant observations where peers within the classroom attempted to bring the Nurture group pupils off task. These instances varied from pupils attempting to engage in conversation with the Nurture group pupils, pupils making comments about the Nurture group pupils, and pupils physically interacting with Nurture groups pupils (nudging, poking with pencils etc). These low-level behaviours went largely unchecked by the mainstream classroom teachers and it was therefore up to the Nurture group pupils to respond in a positive or negative manner (see also Tables 10-14).

Systemically speaking, the make-up of classes in S1 was also considered a potential constraint in terms of how classes are viewed collectively by their teachers. English Teacher 2 raised concerns about potential "sink classes" and that his class were told on a number of occasions by the S1 Depute Head that they caused nothing but trouble. This sense of an adult's behavioural expectation of pupils was also referenced by Pupils C, D and E. In their group interview these pupils discussed the perceived negative effects of classroom teachers whose actions and language used at the beginning of lessons conveyed the expectation the class were going to do something wrong. They explained that they felt this reflected a lack of a considerate relationship between the teacher and the class as a whole and prevented them from practising their competencies in the mainstream context (see Appendix G).

4.2.2.2 Constraint 2 – Insufficient Learning Opportunities

Another constraint raised by participants was that of the learning opportunities that may be presented to pupils within the classroom and how this affects the Nurture pupils' ability to practise and evaluate their newly developed social, emotional and behavioural strategies in a real-life context. Pupils raised the issue that they were better able to practice their new skills and strategies in some classes than they were in others. This seemed to be particularly true of classes where teachers included aspects of paired, group or cooperative learning into their lessons. Pupils also described their preference of teachers who used "non fancy" language, a slow pace, and would take time to explain concepts more than once if required (Pupil D, Group Interview).

Additionally, it was raised that the increasing challenges of the mainstream curriculum was a difficulty for pupils as the year went on. Pupil B's English Teacher states:

> The work at the beginning was lighter so that was giving her more challenges…as soon as the work became difficult…the academic nature of that really didn't suit her – you could see her switching off and as soon as that kicked in she would disconnect and she was her own version of angry – she pulled out and she wanted out of the room. (English Teacher 2, Individual Interview)

Also highlighted were concerns around the Nurture pupils' ability to respond to the varied nature of demands in each subject area of the secondary school curriculum. Pupil D's Physical Education Teacher explains this:

> some subjects they may find more demanding than others. If there's extensive writing tasks and that is something they struggle

with or that's a trigger for them then you may find difficulties in History or English, whereas in Maths and that with the problem-solving aspect there's challenges and maybe they'll find it there, or it could be PE. It's different contexts and different environments – PE is loud, noisy, busy, there's things flying around, there's people sometimes flying around, and that can be overstimulating. (Physical Education Teacher, Individual Interview)

Teacher participants mentioned difficulty in designing classroom tasks that would hold the engagement and motivation of pupils from the Nurture group who struggled with such competencies such as paying attention to the classroom teacher. Though some pupils were shown to improve in this area (see Tables 10-14 and Tables 18-22), the discrepancies between the Nurture group and mainstream settings would corroborate this concern from mainstream classroom teachers and for some pupils such as Pupil D it was clear that difficulties with attention remained (English Teacher 4, Individual Interview).

4.2.2.3 Constraint 3 – Misattuned Communication Between Classroom Teachers and Nurture Pupils

Several pupil and adult participants discussed issues around misattuned communication between classroom teachers and Nurture pupils as a constraint to the transfer of competencies. Pupil E explained his frustration with the different communication styles of teachers within the school and how this affected his ability to transfer his social, emotional and behavioural competencies:

> I have a comparison. With the Nurture Support for Learning Worker and the Nurture Teacher – being able to talk to them and tell them how you feel…comparing that to Teacher X would be like comparing a concrete brick to your dog. You can tell everything to your dog. But a brick – it won't listen. (Pupil E, Group Interview)

Classroom teachers from the wider school setting spoke about their own difficulties in being able to develop and sustain high levels of attuned communication with the Nurture pupils (see also peer disruptors). Classroom teacher participants spoke about the lack of time they have to afford discussions with the wider pupil support staff about how pupils are progressing, what they are learning in the Nurture group etc. and expressed a desire for the teachers of vulnerable pupils' to somehow be more involved in support meetings (English Teacher 2, Individual Interview). English teacher 4 also spoke about the difficulties mainstream

classroom teachers face in being able to provide the same level of feedback and one-to-one support as the Nurture staff, not only in terms of the academic learning, but in relation to social, emotional and behavioural competencies. Similarly, and as mentioned above, in relation to the development of relationships between teaching staff and Nurture group pupils, English Teacher 3 highlighted the nature of the mainstream classroom as a potential constraint whereby a big, busy, fast-paced environment does not allow for the same amount of encouragement, praise, and help as a smaller environment might.

The affordances and constraints stated above will now be considered in terms of the emergent overarching themes Connectedness, Attunement and Agency.

4.2.3 Discussion of Findings - Connectedness within RQ2

As intimated in the discussion above, the safe space that the Nurture group provides in terms of its physical characteristics aligns to thinking that the non-verbal cues of the physical classroom environment inform aspects of the sense of value that pupils feel (Visser, 2001) within school. Routine aspects of the approach such as the sharing of breakfast align with familial opportunities to develop relationships (Noddings, 2003) that are caring and genuine in their positive regard.

Figure 11

Overarching Theme 1 – Connectedness in Relation to RQ2
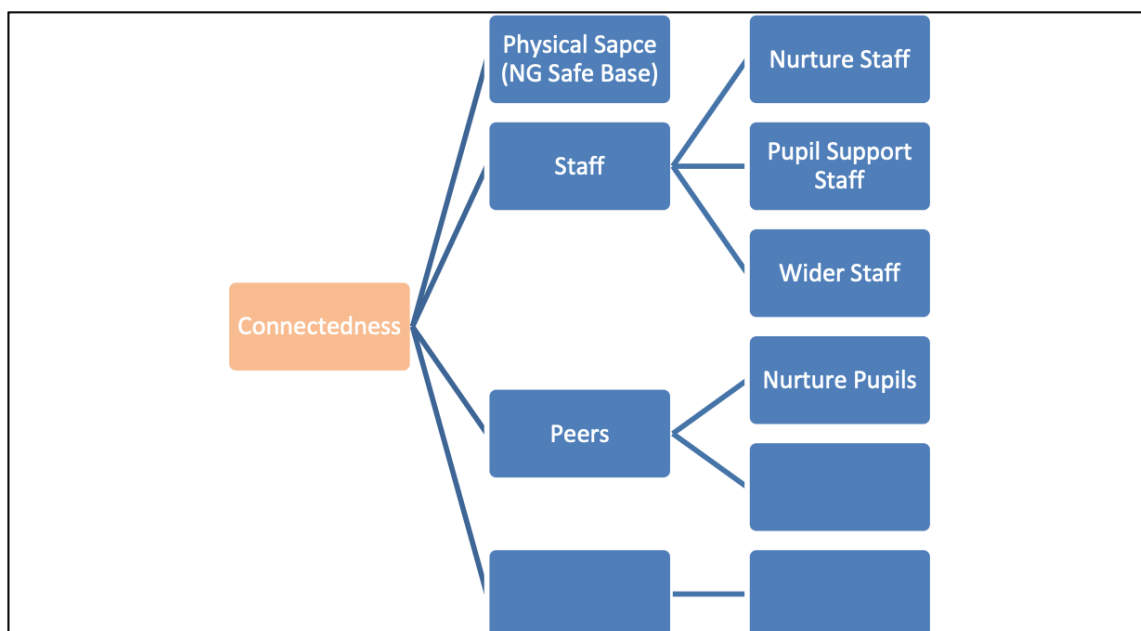
The relationship between the Nurture group staff and the Nurture pupils, considered as an integral affordance, was shown to be marked by a number of significant features including aspects of emotional containment (Bion, 1962), co-regulation (Schore & Schore, 2008), pupils' ability to disclose negative emotions and attuned interactions (Kennedy, 2011). Furthermore, the relationship developed within the Nurture group between pupils and staff is important in terms of the value placed upon it by the pupils. Research has shown that a caring pupil-teacher relationship is an important protective factor for children, particularly those experiencing SEBN (Cefai, 2013) therefore, it follows that this was an important finding within the study. Many of the relationships with their classroom teachers discussed by pupils are further explained below within the attunement to pupils section (see section 4.2.4.2) as these relate primarily to daily interactions.

The group attachment which was evident from this study's findings can also be tied to pupils' overall feelings of safety and is an area that is identified (Kourmoulaki, 2012), though not discussed at length, in the Nurture group literature base. It is noteworthy that the participants who commented on the pupil-to-pupil attachments were those from within the group itself and it was not something highlighted by those slightly more detached from the group (the wider pupil support team participants and classroom teacher participants). With these two points in mind, it could be questioned whether all pupils involved in Nurture groups feel this sense of connectedness to each other, or if it was something about this group of pupils in particular, or this Nurture group in particular, that lent itself to establishing such a strong bond.

A thought-provoking lens from which to view this overarching theme is that of an ecological perspective. Some of the constraints referred to above can be considered as being part of the micro- and meso- systems (Bronfenbrenner, 1979) and are areas of the child's life over which they hold little control. There may well be some aspects of influence here but, in terms of peer disruptors and family circumstances, it is unlikely that the pupils in this study were able to change these disruptors to their progress. For those pupils who participants noted had difficulty, or, were less successful in transferring competencies (pupils B and D), the impact of their current family circumstances was brought up as a potential disruptor (Nurture Group Staff, Group Interview A). In the contextual information (see Table 5) it is noteworthy that Pupils B and D are both care experienced. This adds to our understanding of the

potential difficulties that these pupils had to face outside of school. It is important here then, to consider the previous discussion in section 2.2.5 regarding potential influences on a child involved in the creation and sustaining of social, emotional and behavioural needs. It is vital that the ecosystems within which pupils operate are held to account in the same way that pupils are, and we must try to understand the problems a child faces within their unique set of circumstances. Consistent with the argument forwarded by academics such and Colley & Cooper (2017), what is required here is careful consideration into how these disruptors can be remediated, by the adults, in order to fully allow pupils to develop their competencies within a Nurture group approach and then transfer these to the mainstream context.

The role of the Nurture group Support for Learning Worker (NGSfLW) could be an important systemic feature in the fostering of transfer between the Nurture group and the wider school setting. This has been touched upon within the secondary Nurture literature by Kourmoulaki (2012, p. 67) who notes that Nurture group staff, "linked what happened in the group with mainstream and used constructively the opportunities when they were present in some of the young people's classes." It would be important therefore to consider how best to utilise the role of this member of staff to best effect and is any area of research which could be focused upon more acutely in the future.

4.2.4 Discussion of Findings - Attunement within RQ2

In terms of the affordances found to support transfer of competencies, one emergent overarching theme was that of attunement. This manifested in a number of ways, but most significantly, those illustrated in Figure 12 below: wider staff attunement to the Nurture Principles; attunement to pupils; and attunement to pedagogy

Figure 12

Overarching Theme 3 –Attunement in Relation to RQ2
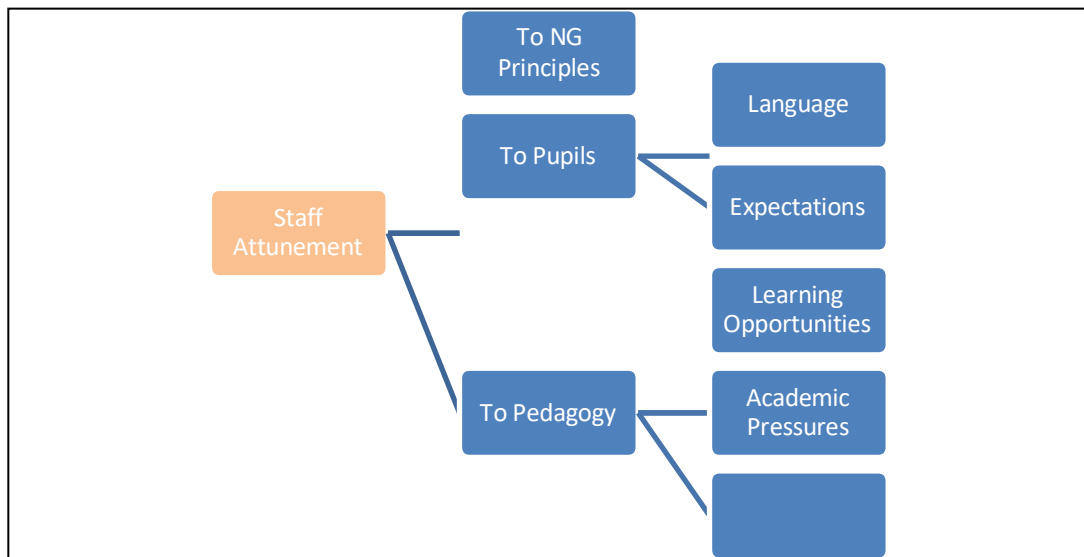
4.2.4.1 Attunement to the Nurture Principles Within RQ2

In the Scottish context the commitment to whole school Nurturing approaches is clear within the policy landscape through the development of the Applying Nurture as a Whole School Approach (ANWSA) framework (Education Scotland., 2017) and the explicit mentioning of Nurture in a number of key policy drivers (see Figure 1). The link between a successful Nurture group intervention and the development of whole school Nurturing approaches has been identified and discussed within the more recent Nurture literature (Kearney & Nowek, 2019; Reilly & McNicol, 2018), however, missing from that discussion is why such an approach supports transfer of learning or transfer of competencies. Findings from this study support such an approach within the case study school as highlighted by staff and pupil participants alike – both directly and indirectly. Furthermore, findings from this study suggest that the affordances outlined by participants as being important to supporting the transfer of pupils' competencies align with Perkins and Salomon's (1989) concept of high and low transfer discussed in the literature chapter (see section 2.4). Data suggest that the classrooms in which pupils felt that they had the most success in terms of transfer were those that most closely resembled the Nurture room (low road transfer) and the classrooms that caused more challenges to transfer were those that required a greater abstraction of that transfer (high road transfer).

Attunement to the Nurture Principles links closely to attunement to pupils, as demonstrated by the examples above through teacher's communicated expectations of classes. In previous studies into Nurture groups, Nurture teachers were found to make significantly more use of the Attunement principles (Biemans, 1990; Kennedy, 2011) in their daily interactions with pupils than their mainstream counterparts (Cubeddu & Mackay, 2017) and adopt more positive and encouraging communication styles (Hughes & Schlösser, 2014) including both verbal and non-verbal communication patterns (Bani, 2011). Where schools had developed effective whole school Nurturing approaches, the consistency of respectful language across the school was highlighted (Kearney & Nowek, 2019). An aspect of the relationship that is presented above, and one which relates specifically to Nurture as a whole school approach, is the balance between challenge and expectation (Education Scotland., 2017). Holding high expectations for all pupils within the class, as opposed to communicating a belief that pupils are likely to misbehave, disengage etc. is another aspect of the approach that chimes with Visser's (2011) verities.

It is clear within this study that pupils and staff participants felt that competencies were better able to be transferred in classrooms where the teachers employed reciprocal interactions. The earlier discussion of Dweck's (2000) work on mindsets, and the use of praise, can be drawn upon here to better understand the use of praise within the mainstream context to support transfer of competencies. Praise of effort, linked to competencies, could be an important factor in the transfer and development process associated with active self-monitoring and feedback (Perkins & Salomon, 2012).

In the findings relating to the pupil-teacher relationship acting as a constraint to transfer, we could surmise that these classroom teachers did not interact with pupils in a manner consistent with the Attunement principles. This finding links also to Ainsworth's (1978) work on the sensitivity of caregivers, and their responsiveness, which underlines the connection between using attuned interactions and the development of positive relationships.

This, in turn, correlates to issues around labelling. If, as explored in section 2.2.1, we deem labels to carry with them a potential set of assumptions, impacted upon by socio-cultural

influences (Mowat, 2014), then in order to alleviate this potential constraint it may be necessary for schools to explore their whole school climate, values and ethos. In order to develop attuned communication between mainstream school staff and pupils across a whole school, educators should consider how the values held by the adults in the school impact upon pupils' social, emotional and behavioural development, and what the best ways to encourage Nurturing mindsets in adults would be. The Applying Nurture as a Whole School Approach (ANWSA) (Education Scotland., 2017) framework could provide schools with a valuable means of exploring the presence of this issue, though it does not specify ways in which to develop the aspects that require improvement, which is a potential drawback of the framework.

4.2.4.3 Attunement to Pedagogy within RQ2

As outlined above participants raised concerns about how academic or learning tasks within the classroom impacted on pupils' ability to transfer competencies within the affective domain. The types of learning opportunities in the classroom were also discussed as being a significant factor, both in terms of whether pupils were able to actually practice their newly developed affect skills, but also the additional cognitive demands placed upon them. Highlighted above, Perkins and Salomon (2012) indicate in their conditions for effective transfer, thorough and diverse practice is important to success and therefore could explain variations of transfer across the school.

What seems to be required in terms of transfer is a learning environment that is supportive not only in terms of pupils' affect, but also in terms of their cognitive learning. Effective differentiation, an understanding of appropriate levels of cognitive challenge, and encouragement in facing challenge, all contribute to effective conditions for transfer of affective competencies. Here, we can draw upon wider understandings of inclusion discussed within the literature chapter (see section 2.1) and, in particular, the work of Florian, (2015) who, as previously discussed, advocates teachers' acceptance of difference, a commitment to the development of all learners, and a belief in their own professional capacities as being key aspects of inclusive pedagogy. Furthermore, in the earlier discussion around transfer of learning, attention was drawn to the various influences at play impacting on learning and development including the individual classroom teacher, classroom teachers as a collective and the wider school system (see section 2.4.3). This, it could be

argued, is why many of the studies into the effectiveness of Nurture groups stress the importance of a senior leadership 'buy-in' (Colley & Seymor, 2021), as it is generally the senior leadership team who drive culture, climate and school improvement. It is imperative therefore for teachers to consider the development of Nurturing approaches as being part of their overall pedagogy and approach to learning and teaching as opposed to work for the pupil support team.

Figure 13

Overarching Theme 2 – Agency in Relation to RQ2
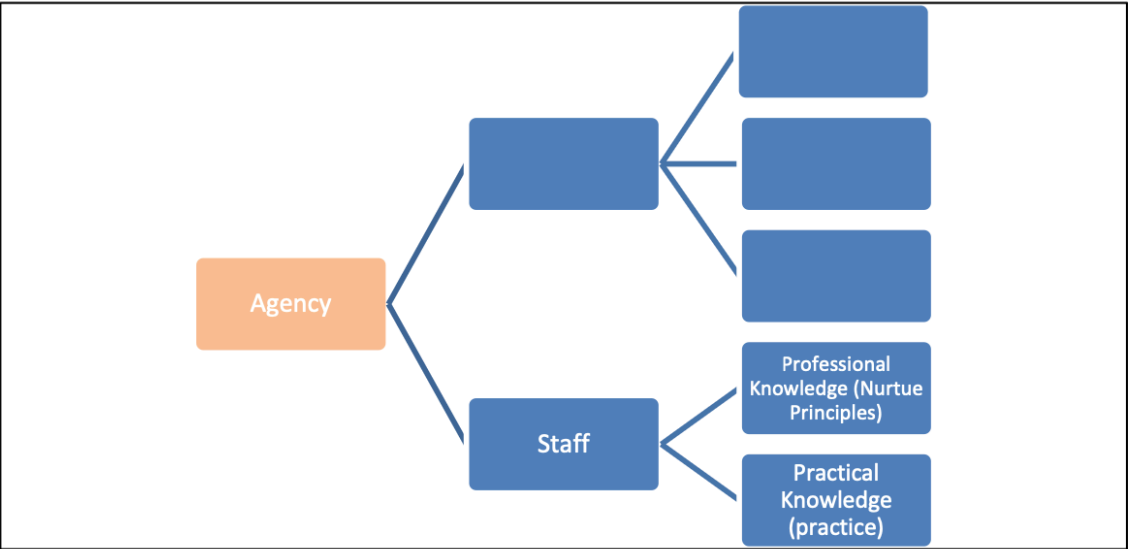
All staff participants at various points throughout the data gathering process spoke of their professional agency and ability to contribute to supporting pupils with Nurture within the school. As examined in section 2.4.3, agency in relation to teachers is an important factor in effective classroom pedagogy and, in particular, teachers' collective self-efficacy (Hattie, 2009). Therefore, this is an important aspect of the approach and one that should be considered carefully in order to maximise transfer.

Similar to the sense of agency that pupils developed, discussed above in section 4.1.5, staff who had the greatest professional and practical knowledge of the approach, felt they were more able to support pupils. Again, as above, this is consistent with an incremental view of developing competencies in the affective domain supporting transfer (Romero et al., 2014)

and a belief in one's own abilities as a teacher to be able to support learners (Florian, 2015). Consistent with other studies, there were two aspects of staff agency at play within the case study school, a) knowing and understanding the practicalities of what happens in the Nurture group and b) knowing and understanding the principles of what happens in the Nurture group – both requiring whole school input in terms of continued professional learning.

4.3 Research Question 3

RQ3. In what ways, if any, can the Nurture group approach continue to be developed in the wider school to improve outcomes for pupils and, in particular, to foster the transfer of learning from the Nurture group to the wider school context?

Participants highlighted a number of ways in which they felt the Nurture group approach could continue to be developed in the wider school setting in order to foster transfer including: the development of classroom teachers' professional knowledge; the development of attuned communication between wider school staff and pupils; ensuring the Nurture pupils feel included in the whole school community and; the development of learning opportunities that provide appropriate chances to use and reflect on competencies in class.

4.3.1 Professional Knowledge of the Nurture Group Approach

Several participants spoke about the need for staff within the wider context of the school to have a better understanding of what happens within the Nurture group in relation to learning activities being undertaken, competencies pupils are working on, and a deeper understanding of the Nurture Principles. It was felt that staff required more opportunities to gain insight into the Nurture group approach so that they could have a better understanding of the overall competencies being developed within the Nurture group (English Teacher 3), as well as specific competencies that pupils are working on developing (Religious Education Teacher), in order to better understand how to support transfer within the mainstream classroom. Though there was a target system in place (Pupil D, Group Interview) and a discussion around strategies to achieve these targets (Depute Head Teacher) it was clear that participants felt more could be done to support with this. The Nurture Teacher commented that in lessons classroom teachers could make a focus on competencies more explicit to the Nurture pupils such as outlining a focus on developing friendships, teamwork or being

positive. Furthermore, classroom teachers felt that it would be beneficial to supporting transfer if there were greater opportunities for Nurture staff and wider school staff to work collaboratively (English Teacher 2) on aspects of support for pupils.

When the Nurture group was first established in the case study initial training was seen as an important factor in ensuring a whole school approach to supporting Nurture group pupils (Depute Head Teacher) and was discussed as being important to its ongoing success as staff change over the years. Pastoral Care Teacher 2 spoke about the school's need to examine "how to keep the Nurture switch on - they [pupils] go into a traditional classroom can we say as they can then (clicks fingers) resort back into different behaviour and a mindset." There were a number of methods of achieving this raised such as the sharing of best practice between staff, particularly at the beginning of the school year, more subtle methods of including nurturing practices such as, "trying to think about wee ways that we can make every class like that (nurturing) as much as possible" (Physical Education Teacher, Individual Interview). Regular sharing of good practice was suggested as a potential opportunity to increase teachers' understanding of how to support Nurture pupils through highlighting how a particular department approaches supporting transfer.

4.3.2 Development of Attuned Relationships Between Wider Staff and Pupils

The continued development of attuned relationships between wider staff across the school and the Nurture pupils was seen to be important to all stakeholders. Participants suggested several means of supporting this development. These included providing opportunities for teachers to be taken out of their classroom environment and develop a positive relationship with the pupil - perhaps within the Nurture group environment - so that pupils are more comfortable when they are then in their classrooms. It was suggested that "an hour or two here or there to help break down the barriers of how the pupil perceives the classroom as a negative experience" (English Teacher 2, Individual Interview) could be a way of achieving this. Classroom teachers also spoke about a desire to develop their communication style by having a greater awareness of the kinds of consistent language that could be utilised across the school – i.e. knowing what words and phrases to use to help pupils develop and transfer competencies (English Teacher 3, Individual Interview) within their classrooms. English Teacher 2 suggested that explaining to classroom teachers what the difficulties around transfer are could support them in their understanding of the task that pupils face and

therefore increase their ability and desire to find solutions.

It was felt that if classroom teachers had a greater understanding of the context of a pupil's current pastoral needs, and the difficulties that they may have faced in the past, then they may be more understanding in their communication style (English Teacher 2 and English Teacher 4, Individual Interviews). Within the case study school an anonymised whole staff training on the reality that some pupils face in their lives, including adverse childhood experiences, trauma etc., was previously delivered and this was touched upon as something that could be extended to continue to support and develop positive relationships through an increased understanding of children's circumstances (Religious Education Teacher, Individual Interview).

4.3.3 Inclusion in the Whole School Community

Several participants spoke about ways to ensure that the Nurture pupils feel as included in the wider school as possible. It was felt that this was important in supporting pupils across the school to feel safe which, in turn, would lead to better outcomes for transfer.

Table 25

Inclusion in Wider School – Illustrative Data

Data Source	Illustrative Quotation
Group Interview B (Pastoral Care Teacher 2)	signposting the young people to particular activities or groups which could further foster their development – supporting pupils to be more connected to the school community. (Pastoral Care Teacher 2)
Group Interview B (Depute Head Teacher)	It's about making sure they feel included and are included in the school environment and the school family. (Depute Head Teacher)
Individual Interview (Physical Education Teacher)	If we are all nurturing, and we are all inclusive, all our environments are set up in a way that is supportive to young people and we all know how to respond when someone has a 'time in' card...wee ways to make every class nurturing [physically]. (Physical Education Teacher)
Individual Interview (English Teacher 4)	Lunch time activities provide an opportunity for pupils to feel safe (English Teacher 4)

4.3.4 Developing Appropriate Learning Opportunities for Nurture Pupils

Participants emphasised the need for a certain type of learning opportunity within the classroom so that pupils trying to transfer their competencies from the Nurture group to the wider school setting can practice, monitor and master these skills and competencies. It was noted that these opportunities should provide pupils with feedback from classroom teachers on academic as well as social, emotional and behavioural aspects of their learning

– i.e., feedback about taking on a specific role in a group (English Teacher 2, Individual Interview). The opportunity to work within a small group was highlighted as particularly helpful (English Teacher 3, Individual Interview). Finding the correct balance between academic pressures and support for emotional wellbeing was mentioned as a factor that could be put into practice (English Teacher 4, Individual Interview), as was developing academic tasks that specifically focus upon embedding discussion of emotions, such as personal essays in English (English Teacher 1, Individual Interview).

It was noted that the process of supporting transfer across the course of the Nurture group intervention would benefit from the presence of the Nurture group Support for Learning Worker in mainstream classes to support pupils. In this respect, the NGSfLW could act as a key person to explicitly bridge the gap between the Nurture group and the wider school setting (English Teacher 4, Individual Interview; Nurture Teacher, Group Interview A). Further, Nurture group staff being able to support and monitor pupils in a variety of classes throughout the course of the year was discussed as a potential means of providing effective feedback that could further develop the target monitoring system in place (Nurture Teacher, Group Interview A).

It was suggested by several pupil and staff participants that continued support throughout the school years would be helpful to pupils. Nurture groups for older pupils (S2-S4) were suggested as it was highlighted that some pupils seem to require support later in their school career who start off well settled in S1 (English Teacher 4, Religious Education Teacher, Individual Interviews). More extensive support for Nurture pupils, additional to the check-in sessions, was also suggested as a potential requirement for some pupils who seemed to need additional social, emotional and behavioural input (English Teacher 2, Religious Education Teacher, Individual Interviews). An additional suggestion for pupils was that previous Nurture pupils could be called upon to provide peer support and advice to current Nurture pupils about how to ensure that their competencies are transferred to the wider school (Nurture Teacher, Group Interview A). Pupil participants commented that Nurture support would be beneficial for all pupils in the school (Pupil C, Group Interview).

4.3.5 Discussion of Findings – Agency within RQ3

As with research questions 1 and 2, research question 3 relates to each of the three main

themes which were emergent from the data and relates closely to the findings from the first two research questions. We will look firstly at the role of agency in developing the Nurture group approach.

Figure 14

Overarching Theme 2 - Agency in Relation to RQ3
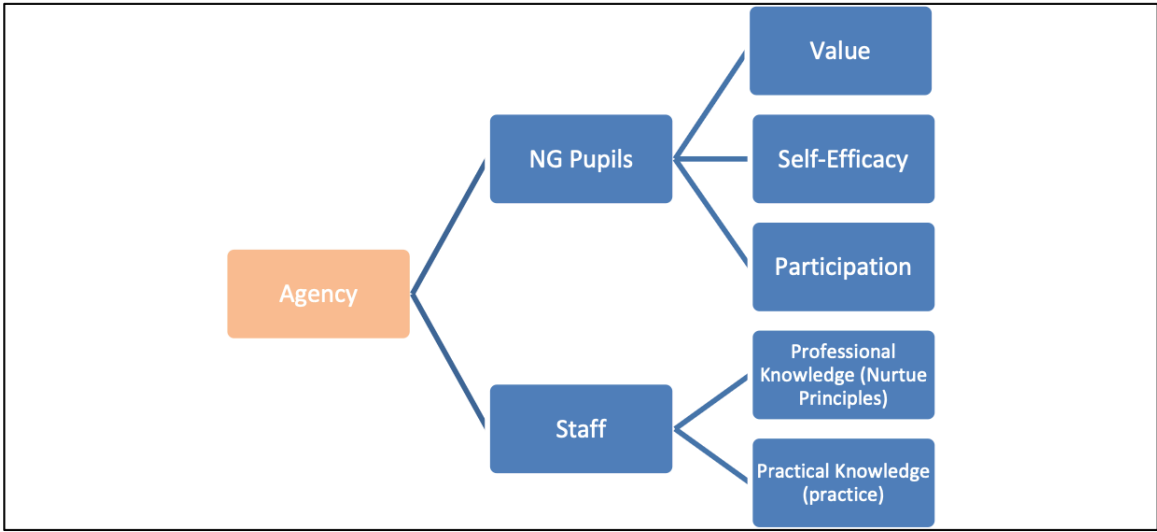
4.3.5.1 – Teacher Agency

As outlined above in relation to RQ2, teacher agency is an important aspect of the Nurture group approach and an element which is touched upon in the literature base as a prerequisite of sorts in order to ensure a successful secondary approach (Colley & Seymor, 2021; Grantham & Primrose, 2017). It could be supposed from this study that In order to support the transfer of competencies from the Nurture group to the wider school setting, staff need to have a good understanding of what pupils are trying to achieve so that they can take a role in the active monitoring aspect. It was clear from the findings in this school that even though many members of staff were trained in the Nurture Principles and knew about the day to day running of the group, there was a thirst for a more extensive and deeper knowledge base. This finding could be reflective of the context of the school and its approach to continued professional learning in general.

4.3.5.2 Pupil Agency

In terms of pupil agency within the context of RQ3, the suggestions made by staff, as

presented in 4.3.3, point toward increased self-efficacy and value connected to how pupils actively participate in the wider life of the school. This, of course, correlates with connectedness, though is important to note here under agency because of the feelings and mindsets that connectedness has fostered within the Nurture group pupils. The suggestions above of ways in which staff can continue to involve pupils within the "family" of the school could also be effective because extra-curricular activities provide pupils with other, more low-road transfer opportunities, outside of mainstream classes. Extra-curricular activities could perhaps provide safe and structured environments to practice social, emotional and behavioural competencies which, in turn, helps them to feel more empowered and confident.

4.3.6. Discussion of Findings - Attunement Within RQ3

Figure 15

Overarching Theme 3 – Attunement in relation to RQ3
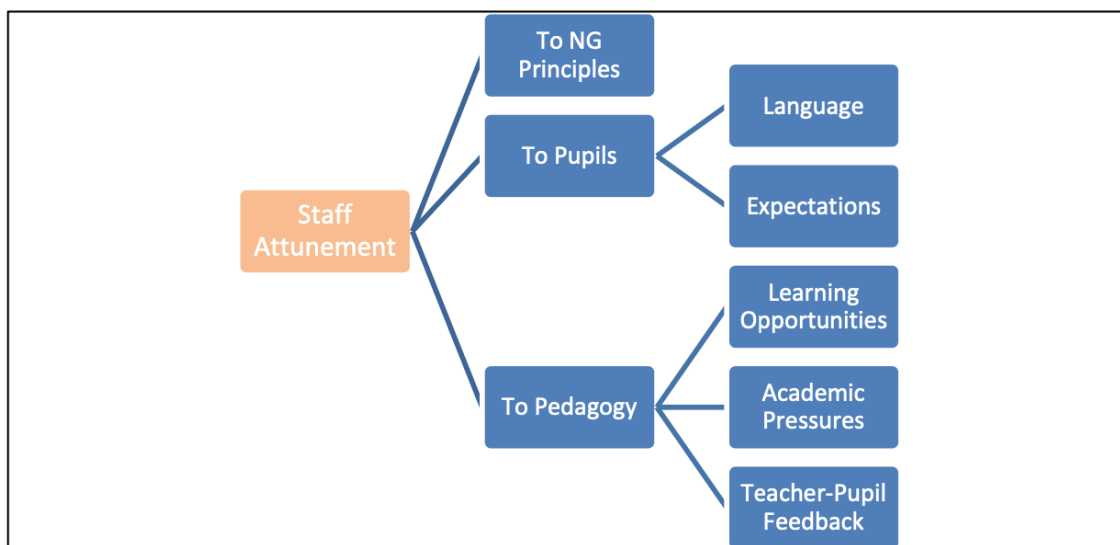
4.3.6.1 Attunement to Nurture Group Principles

Aligning the Nurture group approach with other relational approaches that may already be established within schools, such as restorative practices, could be employed in order to help staff make connections in their practice, and has been noted as a facilitator to successful Nurture approaches (Colley & Seymor, 2021). Once staff have had a greater degree of continued professional learning across the wider school, they will not only have a more developed sense of agency in being able to support pupils with the task of transferring

competencies, but they are likely to more naturally assimilate attunement to the principles I their own practice. It could also be argued here that in order to embed the Nurture Principles into their practice, teachers may require support in the detect-elect-connect (Perkins & Salomon, 2012) process of transfer with an active element of monitoring their own attunement practices. This is in line with relational approaches such as VIG (Kennedy, 2011).

4.3.6.2 Attunement to Nurture Group Pupils

As presented above, it was felt that a greater understanding of the specific difficulties children face in schools would help wider school staff to provide more appropriate support and understanding. The way in which we talk to children and young people in terms of attuned communication links to the holding environment that can be created by adults within a child's

life (Greenhalgh, 2013; Winnicott, 1953). It can also be related directly to a number of the Nurture Principles – Language is understood as a vital means of communication and Nurture is important for the development of wellbeing (Rae et al., 2013). The greater the attunement to pupils, the stronger and more positive relationships are more likely to become, thus, supporting the transfer of competencies across contexts. Appendices from the Applying Nurture as a Whole School Approach (Education Scotland., 2017) framework could be helpful in supporting wider staff in schools through the use of peer observation, the attunement profile, or, the use of Video Interactive Guidance (VIG) (Kennedy, 2011) discussed in 2.3.6.4.

4.3.7 Discussion of Findings – Connectedness Within RQ3

As demonstrated above in the presentation of findings, and in the discussion pertaining to agency, connectedness to the school in a wider sense is considered as an aspect of the Nurture group approach which could be developed in order to further support transfer between school contexts (see Figure 16 below).

Figure 16

Overarching Theme 1 – Connectedness in RQ3
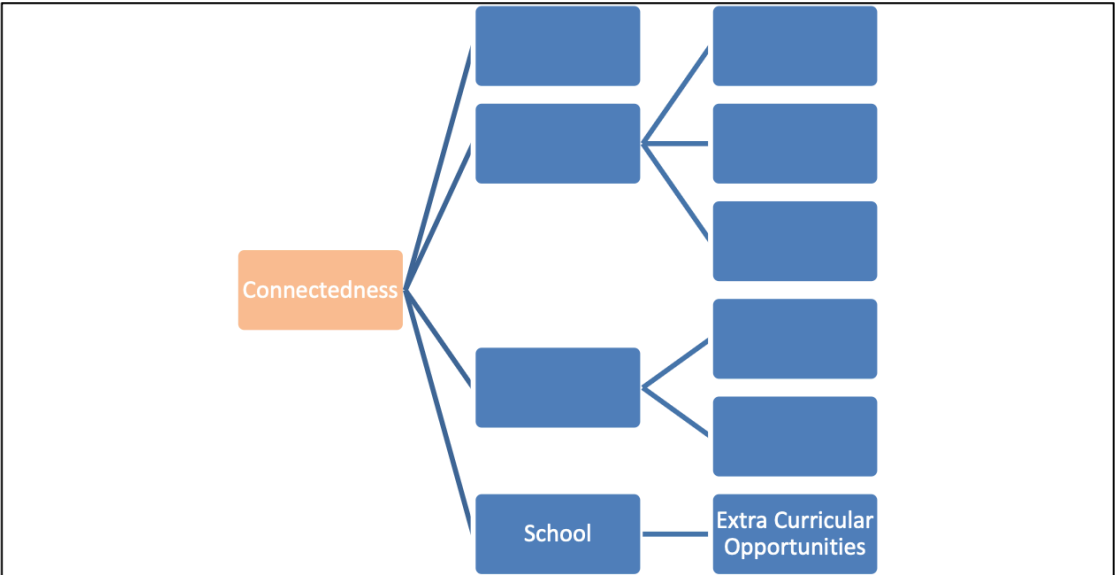
It may be that pupils who attend the Nurture group require more support than their peers in order to access and participate in extra-curricular opportunities the school provides. The role of the NGSfLW in facilitating this is a potential area for development. Participation in the wider life of the school supports the development of connectedness in a broader sense though this is an area that is not explicitly explored within the Nurture group literature base.

As discussed previously in this chapter the In Table 26 below the overarching and sub themes are presented by research question and will be synthesised in the final chapter.

Table 26

Overarching and Subthemes Relating to Research Questions

Research Question	Overarching Theme	Subtheme
RQ1: To which degree, and in which ways, can pupils can transfer the social, emotional and behavioural competencies developed, in the Nurture group to the wider school context?	Agency	Teacher Agency
		Pupil Agency
	Connectedness	Physical Space
		Staff
		Peers
		Wider School
RQ2: What are the affordances and constraints involved in the transfer of social, emotional and behavioural competencies of pupils to the wider school context?	Agency	Teacher Agency
	Connectedness	Physical Space
		Staff
		Peers
	Attunement	To Nurture Principles
		To Nurture Pupils
		To Pedagogy
RQ3: In what ways, if any, can the Nurture group approach continue to be developed in the wider school to improve outcomes for pupils and, in particular, to foster the transfer of learning from the Nurture group to the wider school context?	Agency	Teacher Agency
		Pupil Agency
	Connectedness	Wider School
	Attunement	To Nurture Principles
		To Nurture Pupils
		To Pedagogy

Chapter 5: Summary of Principal Findings and Recommendations

The previous chapter explored how each of the overarching themes relates to the literature and research questions in this study. However, the overarching themes are not mutually exclusive, but rather, closely related and interlinked, with important aspects of each influencing the next (see also Figure 8). This chapter now provides a summation of the study setting out: its principal findings as a summary of the overarching themes and claims to new knowledge; a synthesis of overarching themes alongside the implications for Nurture group practice; a recognition of the limitations of the study; recommendations for future investigations as per a range of stakeholders; and a personal reflection on professional practice by the author.

5.1 Summary of Overarching Themes and Claims to New Knowledge

Though distinct sub theme groups were elicited from the data in relation to the research questions and arranged into overarching themes (see Table 26 above and Appendix J), it became clear early in the data analysis process that many of these themes (sub and overarching) were interlinked (see Figure 8) in what appears to be a complex system of influences. These links between influences can be drawn upon to elicit important lessons in the development of successful Nurture group approaches within the secondary school context and bring to the fore potential new understandings. Indeed, it is the view of the author that the links are just as, if not more important than, the individual themes in themselves. The interpretation from this study is that connectedness, agency and staff attunement were shown to be significant to: the degree to and ways in which pupils transferred social, emotional and behavioural competencies from the Nurture group to the wider school setting; the affordances and constraints of the approach; and the ways in which the Nurture group approach could be further developed to improve outcomes for pupils and foster transfer.

Overall, in the literature review for this study it was found that much of the research base to date focuses upon what happens within Nurture groups themselves, and how they are established, with little attention given to the ongoing role of wider school staff in supporting positive outcomes for pupils. The purpose of this study was to address this gap in the literature and to draw attention to how pupils transfer their competencies, as opposed to

just assuming this transfer takes place naturally upon reintegration.

The findings presented in the previous chapter highlighted several important factors relating to this transfer of competencies within the case study school. Principal among these and, contributing new knowledge to the Nurture group literature base, is the finding relating to the important, specific and ongoing role of wider staff within schools. Within the case study school, the role of mainstream classroom teachers was shown to be integral to the transfer of competencies. As was discussed in the literature chapter, transfer does not happen in isolation and mainstream classroom teachers must, therefore, bear a responsibility for, and be supported by their schools to ensure that their particular role within the transfer process is made possible. They must, simply put, reach out and welcome back those pupils who have been in the Nurture group, actively supporting them to feel connectedness and agency, through their attunement to, principles, pupils and pedagogy. It could be argued here that what is required of mainstream staff is the development of a Nurturing mindset. This research also showed that a sense of connectedness between Nurture group pupils had developed within the case study school, and it was then seen to support pupils to better transfer their competencies from the Nurture group to the wider school setting. This is another finding which contributes further new insights to the field.

5.2 Implications for Nurture Group Practice

From research generated in this case study, the following implications can be drawn:

(i)   In Relation to Connectedness

- Relationships between wider staff members and Nurture group pupils are a determining factor in the transfer of pupils' social, emotional and behavioural competencies.

- Pupils form strong and meaningful relationships with each other within the Nurture group, which is seen to support the transfer of social, emotional and behavioural competencies from the Nurture group to the wider school setting.

- The role of the Nurture Group Support for Learning Worker is a unique and potentially powerful relationship within the school which could support transfer of competencies between the Nurture group and wider school setting.

(ii) In Relation to Agency

- Pupils require varying degrees of coregulation and support with developing and transferring their competencies throughout and following the Nurture group intervention.

- Wider staff who have had more exposure to, and received more training around Nurturing approaches and the Nurture Principles feel more able to support pupils with the transfer of competencies from the Nurture group to the wider school settings.

(iii) In Relation to Staff Attunement

- Pupils are more able to transfer their social, emotional and behavioural competencies in mainstream settings which are similar in nature to the Nurture group setting (class teachers are attuned to principles, pupils and pedagogy).

- Pupils are better able to transfer their competencies from the Nurture group to the wider school setting where there are opportunities to use active self-monitoring (such as detect-elect-connect-reflect) in classes. Class work involving paired and group tasks provides such opportunities.

- Attuned communication styles of wider staff are important to pupils in the development of positive relationships which in turn fosters transfer of social, emotional and behavioural competencies.

As stated in the introduction to this chapter, it is felt from the findings in the study that understanding the interplay between the overarching themes, and the subsequent implications this has for Nurture group practice, is crucial to the development of positive outcomes for pupils. It is helpful to consider transfer here as a process, as opposed to an outcome. What follows below is a closer examination on this, relating to the literature base

discussed in chapter two (see also Table 27).

The framework below in Figure 17 seeks to explain how the development of social, emotional and behavioural transfer within the case study has been afforded. Although not an explanatory study, the findings from the case study have been developed into the framework shown in Figure 17 which, the author feels, emerged as part of the exploratory findings of the affordances of the approach. It is felt by the researcher that the system of influences requires further examination because of the complexities of the overarching themes of the study itself - there appear to be elements within the framework which mutually modify one another, with multifaceted links between these elements. As explained in the research methodology chapter (see section 3.3) the study focused upon the processes leading to 'results', as opposed to the 'results' themselves, and so, of importance here is the process of transfer.

Figure 17

A Framework to Support Transfer of Competencies from the Nurture Group Setting to the Wider School
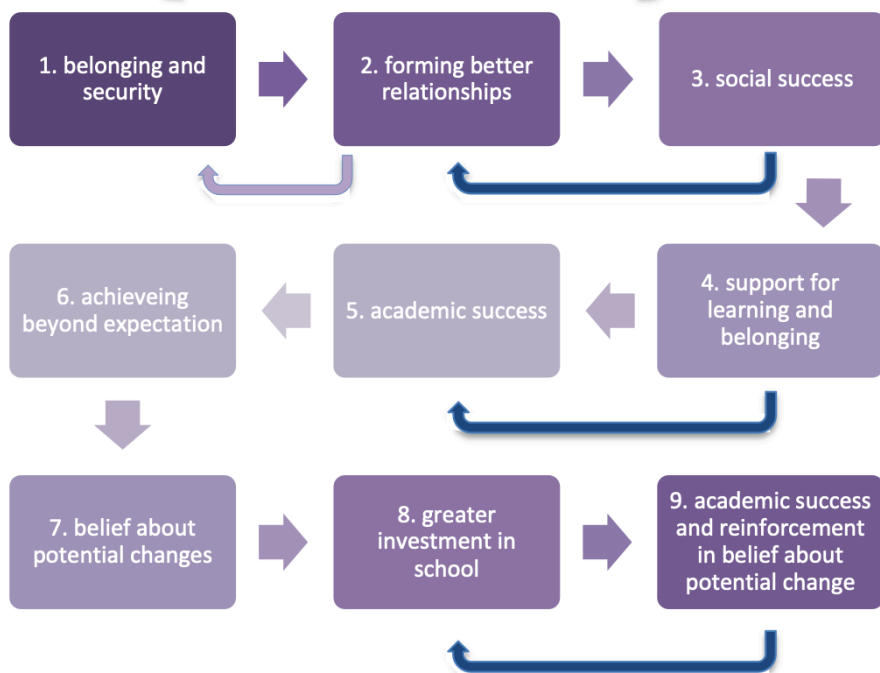
Factors 1-3 (illustrated by the first three boxes) above relate specifically to the overarching theme of connectedness and could be related to both the Nurture group context and the

wider school. Connectedness, in several forms, appeared to be developed within the context of the Nurture group, and in some cases the wider school setting, which promoted feelings of belonging and security for Nurture pupils within the case study school (1). In the exploration of this factor, the feeling of belonging and security within the school looks to have supported the development of several other positive relationships (2), including those between: Nurture group pupils and the wider school staff and Nurture group pupils and their wider school peers. As well as discussion in the previous chapter (in particular see section 4.2.3), the significance of a positive relational environment is discussed in relation to Visser's (2011) eternal verities (see section 2.2.9), biopsychosocial understandings of attachment and the creation of new brain structures (Schore & Schore, 20008) (see section 2.3.4), the Nurture Principles (see section 2.3.6) and evidence from empirical studies (see 2.3.8) within the literature chapter.

Factor 3 indicates one of the ways in which connectedness and agency were shown to be interrelated within the study. This research shows feelings of social success (3) appear to have created, or reinforced, feelings of agency and confidence within Nurture pupils (achieving beyond expectation and belief about potential changes) and has enabled them to continue to cultivate their social competencies in other, more high-road areas of transfer. As discussed under each research question in the previous chapter connectedness has been shown to be an important concept within this case study, similar to other interventions within the affective field (see section 2.3.6.2), and of particular note here, is the apparent development of connectedness between the Nurture pupils themselves. This is an area which would benefit from further examination.

Concerning the theme of agency, for pupils within the Nurture group in this case study, it would appear that an improved sense of self-efficacy had been achieved through the development and mastery of certain social, emotional and behavioural competencies, within the highly supported setting of the Nurture room. However, these successes within the affective domain have then been transferred by pupils to the wider school setting with varying degrees of success, where mainstream contexts have allowed for either low or high transfer opportunities (4) for pupils. Thus, the research evidence suggests that what happens in the mainstream classroom, that is to say, staff attunement to principles, pupils and pedagogy, particularly classroom teachers, is a principal mediator to success and, as set

out above, is an important finding in this study. Research generated in this study highlights that for a successful Nurture group approach to run within schools, there must be sufficient support given to pupils in terms of both their learning (cognitive and affective) and belonging. In situations where the social success felt by Nurture pupils (3), along with feelings of connectedness (1 and 2), was subsequently supported by attuned classroom teachers in terms of both cognitive learning and affective learning (including classroom belonging) (4), academic success followed (5). It was out of the scope of this study to investigate the academic gains of Nurture group pupils to any great degree, however, this was touched upon by participants and can therefore be assimilated, to an extent, into this synthesis. Conversely, it was found that in classroom contexts that were felt to be lacking either in cognitive support, affective support, or both, pupils' transfer of competencies was seen to be less effective. Again, this highlights the importance of the role of mainstream classroom teacher in ensuring successful transfer takes place - misattuned communication was seen by participants as a specific constraint to the transfer of competencies. Low-road opportunities within mainstream classroom environments could include those where the classroom teacher uses a sensitive or attuned interaction style (Ainsworth, 1978; Kennedy, 2011; March & Kearney, 2017) (see also discussion in section 2.3.6.4 regarding NP4 – Language is a vital means of communication), offers appropriately supported academic activities which include an element of paired or group work (Durlak et. al, 2017), and where their classroom practices are underpinned by a good knowledge of the six Nurture Principles (see section 2.3.6).

Moving through the framework we see that for pupils who experienced success in terms of transfer of competencies within the study, a change was observed in their mindset to school, learning and themselves (7). As highlighted in chapter two this finding is consistent with other small-scale Nurture studies such as Perkins (2017) (see also section 4.1.5). Interestingly, the mindset was mirrored by staff, who also appeared more accepting of positive social, emotional and behavioural changes in pupils where they had previously observed this to be the case. A feeling of 'having to see it before being able to believe it' was evident in relation to the Nurture group pupils and their social, emotional and behavioural competency development and seemed to support the processes around establishing feelings of agency. This is consistent with the transfer of learning studies discussed in chapter two whereby learners who hold epistemologies which are 'open' to transfer i.e. not

fatalistic in nature (Driscoll & Jin, 2018) are likely to be more successful in their transfer, and those educators who hold incremental views of the affective field (Dweck, 2000) are more likely to be supportive of this process.

Finally, from the findings, the author has concluded that further development of mindsets and behaviours over time could perhaps serve to reinforce the positive message of the Nurture group approach and lead to further social, emotional, behavioural and academic success for its participants (8&9). This particular finding could be related to Cooper & Whitebread (2007) who highlighted in their study that Nurture groups which had been running for over two years showed statistically greater results, Hattie's (2009) concept of collective teacher efficacy (see also section 2.4.3) and staff potentially holding a belief in their ability to support pupils (Florian, 2015) when they receive/engage in appropriate levels of professional learning . One way in which this further development of mindset might be achieved for wider staff members within schools, is with an increased attunement to the Nurture Principles, through ongoing professional development such as the sharing of real-life successes within schools' own settings (Colley & Seymour, 2021).

As the principal focus of this study was to consider the transfer of competencies from the Nurture group to the wider school setting, it is important to note the specific aspects of this in relation to the transfer theory outlined within the literature chapter (see section 2.4.). In relation to the framework depicted in Figure 17, factor 4, support for learning and belonging, is a particularly important consideration within the transfer process as. Figure 18 below shows potential explicit connections to Perkins and Salomon's (2012) conditions for effective transfer (as outlined in section 2.4.3) and could be used a useful tool in planning for effective transfer in secondary schools.

Figure 18

Conditions for Effective Transfer Between the Nurture Group and Wider School

Thorough and diverse practice	•Opportunities to use strategies within the mainstream classroom should be frequent and exist in all areas of the school
Active self-monitoring	•Use of targets and pupil reflection on these should be ongoing (use of detect-elect-connect-reflect).
Explicit abstraction	•Decontextulising social, emotional and behavioural competencties and discussing these
Arousing mindfulness	•The discusison, practice and monitoring of transfer is deliberate within both the NG and the classroom and requires pupil effort
Using metaphor or analogy	•Activities within the NG are carefully planned with a good knowledge of the pupils' interests and developmental level

The steps outlined above in Figure 18, along with the detect-elect-connect process (see also Figure 19 below for further details on this), could be used to good effect both in the Nurture group, and the mainstream class settings. The author's addition of a 'reflect' step in the process could tie these two concepts neatly together. Of course, the process would not necessarily be complete once a particular strategy is selected, used and reflected on by the pupil, but would feed into the beginning of the process (as depicted by the broken arrows) and perhaps serve to support further development in competencies.

Figure 19

Detect-Elect-Connect-Reflect
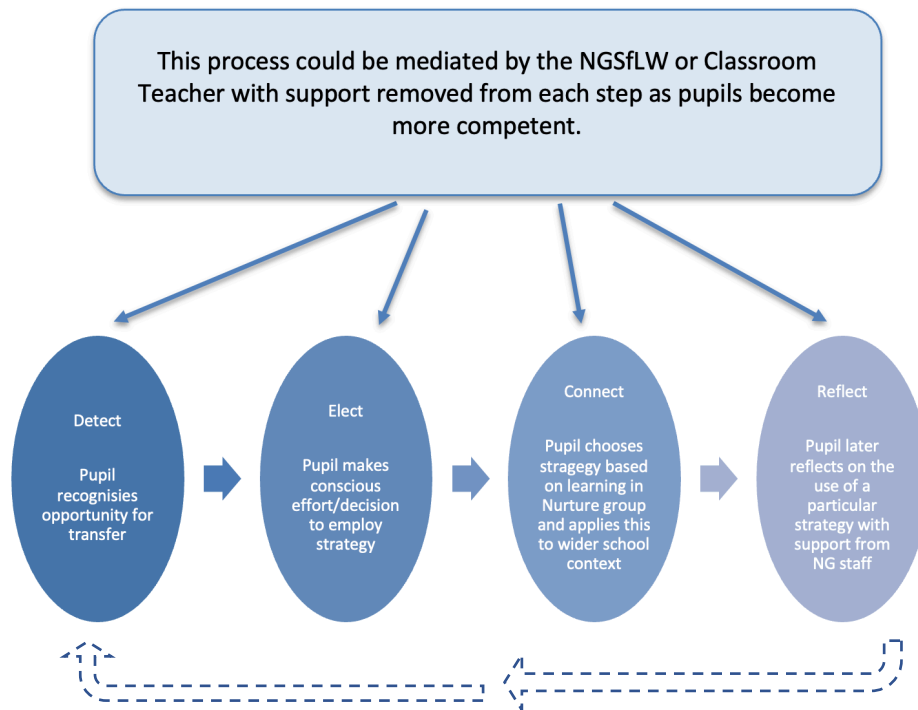
If used within the mainstream classroom setting, the way in which the process in Figure 19 is supported by the classroom teacher would be important to the success of such an approach. The active monitoring of pupil progress, as the case study has shown, requires differing degrees of support from staff both at the time of the intervention, and afterwards as part of a check-in system. It could provide a platform for Nurture group and wider school staff to work together in supporting better outcomes for pupils and form part of a target setting system with the Nurture Group Support for Learning Worker providing mediated support in the first instance, and then the classroom teacher taking over as stronger relationships develop over time (see also discussions around staff-pupil relationships in sections 4.1.6 and 4.2.3).

5.3 Limitations of the Study

As the researcher used pupils' school reports as a data source for conflict and congruence in the development of social, emotional and behavioural competencies, it may have been useful to interview certain teachers after the qualitative analysis of these documents in order to develop an even broader sense of pupils' transfer within the mainstream context. This possibility was not considered in the process of research design. Another participant group not considered for this study were potential multi-agency colleagues. The inclusion

of any other agencies working with the Nurture pupils, such as social work, could also have brought valuable information.

Although the engagement of parents and carers was not included in the study design, the inclusion of such a participant group could have elicited valuable data and is therefore a drawback to the overall study. It is felt now that this is somewhat of a missing element in the overall picture of the case. The vast majority of data collected was felt to be valuable and in answer to the research questions set, however, had the individual interviews with classroom teachers been scheduled directly, or very shortly, after the observations it is possible that more beneficial data would have been collected. On reflection, it may have proved worthwhile even to have conducted these interviews via telephone or video conference call. Within the individual and group interviews with both adult and pupil participants it may have been helpful to have focused more specifically upon the current target monitoring system in place within the case study school. This could have provided the opportunity to develop a deeper understanding of the specific facilitators and constraints to the self-monitoring process which has been discussed in this, and the previous chapter.

5.4 Recommendations

Whilst it has been highlighted in the methodology chapter that the present study has its limits in claiming generalisation or causality, it has its importance in informing subsequent work and research concerning Nurture groups within the secondary context. Table 27 below outlines the recommendations this study makes in relation to the various stakeholders involved. These recommendations are framed by the potential implications that the research evidence from this study has demonstrated a need for and are linked to the key theories and research discussed previously with the thesis.

Table 27

Implications and Recommendations for Stakeholders

Stakeholder	Implications	Links to Key Theory and Research	Recommendations
Schools	Pupils are more able to transfer their social, emotional and behavioural competencies in mainstream settings which are similar in nature to the Nurture group setting (class teachers are attuned to principles, pupils and pedagogy).	Kennedy (2011) March & Kearney (2017) Reilly & McNicol (2018) Salomon & Perkins (2012)	Secondary schools could better support pupils in transferring competencies from the Nurture group to the wider mainstream setting through developing the role of the classroom teacher in providing pupils with more low-road transfer contexts. This could include the development of attuned interactions through the use of ANWSA (Education Scotland, 2017), the development of learning and teaching approaches which include a relational element such as paired or group work and continued professional learning into the Nurture Principles).
	Pupils are better able to transfer their competencies from the Nurture group to the wider school setting where there are opportunities to use active self-monitoring (such as detect-elect-connect-reflect) in classes. Class work involving paired and group tasks provides such opportunities.	Durlak et. al (2017) Perkins (2017) Salomon & Perkins (2012)	Secondary schools should carefully consider how a Nurture group approach sits alongside aspects of learning and teaching in order to provide thorough and diverse opportunity for active self-monitoring of competencies in mainstream lessons.
	Wider staff who have had more exposure to and received more training around Nurturing approaches and the Nurture Principles feel more able to support pupils with the transfer of competencies from the Nurture group to the wider school settings.	Colley & Seymour (2021) Cooper & Whitebread (2007) Driscoll & Jin (2018) Dweck (2000) Florian (2015) Hattie (2009)	Secondary schools implementing the Nurture group approach should consider how to ensure that wider school staff develop attunement to the Nurture Principles so that they feel a sense of collective professional agency in supporting pupils to transfer their competencies. Secondary schools should continue to provide high quality continued professional learning to all staff within schools, not just upon introducing Nurture groups within the school, but as the Nurture group approach develops within the school.

Stakeholder	Implications		Recommendations
Policy Makers	Relationships between wider staff members and Nurture group pupils are a determining factor in the transfer of pupils' social, emotional and behavioural competencies.	Geddes (2006) Bowlby (1952) Visser (2011)	Policy makers should consider how to include Nurture group approaches within the wider relational context of schools and local authorities, making links explicit for all stakeholders.
	Pupils are better able to transfer their competencies from the Nurture group to the wider school setting where there are opportunities to use active self-monitoring (such as detect-elect-connect-reflect) in classes. Class work involving paired and group tasks provides such opportunities.	Durlak et. al (2017) Perkins (2017) Salomon & Perkins (2012)	Policy makers should ensure that consideration is given to the Nurture group approach when developing learning and teaching within schools.
Stakeholder	Implications		Recommendations
Researchers and the academic community	Pupils form strong and meaningful relationships with each other within the Nurture group, which is seen to support the transfer of social, emotional and behavioural competencies from the Nurture group to the wider school setting.	Kourmoulaki (2012) Visser (2011)	Further exploration into the role of pupil attachments (pupil connectedness) within the Nurture group and how this could be sustained after the intervention is complete.
	Pupils require varying degrees of coregulation and support with developing and transferring their competencies throughout and following the Nurture group intervention.	Greenhalgh (2013) Winnicott (1953)	Investigation into elements of an effective 'active monitoring' process (such as detect-elect-connect-reflect) in terms of transferring competencies from the Nurture group to the wider school setting.
	Attuned communication styles of wider staff are important to pupils in the development of positive relationships which in turn fosters transfer of social, emotional and behavioural competencies.	Kennedy (2011) March & Kearney (2017)	Further research into the use of the attunement profile in the development of relationships between wider school staff and pupils.

	The role of the Nurture Group Support for Learning Worker is a unique and potentially powerful relationship within the school which could support transfer of competencies between the Nurture group and wider school setting.	Bion (1962) Bowlby (1952) Maslow (1954) Visser (2011) Schore & Schore (2008)	A closer look at the important role of the Nurture Group Support for Learning Worker and how they could be utilised to support transfer of competencies for pupils.

5.5 Reflection on Practice

The journey throughout the EdD has been both professionally and personally challenging. As a leader of learning throughout my career within my various roles in education: classroom teacher, Nurture teacher, Faculty Head and, most recently, Depute Head, I have come to understand the value of research and professional enquiry to the development of education and my school community. Following the completion of my MEd, embarking upon the EdD appeared the next logical step, however, it has proved to be so much more.

The development of Nurture groups and Nurturing approaches within the Scottish educational context has been marked over the span of my doctoral journey. At its outset there were very few research studies from which to draw inspiration, and, over time, this has increased quite significantly. This has served to support my interest in the subject area, as a current and worthwhile endeavour, which can be drawn upon positively within my professional life. Moreover, the development of a more comprehensive whole school approach, I feel, highlights the space for my own work in the area of Nurture and affect transfer. As a practitioner who has worked in four quite different local authority areas it is also heartening to see attempts by Education Scotland to apply the approach consistently for children and young people across the country. With a now vast background of reading into inclusive education behind me, I feel it to be of utmost importance that all pupils, regardless of area in Scotland, have equal access to high quality Nurturing approaches in their local school.

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Section I
DEVELOPMENTAL STRANDS

The scores for the items in Section I are entered in the histogram below in the column indicated by the relevant letter (A, B etc... J). The outline is irregular because the number of items varies between columns.

The shaded blue areas indicate the range of scores in a sample of competently functioning young people aged 11-14 years.
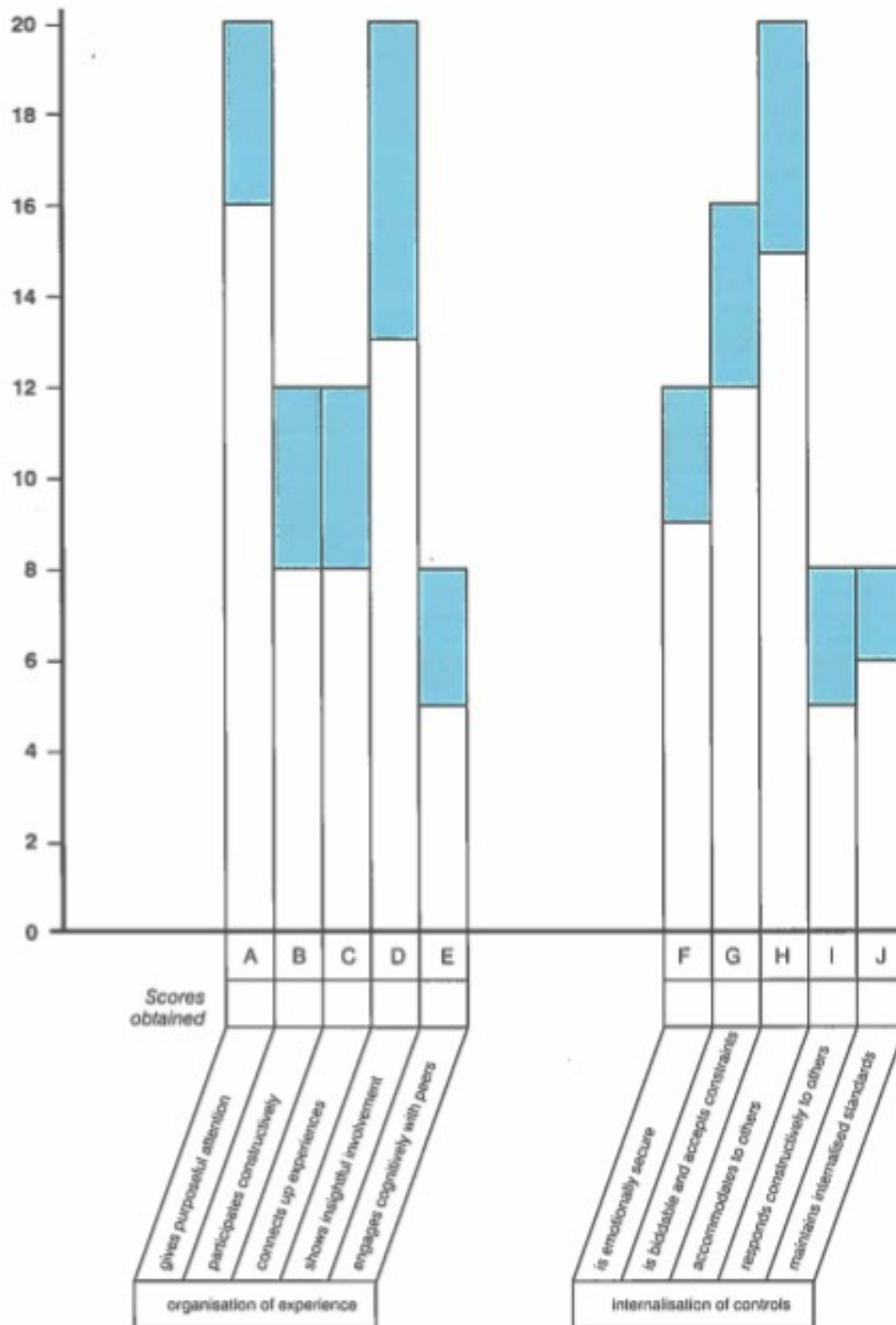
Section II
DIAGNOSTIC PROFILE

The scores for the items in Section II are entered in the histogram below in the column indicated by the relevant letter (Q, R etc... Z). The outline is irregular because the number of items varies from column to column.

The shaded blue areas indicate the range of scores in a sample of competently functioning young people aged 11-14 years.
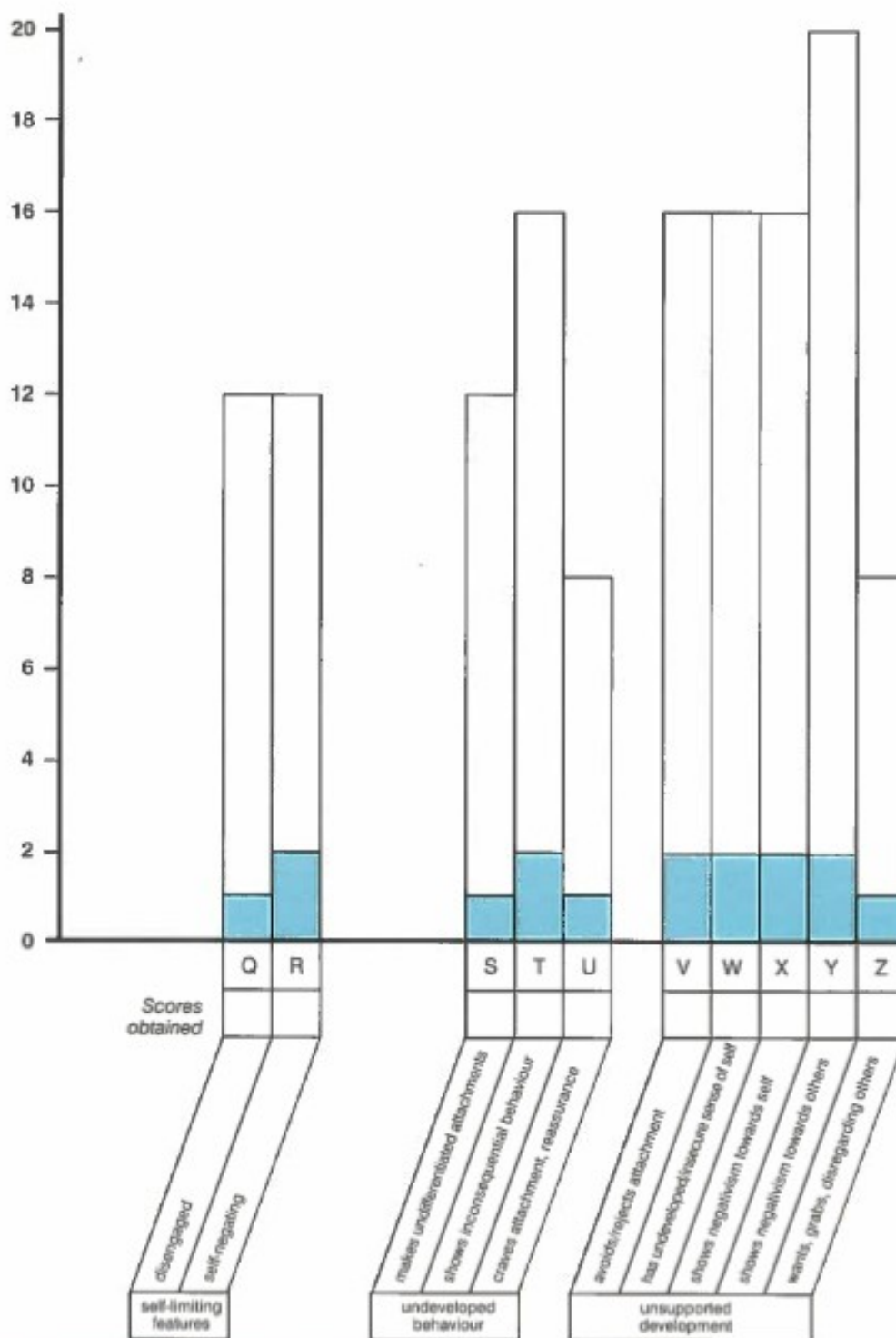
Exploring the Literature - Nurture
Groups

Nurture Groups – Exploring the Literature/Annotated Bibliography of Nurture Group Articles

Author(s) & Date	Focus/Questions	Age Range	Methods/ Methodology	Discussion of Literature Included / Key Concepts	Overview - Discussion of Findings	Recommendations Arising from the Literature	New Citations to Read
(Coleman, 2019)	The underlying research question is: how did the head teacher and the Senior Leadership Team (SLT) embed the decision to apply a nurturing culture to the whole school?	Primary	Case Study	Leadership styles Whole school Nurture in the research base	Need to focus on: vision, values and aims, staff wellbeing, initial and continuing CPD, safe spaces for children (physical changes), parental and pupil involvement, strong commitment from leadership,	*wider views sought from across the schools *focus on academic outcomes and exclusion data * longitudinal study * consideration in England given to role of governors	Lucas, S., K. Insley, and G. Buckland. 2006. Bennett, H. 2015. Stone et. al. 2017 Warin and Habin, 2016.
(Kearney & Nowek, 2019)	The key research questions in this study were: how has nurture evolved in a Scottish context; has this led to a shared understanding of a nurturing approach; what is the rationale for employing a nurturing approach; and how has its impact been measured?	Primary and Secondary	Questionnaires, Interviews	NG History Scottish context Highlights ACEs, trauma informed practice, links with poverty and a "buffering adult" Positive relationships Attachment to teachers	The study found that 25 out of the 27 LA respondents were running Nurture groups, 27 stated they were running Nurturing approaches and 20 highlighted Nurture as an explicit priority area in the LA. Poverty was highlighted as a main driver for the intervention, as well as learning and teaching culture, wellbeing for staff and pupils and supporting inclusion of young people with a needs profile. Positive relationships were highlighted including consistent use of respectful language, staff knowledge of AT and relationships policies	*National definition of Nurturing approaches to be agreed *Evidence of the impact of nurturing approaches in Scottish schools *Evidence of links to other approaches with similar aims	Gregory et. al. 2012; Hughes et. al. 2018 Durlak, 2016 Yoder, 2014;
(Reilly & McNicol, 2018)	The aim of the study is to provide evidence that the Applying Nurture as a Whole School Approach (ANWSA) document impacts positively in health, wellbeing and attainment and to provide a fidelity structure for future transportability of the resource into similar contexts	Primary	Collaborative Action Research	Context of Nurturing Approaches	The authors are currently working in stage one of this study – coordinating and leading the initiative with school staff and linked professionals with a projection of four years to complete. A year 1 fidelity structure has been put in place	The authors believe that in creating a fidelity structure to support implementation they will be able to ascertain not only if the initiative 'works' but also why and how it 'works' within a particular context. – information that can inform others to use the ANWSA document	Bishop (2008) Moran (2015) Stephen, C., Stone, K. Burgess, C., Daniel, B. & Smith, J. (2014).

Adult Participant Information Sheet

Participant Information Sheet for Adult Participants

School of Education

A Case Study of a secondary school Nurture group focusing upon the transfer of learning from the Nurture group to the wider school setting

The Researcher

Ms Leanne Black is a Faculty Head (SfL, EAL, Nurture & Beahviour) at Hillhead High School. She is currently a Postgraduate student studying a professional doctorate in Education (EdD) at the University of Strathclyde. She can be contacted at Hillhead High School, 22-44 Oakfield Avenue, Glasgow, G12 8LJ

What is the purpose of this investigation?

The purpose of this investigation is to gather information and views on Nurture groups within secondary school in order to understand how learning is transferred to the mainstream classroom.

Do you have to take part?

Taking part in this study is entirely optional, and if you choose not to participate it will in no way affect your experience in the school or the school's Nurture Group. Similarly, you are entitled to withdraw from the process at any point.

What will you do in the project?

If you choose to take part in the study you will be invited to take part in an interview with Ms Black. The interviews will take place in one of the meeting rooms in Hillhead High School and will last around 20-30 minutes. The full project is planned to take place from 04/06/2018-03/12/2018.

Why have you been invited to take part?

You have been asked to participate because you teach a pupil who attends the school's Nurture group.

What are the potential risks to you in taking part?

This should explain any potential risk, any burdens imposed and any specific preparatory requirements (e.g. special diet, exercise).

What happens to the information in the project?

With your consent, interviews will be audio recorded and then transcribed. After the study has taken place, findings will be written up in the form of a dissertation. There will be no names of people,

places or the school disclosed, so identity will be kept completely confidential. Data will be stored securely by the researcher and deleted at the end of the project. Further possible dissemination includes:

The Secondary Nurture Working group, which operates in Glasgow City Council

Professional dialogue with colleagues in order to raise awareness/share outcomes

Publication in relevant academic journal

Presentation at an academic conference

The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

What happens next?
If you are happy to be part of the study please sign the consent form enclosed to show this, and return to Ms Black.   If you do not want to be involved in the project then we thank you for taking the time to read this information.

After the study is complete and the data has been analysed the full report in dissertation format will be available to you, as well as a shortened version of the results. The researcher can be contacted at anytime via email/telephone should you wish to ask questions about the results.

Researcher Contact Details:

Ms Leanne R Black	University of Strathclyde
Hillhead High School	Level 5 Lord Hope Building
22-44 Oakfield Avenue	141 St James Road
Glasgow	Glasgow
G12 8LJ	G4 OLT

Pupil Information Sheet

Participant Information Sheet for Pupil Participants

<u>School of Education</u>
Nurture Group Study

<u>The Researcher</u>

Ms Black works at Hillhead High School and she is also studying at the University of Strathclyde, focusing on Nurture groups. Throughout this project when Ms Black is doing things, which relate to the study she will be acting as a student from the university and not as a teacher.

<u>What is the purpose of this investigation?</u>

The purpose of this investigation is to gather information and views on Nurture groups in order to understand whether pupils use what they have learned in the Nurture group in other classes. Ms Black would like to find out if pupils have used the things they have learnt about themselves in the Nurture group to get on better in other areas in the school such as in their classes. She would also like to look into what helps pupils to transfer their skills to other classes and what makes it difficult for them. Finally she will be looking into how to make Nurture better in the future so that other pupils can transfer their skills to other classes more easily.

<u>Do I have to take part?</u>

No. Taking part in this study is optional and if you don't want to be involved that's okay – it will not affect how you are treated in school. You can also decide later on if you don't want to take part and can stop being involved at any time. Information about you can be removed from the study up to the point at which Ms Black writes it into her assignment. If you decide either one of these things, Ms Black will not be cross with you.

<u>What will I do in the project?</u>

If want to take part in the study Ms Black will come to see you in one of your classes and talk to you afterwards (this will be called an interview). Ms Black will come to see you in your English class and in one additional class that you choose. We will do the interview in the Nurture room at school, or in

another room that you find comfortable such as the Pastoral Care base. It will last around 10-20 minutes, and with your consent, will be recorded. Ms Black would also look at your S1 school report, tracking report and the assessments/plans used within Nurture. If you talk about anything in the interview that makes Ms Black seriously concerned about your safety, she will pass this on to Mrs McAlaney.

Why have I been chosen to take part?

You have been invited to take part because you went to the Nurture group this year.

What are the potential risks to you in taking part?

You might be worried that other people in your class will know Ms Black is coming to see you in some lessons. She will be very careful not to let other pupils know that she is observing you by moving around the classroom and talking to others. Ms Black will take up about 10-20 minutes of your time when she talks to you after the lesson. During the interview you might get worried about what Ms Black asks you but you do not have to talk about anything that you are uncomfortable with. If you are upset and don't want to go back to class after the interview, Ms Black will arrange for you to stay in Support for Learning with a member of staff that you trust. She will also let your Pastoral Care Teacher know. You might be worried that you have to take part, or that you should only say positive things about the Nurture group because Ms Black works there. Remember that Ms Black is acting as a student researcher, and not a teacher, and so she wants to hear all your views on the Nurture group and nothing you say will have a negative effect on the way you are treated in school.

What happens to the information in the project?

With your consent, interviews will be audio recorded (taped) and then typed up by Ms Black. Ms Black will keep the information on a password-protected computer and it will be encrypted. Ms Black's supervisors at university will be the only other people who can see the information she collects for this study. After the study has taken place, what she finds out will be written up in the form of a dissertation (essay) and finished around December; she may publish articles about what she finds out. There will be no names of people, places or the school in the essay or the articles, so your identity will

be kept completely confidential, but Ms Black's name will be on the essay so people reading it who know the school might be able to work out that you took part.

Thank you for considering this information – please ask any questions if you are unsure about what is written here.

What happens next?

If you are happy to be part of the study please let Ms Black know and return the consent form from your parent/carer. Ms Black can be contacted at anytime in person, via email Leanne.black@strath.ac.uk) or telephone (0141 582 0100) should you wish to ask questions about the study. After she has completed her study, Ms Black will give you a wee report that tells you about what she found out.

Researcher Contact Details:

Ms Leanne R Black	University of Strathclyde
Hillhead High School	Level 5 Lord Hope Building
22-44 Oakfield Avenue	141 St James Road
Glasgow	Glasgow
G12 8LJ	G4 OLT

Chief Investigator details:
Dr Joan Mowat
Senior Lecturer
University of Strathclyde
School of Education
Level 5 Lord Hope Building
141 St James Road
Glasgow
G4 OLT

This investigation was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee
Research & Knowledge Exchange Services
University of Strathclyde

Graham Hills Building
50 George Street
Glasgow
G1 1QE

Telephone: 0141 548 3707
Email: ethics@strath.ac.uk

Classroom Teacher Individual Interview Schedule

Individual Classroom Teacher Interview Schedule (modified)

1. Here is an overview of pupil X's Boxall Profile. There have been gains in x, y, z…do you feel this is representative of competencies you observed pupil X to have developed?

Probe – which competencies are different in your opinion?

2. In what ways, if any, do you feel that pupil X has been able to transfer learning/competencies from the NG into your classroom?

Probe – can you tell me more about how the pupils displays competency xyz?

3. From the perspective of a classroom teacher what do you feel supports pupils to be able to transfer learning/competencies from the NG into your classroom?

Probe – is there anything that you/others do within the school that supports pupils in this sense? (personal, systemic, pupil related, staff related etc.)

4. From the perspective of a classroom teacher what do you feel are the difficulties for pupils in terms of the transfer of competencies from the NG to the wider school?

Probe – is there anything within the school that makes it difficult for you to support pupils? (personal, systemic, pupil related, staff related etc.)

5. From the perspective of a classroom teacher in what ways, if any, can the Nurture group approach continue to be developed in the wider school to improve outcomes for pupils and, in particular, to foster the transfer of learning from the Nurture group to the wider school context?

Probe – can you tell me about what supports you feel you need in order to better support pupils in the transfer of competencies?

6. Are there any other comment you would like to make about the Nurture group?

General Probes
Can you tell me more about that?
What do you mean when you say…?
Could you give me an example of that?

Field Notes

Pupil: Pupil D   Class: English   Teacher: English Teacher 4   P:2

General Context of the Classroom:

Lots of displays of pupils' work on the wall, including work from the current class topic – class novel, Wonder. Folders were set out on the desks for pupils arriving. Pupil D is seated at the front middle table – the closest position to the class teacher. The class is supported by an SfLW. Pupils moved around the classroom freely for resources etc. during the lesson. Homework was displayed on the board – final copy of diary entry due. Teacher regularly praising class and reminding of next steps.

Pupil Actions Throughout the Lesson:

Pupil D came into the classroom quietly, found a book at the back of the class for reading time, took jacket off and started to read. Required no prompting. Pupil D clearly knew where alphasmart was and took this for task of the day. Girl next to him was trying to start conversation – Pupil D trying to politely ignore and redirect. Doing so in a whisper. Following sheet for instructions of tasks then following teacher as well. Asked a question about what happens when you are finished. Pupil engaged in task. Asked clarifying questions from his partner whose work he was reading for the peer assessment task. Responded well to support from the SfLw. Reminded by class teacher to stay on task – responded to named reminder with a wee grin. PT came into lesson about half way through. Stayed quiet at first, a little bit of off task chatting which grew noisier during an unstructured couple of minutes. Was able to return to class after whole class reminder. Pupil D had completed written task to a good standard and working slightly slower than the rest of the class but at the same speed as shoulder partner. Class getting a bit noisy with most finished task – pupil D head down and still working. Some over exaggerated actions – teacher responded with a reminder to be working and sitting quietly. Teacher asked back tables to tidy up and pupil D kept working for a while. Pupil packed up when told with others and put away Alphasmart.

Follow up Questions/Responses During Lesson:
Pace of work – Pupil D working a bit slower than usual
Girl next to him chatting – Pupil D explained that teacher only gives you a row if you respond too loudly.

Follow up Questions/Responses After Lesson:

Pupil D has volunteered to read out in class and wants to do so even though he struggles – seems comfortable with peers.
Pupil D seated at the front of the class to keep him away from certain personalities in the class and to minimise distractions for him.

Commented [MB1]: Sense of ownership for pupils within the classroom

Commented [MB2]: Structure

Commented [MB3]: Careful seating in place to maximise pupil involvement in lesson

Commented [MB4]: Able to model appropriate relationships between the tw adults

Commented [MB5]: Pupils are trusted within the classroom

Commented [MB6]: Warmth and structure provided by class teacher

Commented [MB7]: Pupil comfortable with the routines of the classroom

Commented [MB8]: Using strategies to remain on task

Commented [MB9]: Able to turn to peer for support with task

Commented [MB10]: Indicates a positive relationship with the class teachers

Commented [MB11]: Commitment to work set – keen to finish

Commented [MB12]: Able to manage own resources

Appendix G

Full Transcript with Coding (Pupils C,D and E Group Interview) (Stage Two)

Identifier	Transcript Section	Comment	Descriptive Code	Interpretive Notes	Initial Int. Code	RQ Link
INTRO	I: As an introduction, can you tell me a little bit about what you did in the Nurture group last year? Who wants to start?					
D.1	PD - Pupil C go first. No, I'll go first to get it over and done with. I: Thanks Pupil C.	Pupil is reflecting on approaches to talking to others	Pupil decides to talk first as this gets it done quickly	Confidence	D - confidence	RQ1
D.3	PD - Well Pupil E makes cakes.	Pupils are appreciative of others efforts in the group and compliment each other freely	Importance of sharing food	Safe Base	E - safe base	RQ1
C.3-E	PC - They were amazing.	PC thought PE's cakes were amazing g	Pupils praise each other	Value is placed on individuals who attend the NG	B - value	RQ1
D.4	PD - Yeah, we had a big Dominoes party – the Pizza place, not like the game, we had a party.	Celebrations are important within the NG	Celebrations for all pupils are given value in the NG	Value is placed on individuals who attend the NG	B - value	RQ2
RQ1a	I: Was there anything about the group that helped you feel better about yourselves?					
C.4a	PC: It made me…it let me have more chances with my friends. I: What do you mean by more chances? PC: Like we got to know each other more and that made me more confident.	Pupils felt more connected to one another within the NG and this helped them outside of the NG with friendships	Opportunities to develop friendships in the group led to pupil believing in ability to form friendships	self-belief in social situations	H - Self Efficacy	RQ1
C.4b	PC - It made me…it let me have more chances with my friends. Like we got to know each other more and that made me more confident.	Pupil C feels more confident and feels he knows pupils in the group better	The NG environment facilitates friendships which then foster confidence	Opportunity for Friendships	A - Pupil Attachment	RQ2
C.4c	I: What kind of things did you do in that time together? PC: We laughed, ate PE's cakes and had fun.	Pupil C enjoyed spending time with NG peers.	The NG environment facilitates friendships which brings enjoyment.	Opportunity for Friendships	A - Pupil Attachment	RQ2
D.5a	[inaudible] I: You were playing games? PD - Yeah, me and PE are still undefeated champions when we are playing together, I just want to point that out. If anyone in the school wants to challenge us then feel free.	Pupils feel confident with each other in groups/teams	Pupils have developed a sense of self efficacy as a result of groupwork	Self efficacy linked to group work	H - Self Efficacy	RQ1

D.5b	I: So that helped you to feel good about yourself when you had some success in the games? PD - Yeah. I: Okay, anything else? PD - No.	Pupils feel confident with each other in groups/teams	Pupils have developed a sense of self efficacy as a result of groupwork	Self efficacy linked to group work	H - Self Efficacy	RQ1
E.1	I: Okay - PE anything you want to add? PE - SfLW brought cakes in when it was our birthdays. I: Very nice - so did you have a bit of a celebration when it was peoples birthdays? PE - Kind of...we did do work though (points to a poster on the wall).	Birthdays were celebrated in the NG	Celebrations for all pupils	Value is placed on indivudals who attend the NG	B - value	RQ2
C.5	I: Because this is an interview can you just tell me a little about that because we won't be able to see the poster. PC - Expressions.	Explicit teaching of emotions helped pupils to be better able to identify/understand emotions in others	Pupils can identify and understand emotions in others	Emotional Regulation	F - emotional regulation	RQ1
D.7a	PD -Yeah, like PC said, We got photos from newspapers and we stuck them on separately like with space around them so we could write around them what it looks as though they are feeling...	Pupils worked with visuals to help them understand feelings by body language	Pupils developed understandings of emotions through visual learning opportunites relating	Learning opportunities - NG	P - Learning opportunities	NQ2
D.7b	I: Did working on those expressions and feelings, did that help you? What did that help with? PD - It helped us understand what people could be feeling by body expression or something – I think that's what it's called. Is that what it's called?	Pupils worked with visuals to help them understand feelings by body language	Pupils developed understandings of emotions through visual learning opportunites relating	Learning opportunities - NG	P - Learning opportunities	NQ2
D.7c	[inaudible whisper from PE] PD - Yeah, body language. That's it.	Pupils support one another to estbalish correct terms for emotional language.	Pupils help one another to identify and name emotional language terms	Positive peer interactions	A - Pupil Attachment	RQ2
RQ1b	I: Anything else? No? Okay...shall we move on? Next question then. Was there anything about the group that helped you get on better with other people? So that could be other people in your classes, adults, your teachers, anything that you did to help you get on better with others?					
D.8a-E	PD - Well before the group me and PE weren't exactly on speaking terms. PE- Not at all actually. PD- Yeah because I kept on like pulling your bag (PE's) and we ended up in a little bit of a fight...	Pupil D and Pupil E did not get along prior to the NG starting and were involved in physical confrontations.	The NG facilitated pupils who were previously in conflict with one another to resolve their issues	conflict resolution	A - Pupil Attachment	RQ1
D.8b-E	PD - but we came to the group and now we are friends.	They pupils are now friends.	Opportunities to develop friendships in the group	Friendships - developed	A - Pupil Attachment	RQ2

D.8c	PD - Well before the group me and PE weren't exactly on speaking terms. PE- Not at all actually. PD- Yeah because I kept on like pulling your bag (PE's) and we ended up in a little bit of a fight...PC - You were just being mean...PD - ...but we came to the group and now we are friends.	Pupils are able to discuss situations including their part and others' part in behaviour	Pupils are able to reflect/ comment on each others behaviour	Emotional Regulation	F - emotional regulation	RQ2
C.6	PC - That's actually the same with me and PE. Because it was not good and then Nurture was like happy, smiles and laughter.	The NG is a positive place for pupils to attend	Pupils had a positive experience at the NG	Safe Base	E- safe base	RQ2
C.8-E	I: So do you think the focus of Nurture was on trying to be happy or...PC - well I was sad because of a topic. I - and did anything help with that? PC – Pupil E.	Pupil C was upset in the group and Pupil E helped him with that.	Pupils were able to coregulate emotions for each other	Emotional Regulation	F - emotional regulation	RQ2
C.11-E	PE - Oh, I'm not sure what you are talking about. PC - Well, I know what it is. Yeah, like I helped him through his painful and depressing times.	Pupil C helped Pupil E through difficult emotions in the group	Pupils provide each other a source of reflection to learn about their behaviour	Emotional Regulation	F - emotional regulation	RQ2
C.13a	PC - Remember the time you were wearing the Wookie pyjamas and you were outsude and had your hood all up? You were angry. PE - No, that was just a joke. PC - No it wasn't! You were angry.	Pupil E not refelcting on his emotions within the group openly.	Pupils provide each other a source of reflection to learn about their behaviour	Emotional Regulation	F - emotional regulation	RQ1/2
C.13b	PC - Remember the time you were wearing the Wookie pyjamas and you were outside and had your hood all up? You were angry. PE - No, that was just a joke. PE - No it wasn't! You were angry.	Pupil C identifies Pupil E's feelings	Pupils help one another to identify and name their emotions	Emotional Regulation	F - emotional regulation	RQ1/2
RQ1c	I: Alright, okay thanks guys. This is the next question. Was there anything about the group that helped you with your behaviour? So that could be behaviour in classes (maybe you were struggling a wee but with that) or it might be more like confidence types behaviours.					
C.14	PC - I tried to make more friends.	Pupils created strong relationships with each other within the NG	Pupils created attachments to one another in the NG	Pupil Attachment	A - Pupil Attachment	RQ1/2
E.7	PE - And you did! Because I barely even knew you before we started the Nurture group so...	Pupil E has made friends with Pupil C and hardly knew him before the group started	The NG facilitated friendships among pupils who didn't know each other well before	Pupil Attachment	A - Pupil Attachment	RQ1

C.15	PC - And now we are like best friends. And also Pupil X (mainstream peer).	Pupil C feels that Pupil E is like a best friend	Pupils developed strong relationships in the NG	Pupil Attachment	A - Pupil Attachment	RQ1
C.16	I: Okay, so tell me how it helped you with Pupil X (mainsteram peer) PC - Well because I had friends and I tried to make new friends in my class and that worked out kind of. I: So were you able to use the things you had learned about friendships in Nurture in your other classes for friendships? PC- Yeah.	Having strong relationships with pupils in the NG allowed pupils to form new friendships with others outside of the group	The pupil attachment relationship created a safe base	Pupil Attachment	A - Pupil Attachment	RQ1
C.17-E	I: What about you PE, is there anything that you feel helped you with your behaviour? PE - I don't know. I: Well, do you think it has gotten getter, worse or just the same? PC - I would say for PE (behaviour has) gotten better. I: Is it okay for the biys to say what they think has improved for you? PE - Yeah.	Pupils have noticed positive changes in each others' behaviour and can comment on this	Pupils provide each other a source of reflection to learn about their behaviour	Emotional Regulation	F - emotional regulation	RQ2
D.11-E	PD - Yeah, you used to just get angry like that (clicks fingers).	Pupil C comments that pupil E used to anger quickly	Pupil C can comment on Pupil E's development of behavioural competencies	Pupil Reflection	V - Pupil Reflection	RQ1
D.12-E	PD - Yeah like in 1st year you (PE) used to get angry easy, like you don't get as angry anymore. I - (to PE) is it okay for the boys to talk about your behaviour? PE - yeah.	Pupil E's behaviour improved in terms of their response to pupils' interactions with them.	Improved behavioural competencies	Behavioural Regulation	F - emotional regulation	RQ1
D.13-E	PD - Like at first, no offence, but you couldn't take that much of a joke, I mean you could take a joke but not like a big joke.	Pupil E is better able to cope with being made fun of by friends (taking a joke)	Improved social competencies	Emotional Regulation	F - emotional regulation	RQ1
E.9	PE - May I remind you that those jokes were generally to do with me being stupid or annoying. PC - But that was the joke!	Pupil E highlights that jokes that used to anger him were made at his expense	Negative feelings of not belonging - being singled out	Belonging	B - value	RQ1
C.17-E	I: Why do you think that might be? PE - I don't know. PC - Because he has spent time with friends.	Pupil C thinks that Pupil E is better at dealing with his emotions around jokes because he has been able to practise this with his friends from the NG.	Small group practise leads to transfer	Pupil Attachment	A - Pupil Attachment	RQ1

	I: So anything else we want to say about things that helped with behaviour? What was it about the group or what you did that helped with improving behaviour?					
D.14	PD - Well every time we laughed it made us realise...well we didn't realise at the time...but it's made us realise that things can be a joke and we don't need to take things as serious.	Pupil D highlights that being around others and interacting in a positive way helped him to respond to social situations with more resilience	Peer attachment led to transfer	Positive peer interactions	K - social interactions	RQ2
E.10	PE - It prevented us from going to one of the X classes...[inaudible]	Pupil E feels missing out on certain classes helped to improve behaviour for pupils	Nurture provided another environment over class	Safe Base	E - safe base	RQ2
D.15	PD - Oh, and there's one thing that the Nurture group taught us – don't get involved with Politics. I: Oh, okay - so appropriate conversations - is that what you mean? PC - Yeah it's like...[inaudible]	Pupils had a better understanding of social conversations	Improved social competencies	Positive peer interactions	K - social interactions	RQ1
D.16	I: PE, that was just quite interesting what you said there, so it helped you because there were certain classes that you didn't have to go to? Having a bit of time out of class, was that good? PD - Yes, like Subject Y! We had Teacher X.	Pupils felt it was good to have some time out of classes to attend the NG	Importance of timetabling	Systemic Organisation	J - systemic organisation	RQ2
E.11	PE - No he left at like the start of the year and then it just went downhill from there.	Pupils are affected by changes in staffing and recognise this	Transitions are important	Systemic Organisation	J - systemic organisation	RQ2
RQ2	Okay. Well thank you. The next question then is, where you able to use what you learned in the group in other classes, or in pther parts/places in the school like extra-curricular clubs, or assemblies or...					
	Is that quite a tricky question? Well, you know how Pupil C said that he was able to practise making friends, and he did make friends in the group and that did help him to make friends in class? Is there anything else like that that you were able to practise in the group and then do in classes?					
D.17a-C	PD - Yeajh!...Em like, not to take things seriously...well as seriously. Well, obviously if someone is going to stab you then you should take that seriously but... PC - Like my mum, but that was ages ago... PD -Oh yeah...I remember you told us that story...(rubs PC on the back).	Pupil D highlights the the NG helped him to respond to social situations with more resilience	Pupils created attachments to one another in the NG	Postitive attachment to peers	A - Pupil Attachment	RQ1
D.17b-C	PD - Yeajh!...Em like, not to take things seriously...well as seriously. Well, obviously if someone is going to stab you then you should take that seriously but... PC - Like my mum, but that was ages ago... PD -Oh yeah...I remember you told us that story...(rubs PC on the back).	Pupils comfort each other and acknowledge difficult times in each others' lives	Pupils provide coregulation for difficult emotions	Emotional Regulation	F - emotional regulation	RQ1

D.18	I - Okay, well let's circle back to what PD was saying. Was there anything that made things easier to use your learning? PC - Yes. PD - Yes, remember we had a target wall.	Pupils identified having targets helped them to transfer learning from the NG to the wider school	Having targets helped transfer	Systemic Organisation	J - systemic organisation	RQ2
RQ2	Okay, let's move on then. What made things difficult to use your learning? So could you have practised you learning in classes even better? Was there anything that made it hard or tricky?					
E.12a	PC I dunno...PE - well like when Teacher X prohibits you from speaking. Like I showed up 2 minutes late and he asked me to go out. So I went out and I'm pretty sure his exact words were: "Come back here...it's time for me to make an example of you."	Pupils found it difficult to transfer competencies relating to behaviour to classrooms where a nurturing approach is not adopted by teachers	Teacher-pupil relationships can be a constraint for transfer	Attunement	L -teacher attunement	RQ2
E.12b	I: Okay, so some teachers. Did they respond differently to how the teachers in the group did with that sort of thing? PC - Yes. PE Yeah. PD - Yeah.	Pupils found it difficult to transfer competencies relating to behaviour to classrooms where a nurturing approach is not adopted by teachers	Teacher-pupil relationships can be a constraint for transfer	Attunement	L -teacher attunement	RQ2
D.19	PD- Yeah, when you end up...they are trying to give you into trouble do not let you talk or explain yourself.	Pupil D found it difficult to manage his behaviour when the class teacher did not allow him to explain himself	Pupils find it difficult to transfer competencies when the teacher does not allow for dialogue around behaviour	Teacher communication - regarding behaviour	L -teacher attunement	RQ2
D.20a	PD - Yeah, especially Teacher X, because one time, em I was late for a detention and I said to him that I will stay back for longer than I am meant to and then he just started shouting "No, you ever miss a detention again and I'll come down on you like a tonne of bricks, I will make your life a living hell", like the usual stuff that he always does.	Pupil D found it difficult to transfer behaviour competencies when he was shouted at for being late for detention	Pupils found it difficult to transfer competencies relating to behaviour to classrooms where a nurturing approach is not adopted by teachers	Mainstream Teacher Attunement	L -teacher attunement	RQ2
D.20b	PD - Yeah, especially Teacher X, because one time, em I was late for a detention and I said to him that I will stay back for longer than I am meant to and then he just started shouting "No, you ever miss a detention again and I'll come down on you like a tonne of bricks, I will make your life a living hell", like the usual stuff that he always does.	Pupil D tried to find a solution to the fact that he was late for detention	Pupils try to discuss behaviour incidents	Teacher communication - regarding behaviour	H - Self Efficacy	RQ2
E.13	PE - Also, Teacher Y just yesterday, the class wasn't actually that noisy, she said the next person that talks when someone else is talking is going to have a week's detention. But it was during an activity where the teacher specifically said talk to your tables. I: Ah, so mixed messages - is that what you mean?	Pupil E explains that the teacher gave the class an instruction not to talk during an activity that involves talking with the penalty being a behavioural sanction	Pupils find it difficult to transfer competencies when teacher intentions about behaviour expectations are unclear	Teacher communication - regarding behaviour	O - Inconsistent expectations	RQ2

D.21	I: So when teachers respond to you in similar ways to the NG teachers - does that make it better? PD - The teachers in the Nurture group, they know us better than the other teachers like Teacher X and Y	Pupils feel that the NG staff know them better than classroom teachers	Pupils link knowing their teachers well to building a strong relationship and therefore being better able to transfer competencies	NG staff are trusted adults	C - trusted adult	RQ2
C.18	PC - Even our pastoral care teachers	Pupils feel that the NG staff know them better than their pastoral care teachers	Pupils have developed a close relationship with the NG staff	NG staff are trusted adults	C - trusted adult	RQ2
E.14a	I: So what is it about the Nurture teachers that makes them know you better than all the other teachers? PE - Well we see them for one period every day and...	Pupils see the NG on a daily basis	Pupils link knowing their teachers well to building a strong relationship and therefore being better able to transfer competencies	NG staff are trusted adults	C - trusted adult	RQ2
E.14b	PE - as a comparison to like Teacher X who says whatever he wants, ah well, he doesn't really know any of us that well at all and then...	Pupils feel that teachers who say things without filter, or who do not know them well do not help them to transfer competencies	Attuned communication is important to pupils for transfer	Mainstream Teacher Attunement	C - trusted adult	RQ2
D.20	PD - and he is too busy shouting so it never helps...	Pupils found it difficult to transfer competencies relating to behaviour to classrooms where a nurturing approach is not adopted by teachers	Attuned communication is important to pupils for transfer	Mainstream Teacher Attunement	C - trusted adult	RQ2
RQ3	So we are going to move on to the next question and maybe this will help you to think about the situation with the teacher you are talking about. Is there anything that can be changed for the next group or for future groups that will help make things easier for them to use what they have leared in the Nurture group?					
C.19-E	PC -Well look into like if they have...well like Pupil E gets angry... and maybe put them into a class that has a less shouty teacher. I: Okay, so we would be looking at the teachers to be responding...so not shouting...?	Pupil C feels that consideration could be given to the timetabling of pupils who get angry to teachers who raise their voice less in class	Pupils identify that other pupils find it difficult to transfer competencies when the classroom teacher does not adopt a nurturing approach and suggest that this be taken into consideration when assiging classes to teachers as part of timetabling	Systemic Organisation to promote better behaviour	J - systemic organisation	RQ3

D.21a	PD - Yeah, they always say to like respect us but every time a teacher says that to me I just think in my head that that works both ways. If you are coming in and yelling at us then what exactly are you expecting us to do.	Pupils C, D and E agree that they feel teachers and pupils should be respectful of one another	Pupils highlight the importance of teacher-pupil relationships which encompass mutual respect	Class Teacher-Pupil relationship /Teacher Attunement	L -teacher attunement	RQ2
D.21b	PD - Yeah, they always say to like respect us but every time a teacher says that to me I just think in my head that that works both ways. If you are coming in and yelling at us then what exactly are you expecting us to do.	Pupil D is able to reflect on the concept of respectful relationships	Pupils understand the importance of attuned relationships	Class Teacher-Pupil relationship /Teacher Attunement	L -teacher attunement	RQ3
D21.c	PD - Yeah, they always say to like respect us but every time a teacher says that to me I just think that that works both ways. If you are coming in and yelling at us then what exactly are you expecting us to do?	Pupil D highlights that being shouted at at the start of the period sets up an expectation for poor behaviour	Classroom Teacher expectations with regards to behaviour are important	Negative Expectations lead to pupils not wanted to behave well	O - negative expectations	RQ2
E.15	PE - Like respect is a two-way street.	Pupil E feels that repsect is a mutual construct	Mutual respect is important in the development of good relationships between NG pupils and wider staff team	Class Teacher-Pupil relationship should be reciprocal	L -teacher attunement	RQ2
C.20	PC - We will respect you if you respect us.	Pupil C feels that he respects teachers who he feels repsect him	Mutual respect is important in the development of good relationships between NG pupils and wider staff team	Class Teacher-Pupil relationship	L -teacher attunement	RQ2
D.22	PD - If you start walking in the class and start screaming and balling at us when we haven't even done anything yet em, it's just not going to help the situation because then we are going to be thinking this is the worst class ever…PC - And probably not even show up. PE - And this teacher is unreasonable.	Pupil D explains that when he enters a class and the teacher is shouting then it has a negative impact on his feelings about that class	Teacher communication and attunement style has a negative impact on pupils feelings about their classes	Teacher attunement	L -teacher attunement	RQ2
C.21	PD - If you start walking in the class and start screaming and balling at us when we haven't even done anything yet em, it's just not going to help the situation because then we are going to be thinking this is the worst class ever…PC - And probably not even show up. PE - And this teacher is unreasonable.	Pupil C adds that this can affect attendance to the class	Teacher communication and attunement style has a negative impact on pupils attendance to classes	Teacher attunement	L -teacher attunement	RQ2
E.16	PD - If you start walking in the class and start screaming and balling at us when we haven't even done anything yet em, it's just not going to help the situation because then we are going to be thinking this is the worst class ever…PC - And probably not even show up. PE - And this teacher is unreasonable.	Pupil E highlights this can have a negative impact on how pupils feel towards the teacher	Teacher communication and attunement style has a negative impact on how pupils feel about their teachers	Teacher attunement	L -teacher attunement	RQ2

D.23	I: When you say that you haven't done anything **yet** – is it you expecting you to do something, or the teacher expecting you to do something? PD - The teacher. It's as if they literally think we are going to do something. like they say come in, sit down, and if you say anything then I am going to give you a week's detention.	Pupil D highlights the nature of behaviour as a response to the negative expectations of teachers.	Pupils behaviour in class is affected by the expectations of their class teacher	Exectations	O - negative expectations	RQ2
RQ3	Okay, that is interesting. So you would like teachers to shout a bit less and give you a bit more respect. Shall we move on? Do you get to practise? Like if you are in the group and your target is about working with others do you get to practise that elsewhere in the school, or is that tricky?					
C.22	PE - well it dpends on where you are in the school. PD - English Teacher 4 is really good. PC - Yeah, so is English Teacher 3. I: - So in English you have more of an opportunity to practise the skills from… PC - yeah cause most of the work is group tasks.	Pupils C and E identify classes where they are more able to practise the competencies they learn/develop in the NG based on the tasks they are asked to complete by teachers	Pupils ability to transfer competencies is facilitated by learning through group tasks	Learning opportunities in class	P - Learning opportunities	RQ2
E.17	PE - and English Teacher 4 let us watch the Hunger Games for being good.	Pupil E recalls being rewarded with a DVD for being good	Tangiable rewards are apreciated by pupils	Rewards	B - value	RQ2
E.18	I - Ah right, so some of the teachers do rewards? PE - No, some of the teachers just pay attention to you instead of shouting at you. I - What do you mean by pay attention? PE - They realise that you are actually doing some decent work, and don't just see that there is a whisper.	Pupil E views tangible rewards as an indication that the teacher has noticed good work has been carried out as opposed to focussing on the negative behaviours within the class	Tangiable rewards are welcomed by pupils as an indication the teacher sees positive work completed	Trusted adult relationships helps pupils to feel valued in school	B - value	RQ2
CONCLUSION	So in conclusion then - this is the last question. Is there anything else you would like to say about the Nurture group?					
C.23	PC - It's amazing and everyone should get to go, but it should never be run by Teacher X.	Pupil C feels that Nurture groups would benefit all pupils	All pupils would benefit from Nurture provision	Whole school Nurture strategies would benefit all pupils	L -teacher attunement	RQ3
D.24	I: Do you mean it needs to be run by the right kind of tecaher? PD -Yes! I: What makes them the right type of teacher? PD - They don't yell. They let you explain yourself, and if you don't understand they don't care they will re-explain the whole entire thing but they will do it slower and try to use non fancy words.	Pupil D feels that the right type of teachers are those who let you talk, will explain things again if you don't understand and use plain language	Pupils identify that some teachers' approach to interacting with pupils is preferrable - allowing the pupil to speak, patience and using plain language are identified as positive means of communication	Attuned communication in learning opportunities is important to success with transfer	L -teacher attunement	RQ3

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E.19	PE - I have a comparison. With SfLW A and Teacher A being able to talk to them and tell them how you feel...comparing that to Teacher X would be like comparing a concrete brick to your dog. You can tell everything to your dog. But a brick – it won't listen.	Pupil E explains that the NG SfLw and NG Teacher listen to him and a particular classroom teacher does not	Pupils identify that some teachers' approach to interacting with pupils is preferrable - allowing the pupil to speak and listening to them is important to pupils	Attuned communication is important to success with transfer	L -teacher attunement	RQ3

Appendix H

Interpretative Theme Template

Themes		Revised list of themes	
Code	**Theme**	**Code**	**Theme**
A	Pupil Attachment*	A	Pupil Connectedness
B	Value	B	Value
C	Trusted Adult	C	Trusted Adult
D	Confidence*	E	Safe Base
E	Safe Base	F	Emotional Regulation
F	Emotional Regulation	H	self-efficacy
G	transfer *	I	Pupil Support Staff
H	self-efficacy	J	Professional Knowledge
I	wider PS team*	K	Participation
J	systemic organisation	L	Teacher Attunement
K	Social Interactions*	M	Self-Disclosure
L	Teacher Attunement	N	Peer Disruption
M	Self-Disclosure	O	Expectations
N	Peer Disruption	P	Learning Opportunities
O	Expectations	S	School Connectedness
P	Learning Opportunities	T	target setting
Q	Communication*	U	Practical Knowledge
R	Relationships*	V	Pupil Reflection
S	Attachment to school*	W	Professional Knowledge
T	target setting	X	Teacher - pupil feedback
U	whole staff understanding	Y	Academic pressure
V	Pupil Reflection	AB	participation
W	Professional Knowledge	AC	consistent language
X	Teacher - pupil feedback		
Y	Academic pressure		
Z	Parental involvement*		
AA	Resilience*		
AB	Participation*		
AC	consistent language		

n.b. The themes indicated with an asterix * were recoded as part of the template analysis process by renaming or removing altogether

Extract from Participant Observation Analysis – Congruence and Conflict (Stage Three)

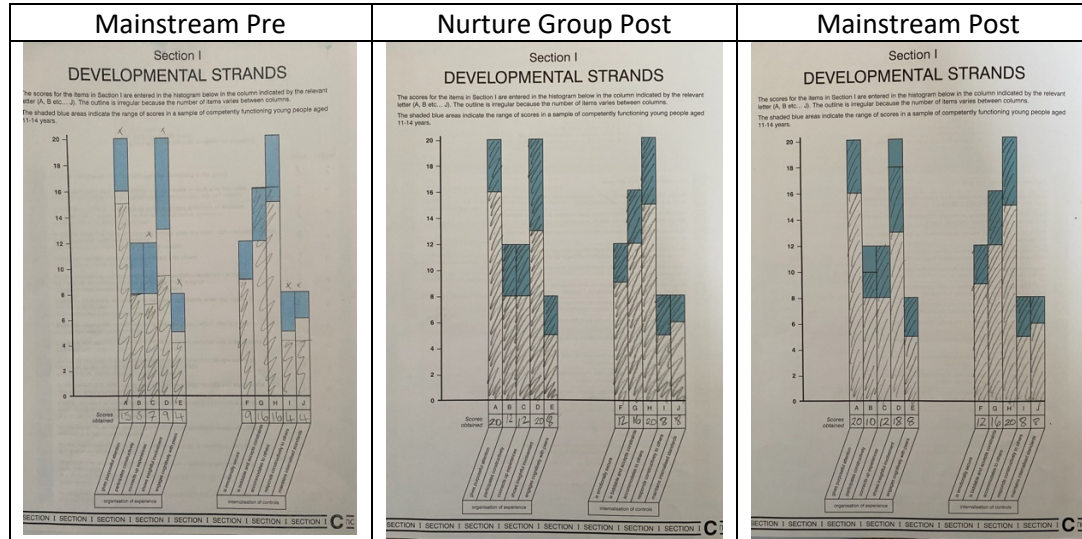| Identifier	Observation Section	Comment	Descriptive Code	Interpretive Code	RQ Link	Cluster	Congruence	Conflict
FN.2-A	PA quietly came in and got on with starter activity from the board	J+ Pupils enters classroom and self starts work. maintains internalised standards	Able to self start/motivate self to work	Academic tasks support internalised controls	RQ1	O	gains in both mainstream and NG for sub-cluster J	
FN.3-A	Responded to instruction form the teacher to begin	A+ Listened to the teacher with purpose.	Listened to the teacher	gives purposeful attention	RQ1	L	gains in both mainstream and NG for sub-cluster A	
FN.4-A	Listened to introduction to the lesson and quietly got on with work.	G+ Listened to the teacher with purpose and engaged in task.	Engaged in learning task.	behaviour competencies	RQ1	P	Normal range in both mainstream and NG for sub-cluster G	
FN.5-A	PA seemed stuck on a calculation but did not ask for help	F- Did not request help from class teacher though stuck with work	Didn't ask for help	emotional security	RQ1	E	NT.40-A (emotionally vulnerable)	
FN.7-A	Sat quietly during whole class teaching and going over of starter questions	A+ Listened to the teacher with purpose - maintained attention.	Maintained attention to class teacher.	Gives purposeful attention	RQ1	AB	gains in both mainstream and NG for sub-cluster A	
FN.8-A	PA called upon by the teacher to provide answer (spoke out quickly and quietly)	A+ Responded to request from class teacher to participate in learning question.	Engaged in learning through answering question out to the class.	emotional security	RQ1	E	gains in both mainstream and NG for sub-cluster A	
FN.9-A	PA asked to hand out rulers to the class, did so quietly.	A+ Participated in the general running of the class set up - distributing materials to others.	Distributed materials to others in the class.	Gives purposeful attention	RQ1	O	gains in both mainstream and NG for sub-cluster A	
FN.10-A	Followed whole class instruction to copy down triangle	G+ Listened to the teacher with purpose and engaged in task.	Engaged in learning task.	behaviour competencies	RQ1	P	Normal range in both mainstream and NG for sub-cluster G	
FN.11-A	Engaged in lesson and worked away on the sheet given out.	G+ Listened to the teacher with purpose and engaged in task.	Engaged in learning task.	behaviour competencies	RQ1	P	Normal range in both mainstream and NG for sub-cluster G	
FN.12-A	Whole class played game at the end of the lesson – PA involved in the game and seemed quietly confident	E+ Participated in learning task with peers.	Engaged in learning task with peers.	social interactions	RQ1	K	gains in both mainstream and NG setting for sub-cluster E	
FN.14-A	Sat quietly and waited to be dismissed.	G+ Waiting quietly.	Able to sit quietly by self.	Internalised controls	RQ1	O	Normal range in both mainstream and NG for sub-cluster G	

Overarching and Sub themes (Stage 4)
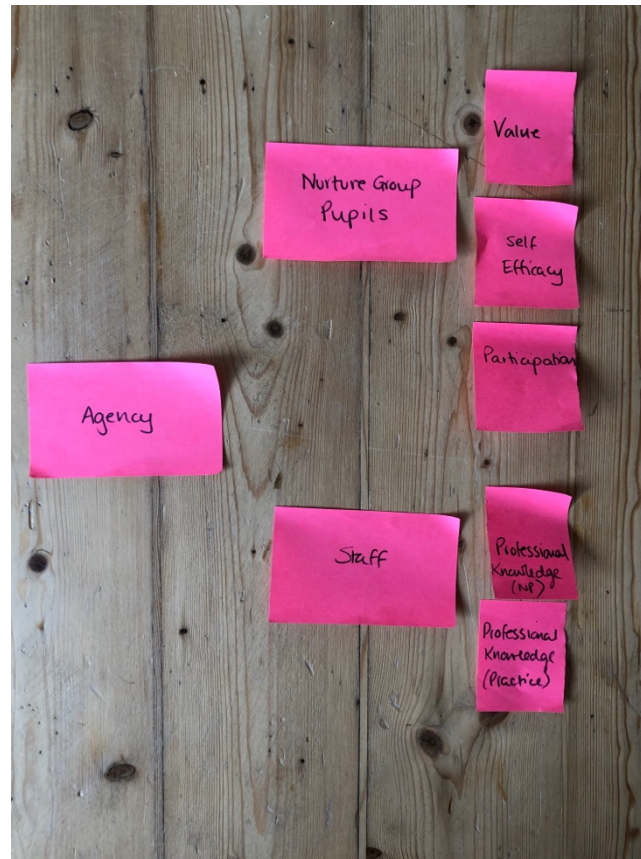
Appendix K

Pupil A Contextual Information Summary

Boxall Profiles Pre and Post Nurture Group Intervention

| Mainstream Pre | Nurture Group Post | Mainstream Post |

Contextual Information

Identifier	Pupil A
Gender	Female
Age	13
Identified ASN	No
SIMD	8
Talking & Listening Literacy CfE Level (S1)	2nd level
Care Experienced	No
Background information	Pupil A joined the school from one of the four associated primaries in August 2017.

Boxall Profile Analysis

Organisaton of experiences					internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
5	2	5	9	4	3	0	4	4	4	
5	6	5	11	4	3	0	4	4	4	Nurture Classroom
Improvements in all aspects of organisation of experience. Nurture classroom reports higher gains in two strands - participates constructively and shows insightful involvement. All other gains are equally matched.					Improvements in all areas of internalised controls with the exception of biddable and accepts contraints which was already at maximum. English and Nurture classroom gains are equally matched for each strand.					Notes below norms within norms

Note. For each pupil the difference between their pre and post BPYP scores was noted as a numerical figure (English and Nurture classrooms) and whether a pupil's scores were within norms indicted by green or red shading. This analysis was not intended to be statistically accurate, but rather, provided further context to the case as a whole

Social, Emotional and Behavourial Competency Development

Social	Emotional	Behavioural
Developed friendships within the NG	Increased confidence (better able to seek help from class teachers)	Self-motivated in class
More confidence speaking to other pupils	Able to regulate emotions	Attentive
Turns to peers for academic support in class	Able to name, disclose and discuss emotions with staff, peers and parents	Follows instructions
	Appears more mature	Contributes to running of class (handing out materials)

Note. All data presented in the table above were collected by the researcher in the interviews and participant observations

School Tracking Report Data (Pre and Post Intervention)

Subject	Effort		Behaviour		Homework		Comments Relation to Social, Emotional and Behavioural Competencies (Post Intervention data available only)
	Pre	Post	Pre	Post	Pre	Post	
English	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Joining in with class discussion at times • Applying herself to very task • Excellent attitude to work
Maths	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Quiet, polite and well mannered • Very well behaved • Keen to learn • Answer out more • Ask for help when struggling
Social Studies	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Working very hard and conscientious • Confident enough to ask for help • Works well in her group • Always well behaved • Lovely polite nature
Physical Education	Excellent	Excellent	Excellent	Excellent	n/a		• Polite • Most occasions is hardworking • Not reaching full potential • Lets others around her hinder performance • Should push herself more
Drama	Excellent	Good	Excellent	Excellent	Excellent	Good	• Gained some confidence • More comfortable working in groups • Occasionally offers opinions in class discussion • Try to make more contributions when working with peers • Finds it uncomfortable and challenging to present to peers • More imaginative than gives herself credit for
Art & Design	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Gaining in confidence • Polite and pleasant • Contributes positively to class • Would be great to hear more from her in question and answer sessions
Music	Excellent	Good	Excellent	Excellent	Excellent	Good	• Always asks for help when needed • Needs to work at a quicker pace
Modern Languages	n/a	Excellent	n/a	Excellent	n/a	Excellent	• Quiet in class but beginning to feel more comfortable • Should be more confident and proud of what she has achived
Religious and Moral Education	Excellent	Excellent	Excellent	Excellent	n/a	Excellent	• Hardworking and attentive • Good listening skills • Sometimes contributes to class discussion
Sciences	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Very polite and friendly • Sometimes contributes to class discussion – would like to see her do more
Information Technology	Excellent	Excellent	Excellent	Excellent	n/a	Excellent	• Took work home which was missed to complete in own time
Technological Studies	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	n/a

Note. All data presented in the above table were taken from the pupil's tracking reports. These reports were not generated in direct response to the research questions, and, because the motives and interpretations of the original authors were not sought, they were not used to suggest causality (see also section 3.6.2). Where 'n/a' is used the data field within the report was blank. Comments were only included in the post intervention tracking report and therefore no pre intervention comments are available to be presented. Where n/a is used here the comments made no reference to any social, emotional or behavioural competencies.

It should be noted that the potential ratings for the school tracking reports are not provided within the documents, however an explanation of terms is given:

- Effort – The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared

- Behaviour – The extent to which the pupil behaves in class, is focused and on task

- Homework – The extent to which homework is completed on a regular basis and to an acceptable level.

Appendix L

Pupil B Contextual Information Summary

Boxall Profiles Pre and Post Nurture Group Intervention

Mainstream Pre	Nurture Group Post	Mainstream Post

Contextual Information

Identifier	Pupil B
Gender	Female
Age	13
Identified ASN	No
SIMD	3
Talking & Listening Literacy CfE Level (S1)	2nd level
Care Experienced	Yes
Background information	Pupil B joined the school from one of the four associated primaries in August 2017.

Boxall Profile Analysis

	Organisaton of experiences				internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	
-8	-5	-4	-6	-6	-3	-3	-14	-7	-2	English Classroom
8	3	3	4	1	2	6	5	1	2	
										Nurture Classroom
Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all strands whilst the Nurture setting showed gains in all strands.					Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all strands whilst the Nurture setting showed gains in all strands.					Notes
										Below norms
										wihtin norms

Note. For each pupil the difference between their pre and post BPYP scores was noted as a numerical figure (English and Nurture classrooms) and whether a pupil's scores were within norms indicted by green or red shading. This analysis was not intended to be statistically accurate, but rather, provided further context to the case as a whole

Social, Emotional and Behavourial Competency Development

Social	Emotional	Behavioural
Better able to present in front of peers	Able to go to NG staff for support with negative emotions	Increased attendance and time keeping
Developed friendships with peers in the NG	Increased confidence – able to answer out in class	Can be self-motivated to start tasks
	Able to name, disclose and discuss emotions with staff and peers	Able to ignore peer disruption
	More able to discuss issues with PTPC	Can be attentive
	Not always asking for support from class teacher when stuck	At times follows instructions

Note. All data presented in the table above were collected by the researcher in the interviews and participant observations

School Tracking Report Data (Pre and Post Intervention)

Subject	Effort		Behaviour		Homework		Comments Relation to Social, Emotional and Behavioural Competencies (Post Intervention data available only)
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	
English	Excellent	Good	Excellent	Good	Excellent	Good	• Engaging • Responds well to support staff and enjoys having help • Difficult to get her to engage in reading • Very reluctant to have a part in the play, but did it • At times lacks focus and is easily distracted • Is a distraction to others • Needs to work on independence
Maths	Excellent	Needs improvement	Excellent	Good	Excellent	Good	• Must focus in class and listen carefully
Social Studies	Some concerns	Good	Excellent	Good	Some concerns	Good	• Grown in confidence since start of S1 • More confident answering questions and talking in front of class • Participating more readily in class discussion • Much better at settling to a task • Needs to improve on concentration and listening skills
Physical Education	Excellent	Good	Excellent	Good	n/a	n/a	• Confident and friendly • Always comes prepared with kit • Often a source of distraction – chatty
Drama	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Gained in confidence • Could be talkative and easily distracted – this has improved • More comfortable talking in groups • Occasionally offers ideas during class discussion • Still finds presenting to peers challenging • Must concentrate on listening and remaining focused • Should try to make more contributions
Art & Design	Excellent	n/a	Excellent	n/a	Excellent	n/a	n/a
Music	Excellent	n/a	Excellent	n/a	n/a	n/a	n/a
Modern Languages	Good	Good	Excellent	Excellent	Good	Good	n/a
Religious and Moral Education	Excellent	Good	Excellent	Good	n/a	Good	• Usually works well • Beginning to develop better listening skills • Occasionally contributes to class discussions
Sciences	Excellent	Excellent	Excellent	Excellent	Excellent	Good	• Well mannered and pleasant • Works well as a group member • Relates well to peers • Has to keep focus and maintain concentration • Should ask if she does not understand
Information Technology	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Good progress • Needs to ask for help when she needs it
Technological Studies	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Pleasant • Attentive to learning • Contributed positively in a group task

Note. All data presented in the above table were taken from the pupil's tracking reports. These reports were not generated in direct response to the research questions, and, because the motives and interpretations of the original authors were not sought, they were not used to suggest causality (see also section 3.6.2). Where 'n/a' is used the data field within the report was blank. Comments were only included in the post intervention tracking report and therefore no pre intervention comments are available to be presented. Where n/a is used here the comments made no reference to any social, emotional or behavioural competencies.

It should be noted that the potential ratings for the school tracking reports are not provided within the documents, however an explanation of terms is given:

- Effort – The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared

- Behaviour – The extent to which the pupil behaves in class, is focused and on task

- Homework – The extent to which homework is completed on a regular basis and to an acceptable level

Appendix M

Pupil C Contextual Information Summary

Boxall Profiles Pre and Post Nurture Group Intervention

Mainstream Pre	Nurture Group Post	Mainstream Post
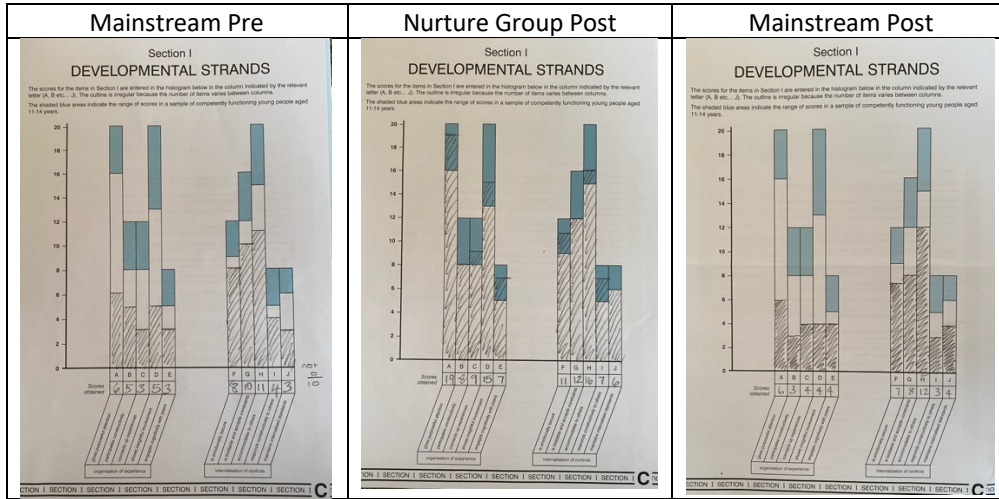
Contextual Information

Identifier	Pupil C
Gender	Male
Age	13
Identified ASN	Yes
SIMD	4
Talking & Listening Literacy CfE Level (S1)	2nd level
Care Experienced	No
Background information	Pupil C joined the school in August 2017 as a placing request.

Boxall Profile Analysis

	Organisaton of experiences				internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
0	2	-1	1	1	1	2	1	1	-1	
7	5	5	9	3	4	4	4	4	2	Nurture Classroom
Improvements in all but one strand of organisation of experience - connects up experiences - which showed a regression. Gains in the Nurture setting were shown to be higher than gains in the English setting.					Improvements in all but one strand of internalised controls - maintains internalised standards - which showed a regression. Gains in the Nurture setting were shown to be higher than gains in the English setting.					Notes
										below norms
										within norms

Note. For each pupil the difference between their pre and post BPYP scores was noted as a numerical figure

(English and Nurture classrooms) and whether a pupil's scores were within norms indicted by green or red shading.

This analysis was not intended to be statistically accurate, but rather, provided further context to the case as a

whole

Social, Emotional and Behavourial Competency Development

Social	Emotional	Behavioural
Celebrates others' achievements	Increased belief in ability to make friends	No longer prone to outbursts
Offers emotional support to NG peers	Able to name, disclose and discuss emotions with staff and peers	Can become overexcited/animated
Developed friendships with NG pupils	Able to approach staff for support	Follows classroom rules
Improvements in group working	Increased self-belief in abilities	Attentive
Able to contribute answers to class		
Communicates positively with class teachers		

Note. All data presented in the table above were collected by the researcher in the interviews and participant

observations

School Tracking Report Data (Pre and Post Intervention)

Subject	Effort		Behaviour		Homework		Comments Relation to Social, Emotional and Behavioural Competencies (Post Intervention data available only)
	Pre	Post	Pre	Post	Pre	Post	
English	Good	Good	Excellent	Excellent	Serious concerns	Needs Improvement	• Finds it hard to concentrate unless he has support assistant to help
Literacy Support Group	n/a	n/a	n/a	n/a	n/a	n/a	• Grown in confidence
Maths	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Pleasant pupil • Lacks confidence and needs to believe in himself • Needs to ask for help
Social Studies	Good	Good	Excellent	Excellent	Excellent	Excellent	• Extremely kind and pleasant • Unable to complete work due to a perceived lack of confidence in his ability • Needs to follow instructions first time • Needs to focus and not distract others • Comes to class with a smile on his face
Physical Education	Excellent	Excellent	Excellent	Excellent	n/a	n/a	• Friendly • Always prepared and ready to do his best • Can work well in teams but can be reluctant to do so • Often seeks adult support • Work on independence
Drama	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• More comfortable working in groups • Less afraid to offer opinions during class discussion • Enthusiastic • Sets a good example with his work ethic and positivity
Art & Design	Excellent	Excellent	Excellent	Excellent	Good	Excellent	• Fairly quiet and always applies effort • Very polite and well mannered • Keen to try new techniques
Music	Excellent	Excellent	Excellent	Excellent	Excellent	n/a	n/a
Modern Languages	Some concerns	n/a	Excellent	n/a	Some concerns	n/a	n/a
Religious and Moral Education	Excellent	n/a	Good	n/a	n/a	n/a	n/a
Sciences	Some concerns	Inconsistent	Good	Good	Some concerns	inconsistent	• Glimpses of good work ethic and enthusiasm • Readily participates at times • Often off task • Distracting himself and others • Behaviour unacceptable at times • Unprepared for class
Information Technology	Good	Excellent	Excellent	Excellent	Excellent	Excellent	n/a
Technological Studies	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Keen to do well kind boy who is happy to help others- a very nice boy

Note. All data presented in the above table were taken from the pupil's tracking reports. These reports were not generated in direct response to the research questions, and, because the motives and interpretations of the original authors were not sought, they were not used to suggest causality (see also section 3.6.2). Where 'n/a' is used the data field within the report was left blank. Comments were only included in the post intervention tracking report and therefore no pre intervention comments are available to be presented.

It should be noted that the potential ratings for the school tracking reports are not provided within the documents, however an explanation of terms is given:

- Effort – The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared

- Behaviour – The extent to which the pupil behaves in class, is focused and on task

- Homework – The extent to which homework is completed on a regular basis and to an acceptable level.

Appendix N

Pupil D Contextual Information Summary

Boxall Profiles Pre and Post Nurture Group Intervention

Mainstream Pre	Nurture Group Post	Mainstream Post
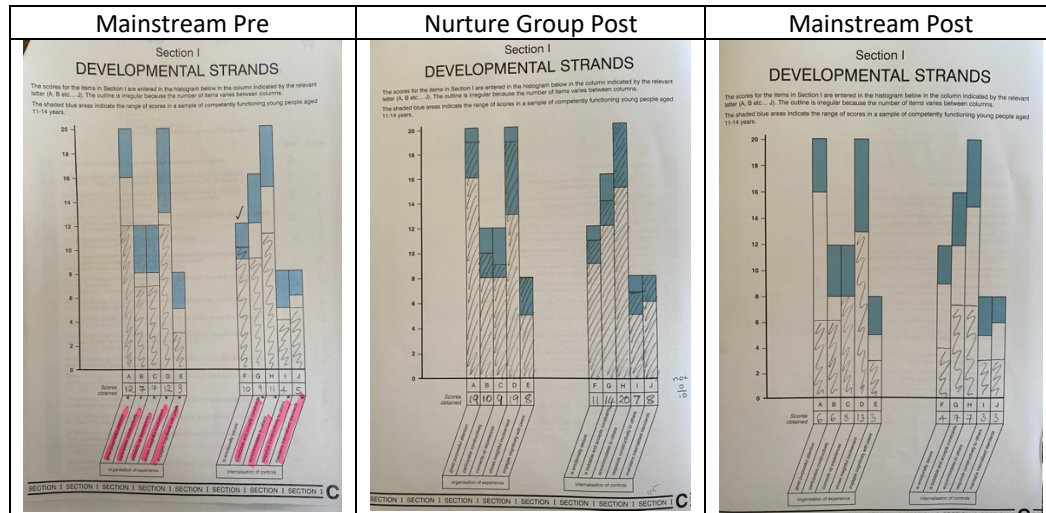
Contextual Information

Identifier	Pupil D
Gender	Male
Age	12
Identified ASN	Yes
SIMD	1
Talking & Listening Literacy CfE Level (S1)	2nd level
Care Experienced	Yes
Background information	Pupil D joined the school in August 2017 as a placing request.

Boxall Profile Analysis

	Organisaton of experiences				internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
-6	-1	-1	-1	0	-6	-2	-4	-1	-2	
7	3	2	7	5	1	5	9	3	3	Nurture Classroom
Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all but one strand - engages cognitively with peers - which remained constant, whilst the Nurture setting showed gains in all strands.					Considerable differences between the Nurture classroom and the English classroom. English showed a regression in all strands whilst the Nurture setting showed gains in all strands.					Notes / Below norms / within norms

Note. For each pupil the difference between their pre and post BPYP scores was noted as a numerical figure (English and Nurture classrooms) and whether a pupil's scores were within norms indicted by green or red shading. This analysis was not intended to be statistically accurate, but rather, provided further context to the case as a whole

Social, Emotional and Behavourial Competency Development

Social	Emotional	Behavioural
Participates in paired and group activities	Able to name, disclose and discuss emotions with staff and peers	Erratic behaviour
Volunteering to contribute to whole class activities	Presenting as less weepy but still vulnerable at present	More able to accept rules
Developed friendships with NG pupils	Able to approach staff for support	Follows teacher prompts
Excels in smaller groups	Felt more comfortable in whole class	Attention to teacher has improved

Note. All data presented in the table above were collected by the researcher in the interviews and participant observations

School Tracking Report Data (Pre and Post Intervention)

Subject	Effort		Behaviour		Homework		Comments Relation to Social, Emotional and Behavioural Competencies (Post Intervention data available only)
	Pre	Post	Pre	Post	Pre	Post	
English	Good	Excellent	Good	Good	Good	Good	• Always offers to politely assist if he can • Responds well when encouraged • Usually keen to try hard
Literacy Group	n/a	n/s	n/a	n/a	n/a	n/a	• Participates enthusiastically
Maths	Good	Good	Excellent	Excellent	Excellent	Excellent	• Pleasant pupil • Opts out and requires frequent reminders to stay on task
Social Studies	Excellent	Inconsistent	Excellent	Good	Some concerns	Inconsistent	n/a
Physical Education	Excellent	Excellent	Excellent	Excellent	n/a	n/a	• Very confident and likeable pupil • Teams games activity is where he shows particular strength • Has been, on occasion, subject to discipline sanctions but has learned from these mistakes • Has selected to attend extra-curricular rugby club
Drama	Good	Good	Excellent	Good	Excellent	Excellent	• Works solidly and has made steady progress over the year • Cooperates with other pupils • More comfortable working I groups and is less afraid to offer up opinions and ideas in class discissions • Still holding back and is not always comfortable presenting to his peers
Art & Design	Good	Excellent	Excellent	Excellent	Good	Excellent	n/a
Music	Excellent	Excellent	Excellent	Excellent	Excellent	n/a	n/a
Modern Languages	Some concerns	n/a	Good	n/an/a	Good	n/a	n/a
Religious and Moral Education	Good	Good	Excellent	Excellent	n/a	Good	• Well mannered • Beginning to develop better listening skills • Occasionally contributes to class discussion and is beginning to form his own opinions
Sciences	Good	Good	Good	Good	Excellent	Good	• Polite and friendly • Becomes distracted by others around them • Does not complete classwork and homework on time • Should contribute more through asking and answering questions
Information Technology	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Polite • Doesn't always seek help when unsure • Willing to share ideas with class during group discussions
Technological Studies	Excellent	Good	Excellent	Good	Excellent	Excellent	• Behaviour can let him down – gets easily distracted by his peers • Does not concentrate fully during teacher demonstrations

Note. All data presented in the above table were taken from the pupil's tracking reports. These reports were not generated in direct response to the research questions, and, because the motives and interpretations of the original authors were not sought, they were not used to suggest causality (see also section 3.6.2). Where 'n/a' is used the data field within the report was blank. Comments were only included in the post intervention tracking report and therefore no pre intervention comments are available to be presented. Where n/a is used here the comments made no reference to any social, emotional or behavioural competencies.
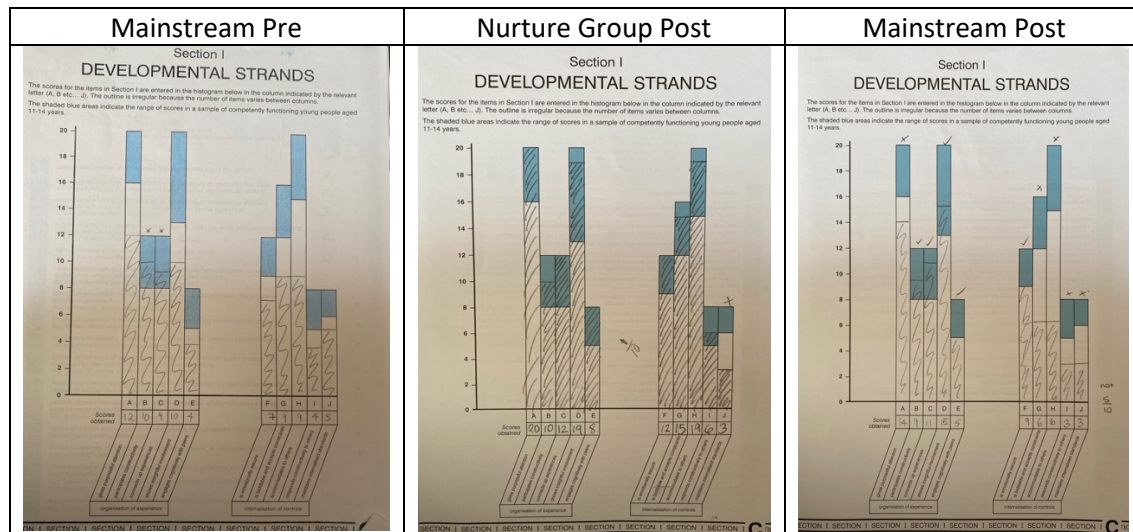
It should be noted that the potential ratings for the school tracking reports are not provided within the documents, however an explanation of terms is given:

- Effort – The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared

- Behaviour – The extent to which the pupil behaves in class, is focused and on task

- Homework – The extent to which homework is completed on a regular basis and to an acceptable level

Appendix O

Pupil E Contextual Information Summary

Boxall Profiles Pre and Post Nurture Group Intervention

Mainstream Pre	Nurture Group Post	Mainstream Post

Contextual Information

Identifier	Pupil E
Gender	Male
Age	12
Identified ASN	Yes
SIMD	15
Talking & Listening Literacy CfE Level (S1)	2nd level
Care Experienced	No
Background information	Pupil E joined the school from one of the four associated primaries in 2017 following an enhanced transition programme.

Boxall Profile Analysis

	Organisaton of experiences				internalised controls					
Gives purposeful attention	participates constructively	connects up experiences	shows insightful involvement	engages cognitively with peers	is emotionally secure	is biddable and accepts constraints	accommodates to others	responds constructively to others	maintains internalised standards	English Classroom
2	-1	2	5	1	2	3	3	1	2	
										Nurture Classroom
8	0	3	9	4	5	6	10	2	2	
Improvements in all but one strand of organisation of experience - participates constructively - which showed a regression. Gains in the Nurture setting were shown to be higher than gains in the English setting.					Improvements in all strands of internalised controls across both settings. Gains in the Nurture setting consistently higher across all strands.					Notes below norms within norms

Note. For each pupil the difference between their pre and post BPYP scores was noted as a numerical figure (English and Nurture classrooms) and whether a pupil's scores were within norms indicted by green or red shading. This analysis was not intended to be statistically accurate, but rather, provided further context to the case as a whole

Social, Emotional and Behavourial Competency Development

Social	Emotional	Behavioural
Developed friendships with NG pupils	Appears more emotionally mature	Fewer outbursts in class
No longer unkind towards peers	Appears less angry	Has settled down in class
Peers more willing to work with him	Self-regulates to a point of being able to join back in learning	No longer screams in corridor
More willing to participate in class discussion	Found support from peers in class	Written work never really got done
More positive response to other pupils' interactions with them	Confident speaking in front of others in class	Able to remain in class
Pupil E is better able to cope with taking a joke		Self-motivated in class at times
Seeks academic support from peers in class		Follows instructions

Note. All data presented in the table above were collected by the researcher in the interviews and participant observations

School Tracking Report Data (Pre and Post Intervention)

Subject	Effort		Behaviour		Homework		Comments Relation to Social, Emotional and Behavioural Competencies (Post Intervention data available only)
	Pre	Post	Pre	Post	Pre	Post	
English	Good	Excellent	Good	Good	Good	Good	• Articulate and self-assured pupil • Thoroughly enjoys sharing thoughts and opinions with the class • Often leads discussion • Competitive instincts • Rarely completes written tasks • Struggles to complete weekly reading homework
Maths	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	
Social Studies	Excellent	Excellent	Good	Excellent	Excellent	Excellent	
Physical Education	Good	Inconsistent	Good	Good	n/a	n/a	• Opted out of social dance – attending SfL instead
Drama	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Works steadily in class • Cooperates with other pupils on the whole • More comfortable working in groups • Less afraid to offer up opinions and ideas • Still holding back and not always comfortable presenting in front of peers • Has tried hard during group tasks but can become frustrated and begin to withdraw. • Has pushed through more challenging moments
Art & Design	Good	Excellent	Excellent	Excellent	Good	Excellent	• Hasn't been with the class since before new year as in Nurture
Music	Excellent	Excellent	Excellent	Excellent	Excellent	n/a	n/a
Modern Languages	n/a	Excellent	n/a	Excellent	n/a	Excellent	• Actively contributes in French class • Is a pleasure to teach
Religious and Moral Education	Good	n/a	Excellent	n/a	n/a	n/a	n/a
Sciences	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Enthusiastic pupil • Often like to participate in class discussions • Can become distracted by others • Can get very talkative
Information Technology	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	• Hardworking pupil • Happy to try out new skills • Shares excellent ideas during class discussions
Technological Studies	Excellent	Good	Excellent	Good	Excellent	Excellent	• Reluctant to carry out assigned tasks and creates random models instead • Behaviour can let him down – easily distracted by peers • Talks during teacher demonstrations

Note. All data presented in the above table were taken from the pupil's tracking reports. These reports were not generated in direct response to the research questions, and, because the motives and interpretations of the original authors were not sought, they were not used to suggest causality (see also section 3.6.2). Where 'n/a' is used the data field within the report was left blank. Comments were only included in the post intervention tracking report and therefore no pre intervention comments are available to be presented.

It should be noted that the potential ratings for the school tracking reports are not provided within the documents, however an explanation of terms is given:

• Effort – The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared

• Behaviour – The extent to which the pupil behaves in class, is focused and on task

• Homework – The extent to which homework is completed on a regular basis and to an acceptable level.