School of Education, Communication and Language Sciences

SAFEGUARDING YOUNG PEOPLE: AN EXPLORATORY STUDY OF HOW PRACTICE DEVELOPS.

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Overarching Abstract

A Serious Case Review undertaken by a Local Safeguarding Children Board in England found that adolescent neglect was insufficiently understood by professionals working with children and vulnerable adults. A new practice framework was chosen by the Local Authority to address this finding and is in the process of being implemented through training delivered to all who work within Children's Services. Research evidence, however, suggests that the transfer of learning from training into practice can be relatively low. Informed by the Serious Case Review and previous research evidence, the aim of this thesis was to consider how the development of safeguarding practices by people working within schools and Further Education setting could be supported.

A systematic literature review explored the question: how is safeguarding training embedded into practice by professionals working with young people? Narrative synthesis of data from six papers revealed tentative findings linked to four themes: *Learning, Perception of training effectiveness, Training design,* and *Organisation.* The review highlighted that previous research considering the transfer of training has largely ignored: the agency of human beings; the potential influence of their specific context on their agency and practice; and the social nature of human learning.

Consequently, an empirical study was designed to explore how Designated Safeguarding Leads (DSL) from education settings describe their experience of developing their safeguarding practice. Semi-structured interviews were employed as the means of data generation and analysis was conducted using Interpretive Phenomenological Analysis. Three overarching themes emerged that encapsulate the informants described experience. The findings suggest that the DSL role is challenging and complex, with developments in practice largely attributable to experience and personal motivation. Analysis also indicates that there is a desire for improved training opportunities that incorporate connection with safeguarding colleagues. Findings are discussed with reference to existing literature, and implications for future research and practice are offered.

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TEPs, current and past, no one knows what this is like better than you. Your camaraderie has kept me sane(ish) and helped me laugh along the way. It has been a blessing to share this journey with you.

To my friends, you inspire me. Thank you for being understanding of my absences over the last three years and always being there, welcoming me with your love and support.

To my mum, you have faced adversity in many forms and taught me the meaning of resilience. You are an incredible role model and I'm proud to be your daughter. Thank you for everything you have done.

Ricardo, thank you for understanding what I've been through, sharing my passion, and being proud of me. This challenge was made safer because we were in it together. Thank you for being my home.

Dedication

I dedicate this thesis to the 8-year-old who started to read.

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Chapter 1: Systematic literature review

How is safeguarding training embedded into practice by professionals working with young people? A systematic literature review.

Abstract

A Serious Case Review undertaken by a Local Safeguarding Children Board in England found that adolescent neglect was insufficiently understood by professionals working with children and vulnerable adults. In response to this finding, training was planned for Children's Services employees, to develop the workforces' knowledge and skills in identifying and intervening when working with adolescent neglect. Findings from research suggest, however, that the transfer of learning from training into practice appears to be relatively low. In consideration of this, the aim of this systematic literature review was to explore the question: how is safeguarding training embedded into practice by professionals working with young people? Narrative synthesis of data from six papers revealed tentative findings linked to four themes: *Learning, Perception of training effectiveness, Training design,* and *Organisation.* The review highlighted that previous research considering the transfer of training has largely ignored the agency of human beings, the influence their specific context may have on their practice, and the social nature of human learning. The review also found that research was predominately limited to USA and the experience of people working in education settings has not been considered by research. Based on the tentative findings, recommendations for practice and future research are offered.

Introduction

Understanding neglect

Neglect is understood to be the most common form of maltreatment of children in England, although there is uncertainty about its prevalence (Ofsted, Care Quality Commission, Her Majesty's Prison and Probation Service, & HM Inspectorate of Constabulary and Fire and Rescue Services, 2018). As a construct, neglect is ill-defined and misunderstood (Rees, 2011). This may, in part, explain why despite its reported prevalence, child maltreatment research has predominately focused on the physical abuse of children, resulting in an apparent 'neglect of neglect' (Sullivan & Knutson, 2000; Wolock & Horowitz, 1984). In England, the most commonly cited definition is that in the Government Statutory guidance, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (referred to in the rest of this thesis as Working Together, 2018). Here, neglect is defined as:

> *'persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.'* (Working Together, 2018)

The guidance goes on to remind us that neglect can be the failure to provide for basic physical and emotional needs, safeguard from harm, provide adequate supervision, and ensure access to health care. The breadth and elusiveness of this definition highlights the complexity of the issue, which may pose a significant challenge to those who work with young people and have, therefore, a statutory responsibility to safeguard their wellbeing. Working Together (2018) promotes a multiagency approach to addressing child protection concerns, as mandated by The Victoria Climbie Inquiry: report of an inquiry by Lord Laming (2003). Successful multiagency working, however, can be dependent upon shared understandings, including an agreed common-language between professionals (Hicks & Stein, 2010; Munro, 2011).

It appears that the issue of neglect is further complicated for those who work with older children. It has been suggested that as children age, they may appear resilient or their behaviour may be misinterpreted as a choice, rather than a coping mechanism developed in response to neglectful parenting (Growing up neglected: a multi-agency reponse to older children, 2018, referred to in the rest of this thesis as Growing Up Neglected, 2018). A joint review across six Local Authorities found that,

whilst professionals may respond to issues that stem from a young person experiencing neglect (such as a risk of child sexual exploitation or gang activity), there was a tendency to deal directly with the presenting issue, without making the connection to the young person's experience of parenting (Growing Up Neglected, 2018). This finding concurs with a conclusion from a serious case review from which this research has stemmed.

The Serious Case Review

A Serious Case Review undertaken by a Local Safeguarding Children Board (LSCB) in the north of England found that adolescent neglect was insufficiently understood, leading to professionals working with children and vulnerable adults misinterpreting complex adolescent behaviour. As part of the response to this finding, the LSCB chose to implement a new practice framework with the purpose of ensuring 'that those working with children, young people and their families are able to recognise, assess and intervene appropriately when working with adolescent neglect' (paragraph 25 of LSCB Report, June 2017). The authors of the chosen practice framework emphasise that key to successful implementation is the full training of the workforce involved in safeguarding. Working Together (2018) defines safeguarding (and promoting the welfare of children) as 'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcome' (pp. 6-7). The purpose of training the full workforce involved in safeguarding is to ensure a shared understanding of the principles and beliefs underpinning the approach, including an agreed common language across the workforce (Turnell & Edwards, 1999). To facilitate this, the LSCB anticipate that all who work with children and young people within the locality will attend training in this approach. Research into the effectiveness of training has suggested that despite the high associated investment, the transfer of learning to practice is relatively low (Baldwin & Ford, 1988; Cheng & Hampson, 2008). The transfer of training can reportedly be influenced by individual learner characteristics, such as self-efficacy, pre-training motivation, and commitment to the organisation, intervention design and delivery, and the working environment, such as climate, supervisory support and peer support (Burke & Hutchins, 2007), with Tonhäuser and Büker (2016) suggesting that organisational factors are less well understood.

The focus of this review

The practice framework that the LSCB chose to implement is described as a solution and safety orientated approach to child protection, which emphasises the importance of partnership working. This framework was judged to match the espoused ethos of the Local Authority (LA) and was chosen as it was anticipated it would promote the paradigm shift deemed necessary to bring frontline practice in-line with this ethos (personal communication, September 2017). This suggests that employees from services within the LA organisation may benefit from organisational support when implementing their training. This led to consideration of whether those who work outside of the LA organisation, such as Designated Safeguarding Leads (DSLs) within independent or academised schools, would experience a difference in their implementation of the practice framework training. Focusing on DSLs when considering safeguarding young people from neglect can be argued to be important, as schools are the largest universal service for this age group. As DSLs are often involved in the training of all school staff in safeguarding procedures, they could play an important role in shaping the initial response to signs of neglect. The aim of this review, therefore, is to explore how safeguarding training is embedded into practice by DSLs in English Secondary Schools and further education setting.

Method

I followed Petticrew and Roberts' (2006) systematic review method, outlined in Table 1.

Table 1. The systematic review process

Stage	***Actions***
Searching	Clearly defining the review question Determining the types of studies needed to answer the question Carrying out a comprehensive literature search Screening the studies found to determine those that fit the inclusion criteria
Mapping	Extracting relevant information from the included studies and critically appraising them for quality and relevance
Synthesising	Synthesising the studies and assessing heterogeneity among study findings Communicating outcomes of the review

Searching

Due to the broad nature of the review question, I deemed it was inappropriate to narrow the focus to particular types of studies. Petticrew and Roberts (2006) advocate the use of the PICOC (Population, Intervention, Comparison, Outcome, and

Context, pp. 43-44) model to frame a research question in terms of meaningful search term components. Of these five components, I deemed Population, Outcome and Context as applicable to my review question. Intervention and comparison are not appropriate to include as I did not wish to restrict the search to a specific means of training and the purpose of this review was not to consider intervention studies. I selected search terms relevant to these components through scoping of relevant literature for appropriate keywords and synonyms. I also utilised a controlled vocabulary database applicable to the topic (ERIC) to inform the search terms used. Table 2 gives the terms I used in a systematic search of published literature conducted in October 2017 within the following electronic databases: ERIC; PsycInfo; Child Development & Adolescent Studies; British Education Index; Education Abstract; Educational Administration Abstracts; MEDLINE; Scopus; ProQuest Social Sciences Premium Collection; and Web of Science.

Table 2. Initial search terms.

Search area		***Search terms***
Population	DSLs in Secondary Schools	Safeguard* OR child protection OR child welfare OR child safe* OR child maltreatment OR adolescent safe* OR child neglect OR child abuse OR adolescent abuse OR adolescent neglect OR adolescent maltreatment OR abuse OR neglect AND Secondary school* OR high school* OR junior high school* AND Teacher* OR school personnel
Outcome	Transfer of safeguarding training into practice	transfer of training OR training transfer OR transfer of learning OR praxis
Context	UK	UK OR England

A search of these databases revealed two initial findings:

- training for safeguarding practice in schools is an area that has largely been ignored by the research;
- few studies considering safeguarding training have been undertaken in the UK.

I decided to broaden the review question to: How is safeguarding training embedded into practice by professionals who work with young people? The outcome search terms and the search terms relating to safeguarding were used to address this question (see Appendix A, page 65, for an illustration of the search strategy).

I undertook a systematic search of published and unpublished literature between October and December 2017. Alongside further electronic database searches (using the same databases), I conducted hand searches of journals I deemed relevant to the review: Child Abuse and Neglect; Child Abuse Review; Child & Adolescent Social Work Journal; Pastoral Care in Education**;** Professional Development in Education; and Research in Practice.

To prevent a 'file drawer' bias (Rosenthal, 1979), I searched for relevant unpublished dissertations and theses using Newcastle University eTheses, Index to Theses and the Electronic Theses Online Service: this search yielded no results. My search process came to an end at this point as I deemed I had reached 'saturation' (Petticrew & Roberts, 2006). The number of results that each search yielded is outlined in Table 3.

Table 3. Total number of results per search

	Source	No. of results
Electronic databases	ERIC	31 (14)[1]
	Child Development & Adolescent Studies	17 (7)
	British Education Index	4 (1)
	Education Abstract	19 (4)
	Educational Administration Abstracts	2 (1)
	MEDLINE	33 (27)
	Teacher Reference Centre	1 (0)
	PsycInfo	10 (2)
	Scopus	13 (6)
	ProQuest Social Sciences Premium Collection	36 (12)
	Total number of studies identified =	**166**
Hand Search	Child abuse and neglect	2
	Child abuse review	71 (1)
	Child & Adolescent Social Work Journal	0
	Pastoral Care in Education	32 (0)
	Professional Development in Education	0
	Research in practice	0
	Total number of studies identified =	**105**
Unpublished	University Library Thesis	0
	Index to Theses	0
	Electronic Theses Online Service	0
	Total number of studies identified =	**0**

In total, 271 citations were identified. After deleting duplicate citations, I read the title and abstract of the remaining studies to screen for relevance against the following criteria:

- *Participants*: any professional with a responsibility for safeguarding children and young people up to the age of eighteen. Studies that involved participants completing initial professional training were not included.
- *Research method*: any study that included a form of safeguarding training.
- *Outcome:* the application of training to practice was reported.
- *Language*: only studies available in English were included due to time constraints of the review and the cost implication of translation.

[1] The numbers in brackets indicate the number of unique results from that search.

This narrowed the selection of studies to eleven. I screened the reference lists from these studies and conducted citation searches. From these searches, I screened the title and abstract of potential studies to include using the same criteria. This process yielded an additional two papers to include in the mapping phase of the review.

Table 4 details the identified studies and the method by which they were located.

Table 4. Studies meeting the inclusion criteria

	Source	***Identified studies***	
Electronic databases	ERIC	2 identified:	Hatton-Bowers et al. (2015)
			Strand et al (2011)
	Child Development & Adolescent Studies	6 identified:	Antle et al (2008)
			Antle et al (2009)
			Antle et al (2010)
			Futris et al (2015)
			Liu & Smith (2011)
			Scarrow et al (2014)
	British Education Index	1 identified:	Platt (2011)
	Scopus	1 identified:	Futris et al (2014)
	ProQuest Social Sciences Premium Collection	1 identified:	Antle et al (unpublished)
Citation search	Antle et al (2008)	1 identified:	Conners-Burrow et al (2013)
Reference section search	Connors-Burrow et al (2013)	1 identified:	Kramer et al (2013)

Figure 1 illustrates the review process following the broadening of the review question and details the number of studies I included at each stage.

Mapping

I extracted the relevant information from each study, which is summarised in Table 5. This process organised the data and provided the means for making an informed decision about the appropriate method of synthesis to use (Gough, Oliver, & Thomas, 2017). It was not possible to obtain a full copy of Antle's unpublished paper; consequently the study was excluded at this point.

Figure 1. Flow diagram of the review process.

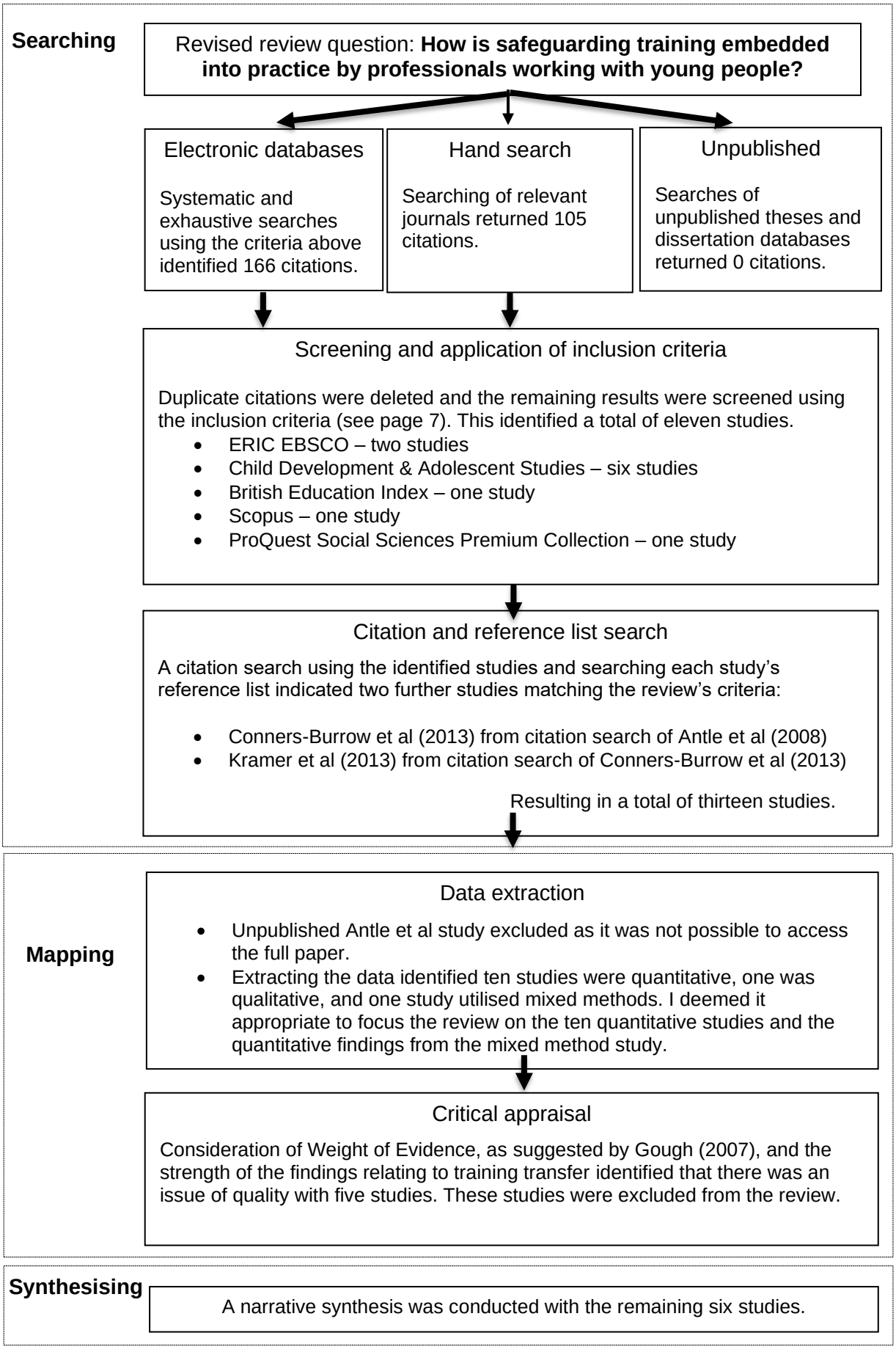


Table 5. Data extracted from studies deemed to meet the inclusion criteria.

Study	***Population***	***Details of training***	***Study design***	***Outcome measure***	***Findings relating to training transfer***
Antle, Barbee, and van Zyl (2008)	Child Welfare Supervisors and their team members from Kentucky, USA.	Five days covering: - supervision skills, - Solution-Based casework, - practice skills for assessment, - case planning and ongoing management, - work with community resources 'Vast majority' of training delivered by two core trainers.	Pre-post experimental-control group design, utilising a 'waiting list' control group.	• Level One Training Evaluation scale (Utility and affective reactions) • Curriculum test (Learning) • Subscale of the Supervisory Behaviour Description Questionnaire (Transfer of supervisor-worker relationship skills) • Subscale of the Training Transfer Inventory (Transfer of supervisor feedback skills).	Immediate learning is predictive of transfer. Learning readiness and management support predictive of learning Supervisors who viewed learning as more important and who were open to learning were more likely to use and reinforce practice skills. Organisational support predicts learning and transfer.
Antle, Frey, Sar, Barbee, and van Zyl (2010)	Child welfare workers in the USA.	Two and a half days on "Building couple teams for child protection" (part of the Healthy couple relationships program). Training delivered by faculty for a University's child welfare specialisation program.	Pre-post experimental-comparison design. Control group = Child Welfare workers from teams who did not volunteer for the training.	• Multiple choice curriculum test • Transfer of skills • Attitudes towards the importance of couple issues for child welfare • Satisfaction with training scale	Trainees learning readiness and attitude towards the training topic are predictors of training transfer, with attitudes a stronger predictor of transfer than readiness.

Study	*Population*	*Details of training*	*Study design*	*Outcome measure*	*Findings relating to training transfer*
Antle, Barbee, Sullivan, and Christensen (2009)	Child welfare workers and supervisors from all a state in the USA.	Five days on solution-based casework practice skills. Training also emphasised the supervisor-worker relationship, federal legislation, and outcomes accountability. Training reinforcement involved half day of face-to-face case consultation.	Experimental-control group post-only design. Experimental groups – training only and training plus reinforcement. 'Waiting list' control group.	Chart file review	Reinforcement of training can improve: • skills relating to the assessment of family development (one of the eight assessment subscales included in the training) • Case planning skills associated with completing family objectives and out-of-home care goals. Participants who received only training scored significantly lower on the permanency goals measure than the other groups (training plus reinforcement and the control group).
Conners-Burrow et al. (2013)	Caseworkers, Program Assistants and other front-line child welfare staff.	One day workshop to increase awareness of effects of trauma on children; promote evidence-based screening, assessment and treatment; and coordinate care with other service agencies.	One-group evaluation design.	• Direct Support for Children practice scale • Trauma-Informed Systems practice scale • Interview questions asking success rate of implementing action plan and helpfulness of action plan	Moderate effects on practice reported but cause(s) not considered by study. Action plan 'somewhat helpful'.
Futris, Schramm, Lee, Thurston,	Child Welfare workers and other professionals serving youth	One day training in Healthy Couple Relationships (part of The Healthy Relationship and	Single group pre-test, post-test design.	• Learner attitudes • Affective reaction • Utility reaction • Learning • Transfer	Participants' assessment of the potential helpfulness and relevance of the Relationship and Marriage Education in the child welfare field

Study	*Population*	*Details of training*	*Study design*	*Outcome measure*	*Findings relating to training transfer*
and Barton (2014)	and families in the child welfare system, across five states in the USA.	Marriage Education Training, HRMET), delivered 28 times during 2011 and 2012.			significantly predicted the transfer of learning. Immediate learning was not associated with transfer, and there was no association found between participants' affective reaction to the training and transfer of learning. Learner attitude did not directly influence utilisation of materials but indirectly influenced transfer through changed perceptions of the relevance of the training materials to their work. Effects of learning on transfer may be mediated through utility reaction.
Futris, Schramm, Richardson, and Lee (2015)	Child Welfare workers and other professionals serving youth and families in the child welfare system from five states in the USA.	One-day training on Healthy Relationship concepts, and the skills and tools to integrate these concepts into child welfare services.	Single group pre-test, post-test design.	• Learning impact • Utility reaction • Anticipated organisational support • Perceived organisational support • Learning transfer	Perceived actual support from administrators and co-workers was rated significantly lower than anticipated support. High learning impact associated to high learning transfer. Perceived organisational support (supervisors and co-workers) moderated the transfer of learning into practice for people who reported lower levels of training impact.

Study	*Population*	*Details of training*	*Study design*	*Outcome measure*	*Findings relating to training transfer*
Hatton-Bowers, Pecora, Johnson, Brooks, and Schindell (2015)	Child protection caseworkers from Northern California, USA	Three-day training in solution-orientated practices delivered by two trainers. Some participants went on to receive coaching	Mixed-methods evaluation design.	<u>Quantitative</u> • Training Satisfaction survey • Trainee learning survey assessing key concepts, tools, and strategies <u>Qualitative</u> • Open-ended questions at six month follow-up • Two focus groups conducted at twelve month follow up.	<u>Quantitative</u> Pre-training knowledge of involving families in safety-centred practices marginally related to knowledge at follow up Higher training satisfaction was associated with a greater increase in knowledge post to six months Participants' knowledge of involving families in safety-centred practices at post-training significantly increased the use of these practices at six month follow-up. Participants rated a modest trend-level increase in their use of involving families in safety-centred practices six months after training compared to reported use at post training. Higher levels of knowledge in involving families at post-training correlated with significantly higher levels of respectful family practice beliefs and attitudes at six month follow-up. <u>Qualitative</u> All participants who received coaching (n= 26) reported that this

Study	*Population*	*Details of training*	*Study design*	*Outcome measure*	*Findings relating to training transfer*
					was beneficial to implementing what had been learnt. Time was highlighted by some respondents as a barrier to implementing training. Not having co-workers trained in the theory, content and practices was also identified by some as having a negative impact of transference to practice.
Kramer, Sigel, Conners-Burrow, Savary, and Tempel (2013).	Directors and regional and local supervisors from the Arkansas Division of Child and Family Services, USA.	Ten, two-day workshops on trauma-informed training for child welfare.	One group evaluation design.	• Knowledge of and current practices in trauma-informed child welfare practices • Satisfaction with training. • Structured interview three months after training to assess implementation of action plan, helpfulness of action plan, and barriers or facilitators to the plans implementation.	Use of trauma-informed practices increased (d= .58) as did use of trauma-informed assessment (d = .50). Supervisors who gained most knowledge from the training were more likely to change their behaviour. (practice r2= 0.19, assessment r2 = 0.06). Barriers to implementing action plan included time constraints, heavy caseload, lack of staff, and limited resources.
Liu and Smith (2011)	Workers from voluntary and public child welfare agencies in	Thirteen separate training workshops on substance abuse and adolescent services, led by staff from	Single group pre-test, post-test design.	• Supervisory support • Organisational continuous learning culture • Training motivation	Training motivation strengthened by both supervisor support and co-workers who embraced continuous learning.

Study	*Population*	*Details of training*	*Study design*	*Outcome measure*	*Findings relating to training transfer*
	north eastern state of America.	university-based professional development program.		• Organisational climate (measuring role conflict, emotional exhaustion, and role overload) • Organisational formalisation • Training Transfer (five months after training)	Training motivation not strengthened by perception of one's organisational administration embrace of continuous learning culture Greater motivation for training associated with individual training transfer. Training motivation did not promote collective training transfer. Collective training transfer more likely when workers positively perceive their co-workers' support for learning and their organisational climate. Stressful organisational climate did not significantly affect individual transfer but marginally affected collective transfer. Organisation formalisation did not moderate association between training motivation and individual or collective transfer. The more supervisor support workers perceived, the more motivated and more able they felt to transfer training in collective groups.

Study	***Population***	***Details of training***	***Study design***	***Outcome measure***	***Findings relating to training transfer***
Platt (2011)	Social Workers from a LA team in England.	Two days training followed by series of one day training events on skills of analysis in child and family assessment.	Single group pre-test, post-test design.	Evaluation of impact of training – self-efficacy statements Review of sample of assessment reports.	Learning occurred on all dimensions as a result of the training but was sustained over a period of time to a small degree. Sustained learning occurred most in relation to understanding of concepts and terminology. File examination revealed no overall evidence of improvement in practice.
Scarrow, Futris, and Fuhrman (2014)	Child welfare workers from the USA	One day training on Healthy Relationship and Marriage Education	Qualitative	Focus groups six months after training	Child welfare workers perceived personal benefits to their own relationships as a result of the training. Utility and applicability increased the likelihood of transfer from learning. Job-related barriers and challenges, such as lack of resources and time constraints, as well as perceived job fit, prevented application of training. Client outcomes and concerns influenced workers' experience of implementing training. Client attitudes were the most prevalent barrier. Client capacity and cultural differences were also viewed as barriers.

Study	*Population*	*Details of training*	*Study design*	*Outcome measure*	*Findings relating to training transfer*
Strand and Bosco-Ruggiero (2011)	Child welfare supervisors from agencies across an American state	Clinical Consultation Program facilitated by a faculty member from a local school of social work who met with groups of seven - nine supervisors for six monthly sessions. Program emphasised means by which good casework practice could be enhanced through the use of the supervisory relationship and utilised a small group context to emphasise the collaborative function in the construction of knowledge.	Experimental-control group pre-test, post-test design.	• Job satisfaction • Organisational commitment • Intention to leave	Participants of the program were significantly more satisfied and committed than other supervisors. Significantly increased ratings of effectiveness pre to post test. Increased confidence in work as a supervisor Supervisors expressed greater satisfaction and a greater sense of belonging than supervisors who did not participate in the Clinical consultation program.

Extracting the data from the twelve studies identified ten as quantitative, one as qualitative (Scarrow et al., 2014), and one utilising mixed methods (Hatton-Bowers et al., 2015). From this initial finding, I deemed it appropriate to focus the synthesis on the 10 quantitative studies and the quantitative findings from Hatton-Bowers et al.'s (2015) study. I am aware that this has some implications for the review and will return to un-synthesised studies when discussing the review findings.

Critical appraisal and synthesis

Critical appraisal in a systematic review can be seen to act as a further inclusion criterion (Gough, 2007), judging the quality whilst also determining the extent to which each study can contribute to answering the specific review question. It is important to acknowledge that the studies had broad remits, with transfer of training just one element. As multiple variables were considered, all studies utilised a form of multi-level analysis. In quantitative research, the effect size for a study's findings has been argued to be an important indication of the value of the finding (Coe, 2002; Cohen, 1988). As the reviewed studies all reported correlations, it would be inappropriate to suggest a causal claim by referring to effect. I therefore considered the strength of association or Proportion Of Variance Accounted for (POVA), as advocated by Coe (2002). Only Kramer et al. (2013) explicitly discussed the strength of their findings. Six studies reported *r* (or an equivalent statistic). Antle et al. (2008) did not report this statistic but provided the data which allowed *r* to be calculated. It was not possible to determine the POVA (or alternative measures such as Cramer's *V* or Cohen's *W*) from the data provided in Antle et al. (2009), Platt (2011), or Strand and Bosco-Ruggiero (2011). This draws into question the soundness of these studies. I judged the POVA against Cohen's (1988) benchmarks of low (*r* = .10), medium (*r* = .30), and high (*r* = .50) to determine the strength of the findings. I further appraised each study by rating the 'Weight of Evidence' (WoE), described by Gough as

> 'a useful heuristic for considering how to make separate judgements on different generic and review specific criteria and then to combine them to make an overall judgement of what a study contributes to answering a review question' (2007, p. 223).

I used the Evidence for Policy and Practice Information and Coordinating (EPPI) Centre WoE framework (Gough, 2007), which suggests three initial judgement types:

WoE A - Soundness of study
WoE B - Appropriateness of the study for answering the review question
WoE C - Relevance of the study to the review question.

These were combined to provide an overall judgement (WoE D) in relation to this review. Table 6 summarises the weighted judgements.

Table 6. A summary of the Weight of Evidence judgements for the eleven studies.

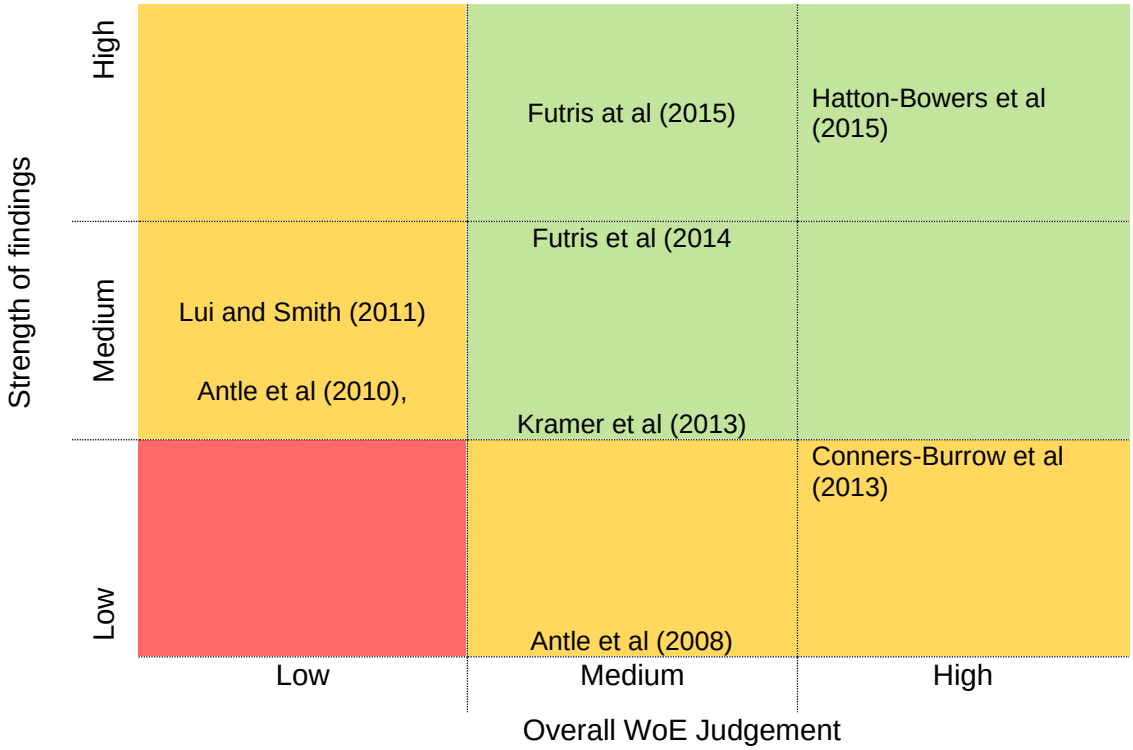
Study	***WoE A*** Soundness	***WoE B*** Appropriateness	***WoE C*** Relevance	***WoE D*** Overall
Antle et al (2008)	High	Medium	Medium	Medium
Antle et al (2009)	Low	Medium	High	Medium
Antle et al (2010)	Low	Low	Medium	Low
Conners-Burrow et al (2013)	High	Medium	Medium - High	High
Futris et al (2014)	High	Medium	Medium	Medium
Futris et al (2015)	High	Medium	Medium	Medium
Hatton-Bowers et al (2015)	High	Medium	Medium - High	High
Kramer et al (2013)	High	Medium	Medium	Medium
Liu and Smith (2011)	Low	Low	Low	Low
Platt (2011)	Low	Low	Medium - High	Low
Strand et al (2011)	Low	Low	Low	Low

As this process was conducted by a single researcher, it is important to acknowledge the subjective nature of these judgements. To support a consistent and fair approach, I used the same criteria with each study for determining quality judgements of high, medium, and low. Details of the criteria for these judgements can be found in Appendix B, page 75.

Using the WoE framework, I identified two studies as having a high overall weighting for informing this review and five studies which could be considered to have a medium weighting.

Figure 2 illustrates the overall WoE judgement for each study plotted against the strength of the study's findings. This provided a useful means by which to identify the studies that warrant inclusion in the synthesis stage. The studies within the green quadrant of Figure 2 can be considered to be more trustworthy, with stronger findings than those appearing in the amber or red sections

Figure 2. A visual representation of the critical appraisal findings



I determined that it was suitable to focus the review on the findings from the studies with a medium or high overall WoE judgement.

General characteristics of the studies

All of the studies included employees of child welfare services in the USA. Kramer et al. (2013) was the only study to focus solely on those within a managerial role (Directors and supervisors), the others focussing on frontline professionals, such as Social Workers. Sample size ranged from 21 to 810, with a median of 76. The papers identified, all used a single group design and reported correlations, which means that conclusions should be cautiously interpreted. It is also difficult to draw firm conclusions, as the specific topic of training, the duration of training, and the length of time from training to follow-up varied across all studies:

- Conners-Burrow et al. (2013) and Kramer et al. (2013) focused on training for trauma-informed practice. Futris et al. (2014; 2015) utilised training from a

Relationship and Marriage Education program, whilst Hatton-Bowers et al. (2015) incorporated training on solution-orientated practice. The training for Antle et al.'s (2008) study centred on a child welfare model.

- Conners-Burrow et al. (2013), Futris et al. (2014), and Futris et al.'s (2015) studies utilised one day training. Kramer et al.'s (2013) study used two day training, and Hatton-Bowers et al.'s (2015) and Antle et al.'s (2008) training spanned three days.
- For the studies with one follow-up, the time between training and follow-up measures ranged from one month (Antle et al., 2008), three months (Conners-Burrow et al., 2013; Kramer et al., 2013), and six months (Hatton-Bowers et al., 2015). Futris et al. (2014) and Futris et al. (2015) conducted follow-ups at one week, two months and three months post training.

It should be noted that there are methodological concerns, as all studies primarily utilised self-report questionnaires for data-collection. Trainee's reports of their application of training in practice may be heavily influenced by recency effect or their own subjectivity and, therefore, may not be an accurate reflection of trainee's practice.

Due to the large heterogeneity, it was not possible to conduct a meta-analysis of the findings. What follows, therefore, is a narrative synthesis (Popay et al., 2006) based on the reported outcomes from the six papers deemed to have medium to high WoE. Each study's strength of findings rating was used to determine the weight given to each finding. However, I acknowledge that a low strength of finding is still reporting that some variance is accounted for (Gough, 2007).The themes have been determined by first considering the findings of the studies regarded as High/High and High/Medium by the critical appraisal.

The outcomes relating to training transfer can be grouped into four broad themes: *Learning, Perception of training effectiveness, Training design,* and *Organisation.*

Learning

Several studies considered participants' knowledge of the training material at both pre- and post-training intervals and compared these with their knowledge at follow-up.

Hatton-Bowers et al. (2015) compared learning in the two key areas of the training material and found that, despite significant increase from pre- to post-training in both

areas, knowledge of involving families in safety-centred practices significantly decreased at follow –up, whereas there was no change in knowledge of Structured Decision Making (SDM) tools. The authors concluded that there may be a steeper learning curve for the first topic, suggesting that training topic may influence sustained learning.

In relation to practice, participants' knowledge of involving families in safety-centred practices at post-training was related to significant increases in self-reports of involving families in safety-centred practices at follow-up (β = .32, $p < .00$). This was a consistent finding with studies involving training on alternative topics. A significant moderate association ($R^2 = .19$) was reported for trauma-informed knowledge (Kramer et al., 2013) and a high positive association ($R^2 = .27$) was reported for training relating to relationship and marriage education skills (Futris et al., 2015). Further analysis by Futris et al. (2015) suggested that this association was highly moderated by perceived organisational support ($R^2 = .35$). Antle et al. (2008) reported that learning correlated with supervisor support. However, the strength of this finding was weak and, therefore, should be considered with caution.

In contrast to the findings above, Futris et al. (2014) reported that immediate learning was not directly associated with the implementation of relationship and marriage education skills. This difference may relate to the specific topic of training and will be further discussed within the following theme.

Perception of training effectiveness

Hatton-Bowers et al. (2015) reported that higher overall training satisfaction was associated with a greater increase in self-reported knowledge of involving families in safety-centred practices at 6 months ($r = .51$), though this was not the case for knowledge of assessment tools at six months.

Futris et al. (2014) suggested that the effect of learning on transfer for relationship and marriage education skills may be mediated through an individual's perception of the usefulness of the training material to their job (indirect effect = .26). No direct association was found between participants' affective reaction to the training material and the transfer of that material to practice. However, changes in participants' perceptions of training relevance meant that learner attitude indirectly influenced transfer (indirect effect = .11).

Organisational support

As previously mentioned, Futris et al. (2015) reported that perceived organisational support moderated transfer of learning (R^2 =.35). Their study further examined this association and found that people who reported lower levels of learning directly following the training were more likely to later report utilising the training materials when they perceived high support from their supervisors and co-workers. In contrast, there was no association with either high or low organisational support for those reporting high learning.

Organisational support of training was considered by Antle et al. (2008), who reported that it was associated with learning and transfer. However, the strength of both these findings was weak.

Training design

Two studies, adopting similar designs, incorporated the writing of an action plan in their training design and asked participants at follow up to consider the helpfulness of the strategies produced.

Conners-Burrow et al. (2013) briefly considered participants' perception of the helpfulness of individualised strategies written as part of an action plan. Participants were asked to write three specific action steps based on the nine essential elements of trauma-informed care. Of 68 randomly selected frontline staff interviewed at follow-up (13.4% of participants), 59 people rated their 'top planned action' (p.1834) as being partially to fully implemented. Of these, 36 people rated the strategy as being very helpful and 23 rated it somewhat helpful. The authors, however, do not specify what is meant by helpfulness. They also do not make it clear if this judgement was in relation to action planning in general or more specifically in relation to their individualised strategy. In their earlier research with supervisors and directors of child welfare services, Kramer et al. (2013) report that participants were asked to rate the helpfulness of the strategy to themselves or to their clients, with at least 68.6%[2] of participants interviewed at follow up rating the partially implemented strategies as 'very helpful'. This continues the ambiguity of the rating, as 'helpfulness' could be seen as an evaluation of the training material on which the strategy was written or a

[2] 68.6 – 71.4% reported by the authors, relating to responses given to each of the three action steps.

judgement of the benefit of writing an action plan to support implementation of training.

Kramer et al. (2013) also asked participants to reflect on the barriers they had experienced in implementing their action plans. They reported that time constraint was the most commonly reported barrier (between 30.9% - 48.1% for each action step), followed by heavy caseloads, which was mentioned 26 times, and lack of resources (cited sixteen times).

Findings and conclusions

The review initially aimed to explore how safeguarding training is embedded into practice by DSLs in English Secondary Schools and Further Education settings. An early finding of this review was the existence of a knowledge gap, as the transfer of safeguarding training into practice for staff working within education has not been considered by the research. Five tentative conclusions relating to workers from targeted safeguarding settings in the USA are drawn.

Finding one: immediate learning from training can influence the transfer of training to practice. The evidence suggests that trainees who could demonstrate the knowledge and skills taught in training were more likely to later report that they were making use of this in their practice. The implication of this finding for trainers is to ensure that training incorporates high quality learning for adults.

Finding two: for trainees whose assessed learning outcome from training was low, there is some evidence that their perception of organisational support for the training may moderate their transfer of training to practice. This finding is consistent with Burke and Hutchins' (2007) report that working environment can influence training transfer.

Finding three: trainees' view of the training topic could influence their learning and, therefore, influence the likelihood of their application of the training. If the topic was perceived by the trainee as applicable to their role, it was more likely that trainees would draw on their learning in practice. This is consistent with Scarrow et al's (2014) qualitative findings that perceived utility and applicability increased likelihood of transfer.

Finding four: training topic could also influence trainee's reported satisfaction with the training experience, which, the evidence suggests, could then influence the maintenance of trainees' knowledge over time. A high level of immediate satisfaction following training was associated with a better recall of the training content at six months. It cannot, however, be assumed that this knowledge was associated with trainees' application of the knowledge to practice.

Finding five: follow up plans to training, such as writing and following an action plan, may be helpful in supporting trainees to implement training, though the research on this was ambiguous. Hatton-Bowers et al's qualitative research (2015) suggests coaching may be a useful mechanism to support training transfer: participants reported they thought coaching helped them to be more confident, increased their critical thinking abilities, and supported them to keep practising the tools learnt in training. Further research is needed to understand the role that planned support mechanisms may play in the implementation of training to practice.

Implications for practice

Given my tentative conclusions, there is evidence to suggest that ensuring trainees understand the relevance of the training topic to their practice may be beneficial in supporting transfer. This could have implications for negotiating and planning training as, consistent with the principles of andragogy (Knowles, 2014), involving learners at this early stage and making explicit the applicability of the topic to their practice, may enhance their learning. As there was some evidence that learning at the end of training is a positive indication of application to practice, there may be benefits to including a post training assessment of knowledge. Information gathered through this means could then inform whether further follow up training support is needed to facilitate transfer to practice.

Whilst these findings apply to safeguarding training in general, they may provide a useful means of reflection when considering the implementation of a new practice framework or specific training on adolescent neglect (AN). Consistent with the LA's plans to roll out the new practice framework to leadership teams first, there is some indication that organisational support for the training topic may be helpful in the training transfer process. The evidence, however, suggests that concentrating on creating training that closely mirrors trainees' needs and facilitating high quality adult learning would more likely enable training transfer.

Implications for research

This review highlights that further research in this area is needed, as few studies have considered the mechanisms that influence the transfer of safeguarding training, and fewer still with sound warrant for their claims. Training transfer has predominately been one of many factors considered in the papers reported, suggesting that there is warrant for further research, which focuses attention on this topic. Only one UK study (Platt, 2011) was found, with the rest drawing from populations in the USA. It is important to acknowledge that there are significant differences between the child protection systems in the USA and in the UK. Further research is therefore needed to consider the extent to which these findings are generalisable to the UK context.

In relation to Burke and Hutchins' (2007) findings from a review of the literature, this review found only a small amount of evidence that working environment may influence transfer of safeguarding training. Research in this area has not yet fully considered how individual learner characteristics, intervention design and delivery may influence the transfer process.

This review also highlights that the limited research considering the transfer of safeguarding training has focused on targeted services, ignoring the significant role that universal services, such as education, may play in the initial identification and response to a safeguarding concern.

The current knowledge base has predominantly drawn from quantitative approaches. As a consequence, the human experience of the transfer of training has yet to be sufficiently explored. This provides warrant for consideration of the agency of human beings, the influence their specific context may have on their agency and practice, and the social nature of human learning on the transfer of training in safeguarding practices.

Research, considering interventions at a systemic level, would also be valuable to understanding approaches and effectiveness of workforce development plans aimed at developing safeguarding practices.

Limitations of the review

Several limitations are acknowledged. Firstly, as the search terms relating to 'outcome' referred to transfer of training, it is possible that some potentially relevant studies were not identified. As the review question focused on practice change at the

individual level, it is also possible that relevant literature was missed which adopted an organisational change lens and considered systematic ‘interventions’ that may influence training transfer.

As previously highlighted, the studies included in this review were largely conducted in the USA with American participants. This may have implications for the transferability of findings to safeguarding practices in the UK, as there are significant differences in the child protection systems within the two countries. Furthermore, the most recent studies found were from 2015, indicating a lack of contemporary literature on this topic. Finally, although measures were taken to adhere to the review method and be consistent in decision making, certain aspects of the review are potentially unreliable due to being conducted by a single reviewer. Multiply reviewers could have strengthened the verification process and decision making when determining each study’s WoE.

Conclusion

The evidence in relation to workers from targeted safeguarding services in the USA suggests that high quality adult learning, together with trainees’ perception of the usefulness of the training topic are associated with likelihood of application in practice. Literature in this review indicates mostly moderate correlations, however, and there is still much to be explored in relation to safeguarding training and its transfer to practice. Given the rise in child protection proceedings for adolescents, and the potential for long term negative effects of AN, a focus on how best practice in relation to the identification and response to AN can be developed at a universal safeguarding level is needed to support early intervention.

Chapter 2: Bridging Document

Introduction

This document aims to outline my rationale for this thesis topic and provide clarification and warrant for the approach I have taken throughout the research process. I will start by describing the context which led me to consider adolescent neglect as a topic for my thesis. I will then explain my personal motivation that led to a focus on safeguarding practices within education settings.

The second part of this document will outline how my systematic literature review (SLR) informed the direction of my empirical research. I will explain the ontological and epistemological underpinnings that directed my methodology and chosen method. The final section of this chapter will explore issues of ethically and reflexivity.

Context and personal motivation

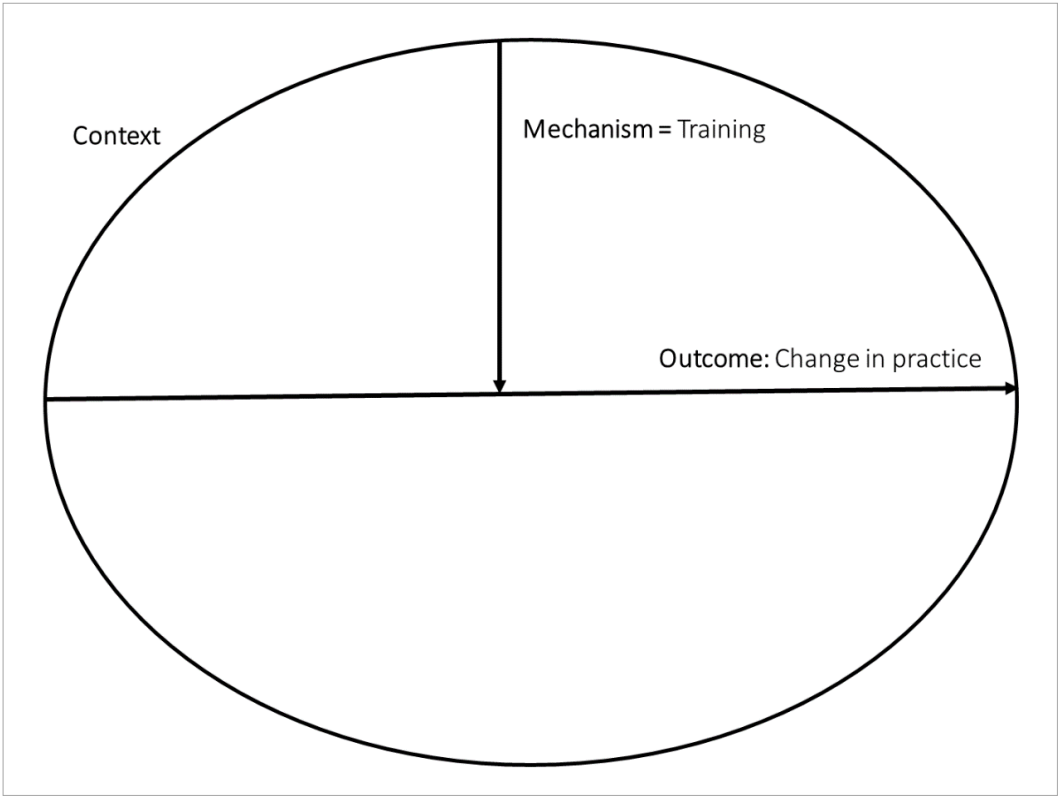
My employment experience prior to beginning the Doctorate in Applied Educational Psychology course was in pastoral roles within secondary and post-16 education. I began full time employment at a time when significant changes were occurring in Children's Services following the launch of the government policy initiative, Every Child Matters (ECM). Over the course of ten years, I came to appreciate the level of complexity and confusion that could exist for school staff in relation to delivering on two ECM outcomes for adolescents: being healthy and staying safe. A specific concern for me at that time was how emotional neglect for this age group was understood. This, undoubtedly, lead me to be curious about Adolescent Neglect (AN) as a topic for research when it was highlighted as a priority issue for the Local Authority (LA) where I was to spend my second and third year on placement.

My scoping reading on the topic of AN helped me to appreciate why there can be a lack of clarity about it in practice. As mentioned in Chapter One, AN is an ill-defined concept which has largely been ignored by research (Rees, 2011). This is despite the high proportion of young people aged between 11 and 17 referred to Social Care Services, with neglect the most commonly cited reason for a safeguarding intervention (Raws, 2019).

To support crafting my specific research focus, I meet with a number of individuals involved in the process of and response to a Serious Case Review which had

highlighted that AN was insufficiently understood by professionals working across Children's Services. It was through these discussions with the Lead Reviewer and the Director of Children's Services that practice development became apparent as an appropriate focus for my research. The new practice framework that was being introduced in response to review findings had been chosen because it fitted with the espoused ethos of the LA management team. The opinion was shared that the leadership support for the framework was important in facilitating its implementation through training people across Children's Services. The assumption that training in a new framework would lead to changes in practice can be seen to reflect a realist explanation of reality (Robson, 2011), where a mechanism (training) is assumed to make a difference to the outcome (see Figure 3). Reflecting on this idea led me to consider the changing context within which school staff work to safeguard young people.

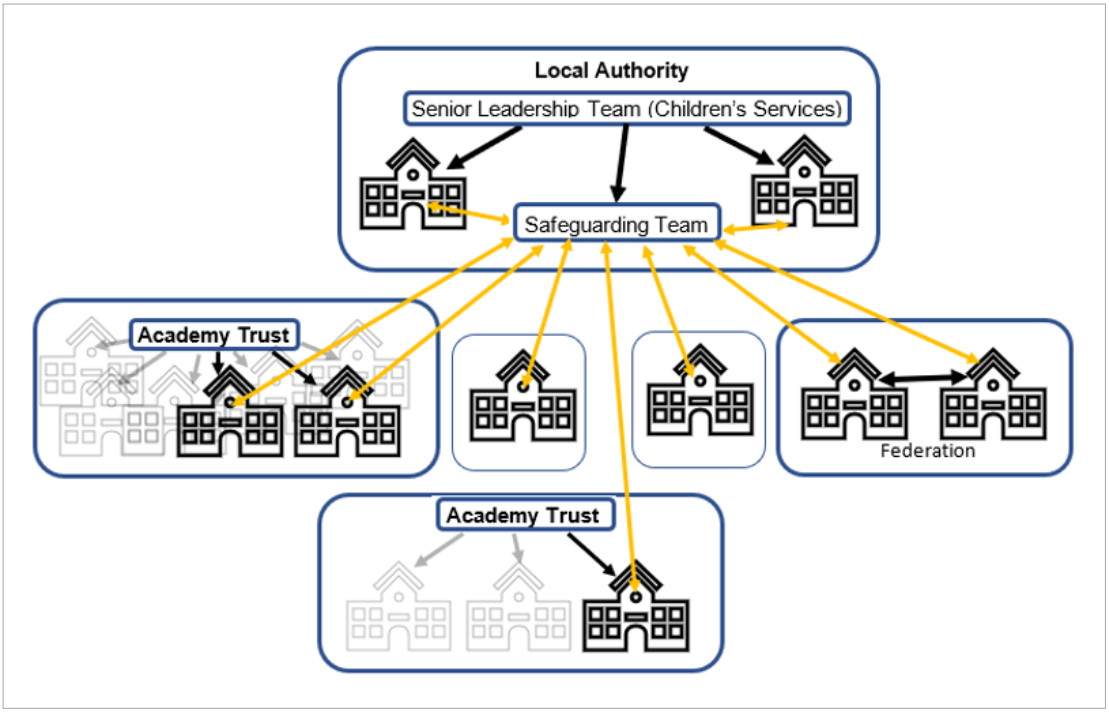
Figure 3. Realist explanation



Prior to the Academies Act 2010, the majority of schools could be understood as nested organisations within an overarching LA organisation. Over the course of the last decade, however, nearly 40% of state funded schools have converted from being LA maintained (Department for Education, 2019), with many joining multi-academy trusts that span more than one LA. Within this changing landscape of education, LAs

have maintained responsibility for setting procedures and leading on safeguarding practice (see Figure 4 for illustrative purposes). This led me to wonder how the LA agenda might be received and implemented by staff from education settings outside of the LA organisation.

Figure 4. Safeguarding young people in education: practice across organisations.



In consideration of this context, I was interested in exploring how educational professionals' safeguarding practice develops. I hoped by focusing on this area, it would generate ideas about how best to support further practice development in relation to understanding, identifying and responding to AN.

Why is this an area of interest for Educational Psychologists (EPs)?

Safeguarding is understood to be complex and messy, with a risk that decisions may be influenced by heuristics and unconscious biases (BPS, 2018). A recently published guidance document from the British Psychological Society (BPS, 2018) offers a psychologically informed model to support practice, framing safeguarding within systems thinking and drawing attention to a number of influencing factors that permeate the systems around a young person (such as values, culture, and power). The model prompts psychologists to consider the risk (probability of an event happening), resilience ('doing well in the face of adversity', BPS, 2018, p. 56) and growth (work towards achieving holistic potential) within systems to explore where

problem-solving and intervention is needed to provide inclusive safeguarding (BPS, 2018). The areas of growth, risk, and resilience are arguably key fundamentals in educational psychology practice, which supports the view that safeguarding is a 'cornerstone of professional practice' (Billington & Warner, 2003, p. 4). Whilst all psychologists have a responsibility to safeguard young people, EPs hold a position at the cross section of systems and could have a significant role to play in supporting the development of safe systems and safeguarding practices through their work at different levels.

Previous research has highlight that EPs can 'make a distinctive contribution' (Woods, Bond, Tyldesley, Farrell, & Humphrey, 2011, p. 370) to developing safeguarding practice through their school development role, which may typically take the form of designing and delivering training. EPs potentially have further opportunities to influence safeguarding practice through the other functions of their role, which includes consultation, assessment, intervention, and research (MacKay, 1989). Research with EPs considering their role in relation to safeguarding and child protection highlighted that EP work crosses the universal, targeted and specialist tiers of safeguarding practice and included 'both preventative and reactive strands' (Woods et al., 2011, p. 370). This suggests that EPs may be well positioned within current systems to support and influence the development of safeguarding practice. Whilst the aim of this thesis was not to explicitly consider the role of the EP, I hoped that given the position and core functions of the role, the research findings would provide some implications for EPs to consider across the breadth of their work. As the BPS has asserted, psychologists have 'much to offer and should be both ambitious and confident about influencing safeguarding in society' (BPS, 2018, p. 65). The findings discussed in Chapter 3 may go some way to highlighting potential areas for influence.

Designing the study

Moving forward from the SLR

The focus of my empirical research has been influenced by the outcomes of my Systematic Literature Review and discussions with the Principal EP and Director of Children's Services for the LA, who partly commissioned this research. The SLR highlighted that the transfer of safeguarding training into practice for staff working within schools has not been considered by research. It also appears that previous

research considering the transfer of training has largely overlooked human experience, ignoring the agency of human beings, the influence their specific context may have on their practice, and the social nature of human learning. It was these knowledge gaps that informed the direction of my empirical study.

Ontology, epistemology and methodology

All research is underpinned by ontological and epistemological assumptions which inform the research methodology (Willig, 2013). My thinking in relation to this project has been influenced by my realist ontology and interpretivist epistemology. Ontology is about the nature of reality and what there is to know (Willig, 2013). From a realist approach, I follow the assumption that 'that there are processes of a social and/or psychological nature which exist and which can be identified' (Willig, 2013, p. 15). Epistemology is concerned with 'what and how [we can] know about' the world (Grix, 2002, p. 175). I recognise, in accordance with an interpretivist epistemology, that my own subjectivity will influence the generation and interpretation of the data. The theoretical framework for this research, therefore, is critical realism, which 'assumes an ultimate reality, but claims that the way reality is experienced and interpreted is shaped by culture, language and political interest' (Braun & Clarke, 2013, p. 329). Critical realism assumes that all knowledge is fallible and that it is not possible to reveal the exact nature of the social world due to the researcher describing it based on their own interpretation (Scott, 2005). Critical realism is, therefore, compatible with interpretivist methodologies that acknowledge there may be multiple subjective views of what is objectively real.

As my research was focused on generating phenomenological knowledge, I deemed Interpretative Phenomenological Analysis (IPA) to be appropriate. As an idiographic, qualitative approach, IPA aims to facilitate the rich exploration of how individuals make sense of their lived experience (Smith, Larkin, & Flowers, 2009). IPA acknowledges that individuals are immersed in and influenced in their perception of their experience by their context (Smith et al., 2009). My approach to the research assumed that DSLs' experience of developing their safeguarding practice will have been experienced meaningfully. The way they experienced this will have been shaped by previous experiences, their personal assumptions and their current circumstances. Whilst IPA attempts to get close to what and how an informant thinks about the experience they are making sense of, it is recognised, in line with a critical realist view, that this is not entirely possible, as the researcher is engaged in a double hermeneutic (Smith et al., 2009). The active process of sense making that the

researcher is involved in is influenced by their own circumstances, experiences and assumptions. The process of data generation is dynamic and I, therefore, viewed myself as embedded in the research, and acknowledge that I will have affected it (Willig, 2013).

Ethics and Reflexivity

It was important to me to respect the autonomy and dignity of those involved in the research and I was keen to consider all aspects of the research from the informants' standpoint. Pseudonyms were used throughout data analysis and writing of the research chapter, to ensure informants' anonymity and confidentiality.

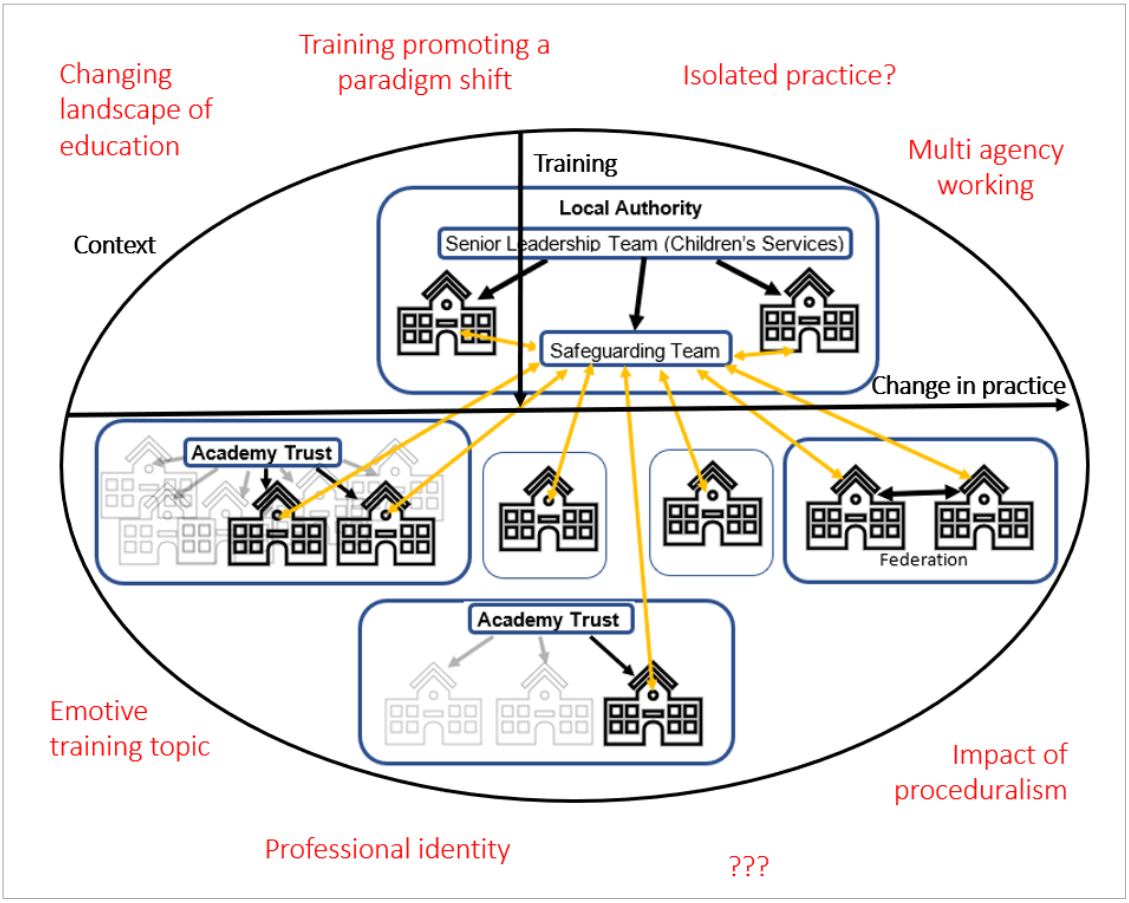
When inviting prospective informants to take part in the research, I provided them with a written information sheet (see Appendix C) which explained the purpose and structure of the research. The information sheet also explained that the completed research would be made available to the Local Authority and the Educational Psychology Service. I reviewed the information sheet with informants before they provided their written consent (see Appendix D) at the start of the interview. Informants were fully debriefed at the end of the interview and provided with a debrief information sheet (see Appendix E).

I wanted to ensure that informants' consent to contribute to the research was informed and free throughout the research process. I therefore checked with informants at different points in the research and reminded them of their right to withdraw from the project at any point. Further, it was also important to me that informants maintained a sense of ownership of their contribution to the research, whilst also understanding that, in keeping with IPA method requirements, the findings would reflect my interpretations of the data. After the interviews, I shared the relevant transcript with each of the informants for proof reading. I also shared the written findings section with each informant and made them aware of their right to request the removal of any of their quotes from this section.

I was mindful that, by taking part in the study, informants may have reflected on issues that they were previously unaware of and this may have been uncomfortable for them. At the start and end of the interviews I clarified with informants the most appropriate contact for them, should they wish to discuss any issues raised.

I considered reflection on ethical implications to be an ongoing process throughout the research and sought guidance from research supervision and the British Psychological Society's Code of Human Research Ethics (2014). I was keen to develop as a reflexive researcher and, whilst I acknowledge that I was embedded within the process, a conscious effort was made throughout the project to acknowledge and bracket my assumptions. An early example of this is illustrated in Figure 5, which depicts some wonderings I had whilst considering the range of mechanisms that might have helped or hindered change in safeguarding practice for DSLs. By reflecting on these wonderings I aimed to maintain my awareness of whether they may be prejudicial during the research process. This became a useful reflective tool.

Figure 5. A record of my early wonderings about potential facilitators and barriers to practice development for DSLs in education settings.



Influence on practice

The research process has affected my practice as a trainee Educational Psychologist in several ways, which I expect to have similar impact on my post-qualification practice. Firstly, it has made me more conscious of explicitly discussing the holistic

and changing needs of adolescents and their parents, both in casework and when discussing practice with a range of professionals. The research process has also raised my awareness of systems and processes within which DSLs in education settings practice. This contextual awareness, coupled with the research findings, has led me to invite DSLs to be involved in the termly planning meetings I have with the schools I work with. Through this, I hope to support collaborative working within the setting and across the LA, as well as to offer a space for supportive reflection and connection. I am now more conscious of 'checking in' with DSLs when visiting schools I frequently work with, mindful of the potential personal impact of their role, and the potential isolation they may feel within this role. At a system level, the research has encouraged me to advocate for the voice of DSLs within EP Team and LA Children Services meetings, and to pose questions about how psychologists and LA leadership might facilitate the developing practice of DSLs from education settings and further support the safeguarding of safe systems. My research topic has also drawn some attention to how safeguarding training is delivered to LA employees, resulting in negotiations for a piece of work to develop the safeguarding training offer to better reflect the principles of andragogy (Knowles, 2014).

My practice has further been influenced by my engagement with IPA. Gaining experience in structured phenomenological research and reflecting on the double hermeneutic process has encouraged my confidence in the approach I take to my emerging EP practice and strengthened my ability to articulate this approach.

Summary

This bridging document has enabled me to articulate some of the thinking that informed my empirical study and reflect on the influence the research has had on me. Chapter three contains my report of the empirical research project. This third chapter is written in a style for presentation in The Journal of Interprofessional Care, which has an upper word limit of 6000.

Chapter 3: Empirical Research

“There's some things you can't teach”

An exploration of how Designated Safeguarding Leads (DSLs) in education settings describe their experience of developing their practice.

Abstract

Adolescent neglect is an ill-defined concept which is at risk of being insufficiently understood by those who work with young people. As a consequence, complex adolescent behaviour can be misinterpreted and people can unknowingly be negligent in their duty to safeguard the welfare of the young people they work with. Training is often utilised as a mechanism in response to practice development needs, such as developing understanding of and responses to neglect. Research concerning safeguarding training has tended to focus on learners from targeted services. It has largely ignored human agency, the influence context may have on agency and practice, and the social nature of human learning. In response to this, an empirical study was designed to explore how Designated Safeguarding Leads from education settings describe their experience of developing their safeguarding practice. Semi-structured interviews were employed as the means of data generation and analysis was conducted using Interpretive Phenomenological Analysis. Three overarching themes emerged that encapsulate the informants’ described experience. The findings suggest that the DSL role is challenging and complex, with developments in practice largely attributable to experience and personal motivation. Analysis also indicates that there is a desire for improved training opportunities that incorporate connection with safeguarding colleagues. Findings are discussed with reference to existing literature, and implications for future research and practice are offered.

Introduction

Adolescence

Adolescence is typically thought to refer to the psychosocial growth that coincides with puberty and is 'characterised by changes in terms of identity, self-consciousness, and relationships with others' (Blakemore, 2012, p. 112). Adolescence appears to be a universal phenomenon, though there are significant cultural variations in the understanding of the age parameters associated with this construct (Blakemore, 2012). For the purpose of this thesis, I interpret adolescence as spanning the second decade of life, from approximately the age of ten to twenty years.

Within our society, adolescence marks a period of increasing responsibility, in line with the view that a primary task of adolescence is the transition to independence as an adult (Garrison & Felice, 2009). Whilst we lack a contemporary comprehensive theory of development for this period, advances in neuroscience and the emergence of several 'mini-theories' (Steinberg & Morris, 2001, p. 101) has helped highlight the significance and complexity of this life stage. Recent neuroscientific research has drawn attention to the plasticity of the adolescent brain and the extensive maturation that occurs in its reward system, relationship system and regulatory system throughout this period (Steinberg, 2014). These developments, coupled with the hormonal changes of puberty, invariably affect a young person's developing cognitive and affective states (Steinberg, 2005). The adolescent brain is understood to be particularly sensitive to the social context (Van Hoorn, Fuligni, Crone, & Galván, 2016), with significant social development occurring during this period (Blakemore, 2012). Further tasks of adolescence include moral development and an emergence of a sense of self (Garrison & Felice, 2009).

Adolescent Neglect (AN)

Given the period's complexity, appropriate parenting behaviours are a vital support to healthy development (Calders et al., 2019; Sroufe, 2018; Steinberg & Morris, 2001). A challenge for parents, however, is to consistently modify their parenting behaviour to meet their child's changing needs (Ralph, 2018). If a young person's developing needs are not sufficiently understood, parenting risks becoming neglectful, either by errors of omission or acts of commission.

In line with Keeping Children Safe in Education (KCSIE, 2018), all school staff have a responsibility to be aware of indicators of neglect. Research has, however, highlighted that adolescent neglect is a particularly complex, ill-defined and misunderstood concept (Rees, 2011). Adolescents may appear resilient and there is a danger that their behaviour may be misinterpreted as a choice, rather than a coping mechanism developed in response to neglectful parenting (Growing Up Neglected, 2018). A joint review across six Local Authorities (Growing Up Neglected, 2018) found that, whilst workers may respond to issues that stem from a young person experiencing neglect (such as a risk of child sexual exploitation or gang activity), there was a tendency to deal directly with the presenting issue, without making the connection to the young person's experience of parenting. This finding concurs with a conclusion from a Serious Case Review undertaken by a Local Safeguarding Children Board (LSCB) in the north of England. This review reported that AN was insufficiently understood, resulting in misinterpretations of complex adolescent behaviour. As a consequence, people can unknowingly be negligent in their duty to safeguard the welfare of the young people they work with.

Safeguarding in education

Safeguarding can be understood as a spectrum of action, ranging from promoting the general welfare of all, to protecting people whose needs are not being met (adapted from Daniel, 2008). Current child safeguarding practices in the UK have been shaped by the policy document, Every Child Matters (Department for Education and Skills, 2003). This policy arose from an understanding of safeguarding as a concept distinct from protection (Hood, 2015) and sought to establish preventative and early intervention working, creating a tiered model comprising universal and targeted services. Schools are the largest universal service for children and young people (Daniel, 2008). School staff became legally required, through an amendment to the Children Act 2004, to identify and support children and young people who may need help. Despite this requirement, there is little within government guidance about the practicalities of training school staff (Hendry & Baginsky, 2008). Initial teacher training has also been criticised for containing only minimal content on safeguarding (Baginsky & Macpherson, 2005; Tarr, Whittle, Wilson, & Hall, 2013).

All schools and further education (FE) settings must have an appointed Designated Safeguarding Lead (DSL), whose role includes supporting staff to fulfil their safeguarding duties (KCSIE, 2018). DSLs' own training and development

requirements outlined in this KCSIE guidance are ambiguous and training courses for this role have been criticised for not recognising sufficiently 'the complexity of the reality and messiness of child protection' (Daniel, 2008, p. 13). If practice in responding to AN is to improve, understanding the experiences of DSLs and what supports them to develop their practice is key.

Study aims

Research concerning safeguarding training has tended to focus on learners from targeted services. It has largely ignored human agency, the influence context may have on practice, and the social nature of human learning. Through this study, I aimed to redress this gap in knowledge by adopting a qualitative approach to explore how DSLs in Secondary Schools and Further Education settings describe their experience of developing their safeguarding practice. Interpretative Phenomenological analysis (IPA) was used as a framework to inform the structure of my interviews and means of data analysis. I have selected this approach as it is 'committed to the examination of how people make sense of their major life experiences' (Smith et al., 2009, p. 1).

Method

Informants

I have chosen to use the term 'informants' (Morse, 1991) to refer to the people who contributed to this research. Use of this term 'delineates a particular and different relationship' (Morse, 1991, p. 403) between informants and myself (as researcher), compared to other terms commonly used. As informants, the DSLs are positioned as knowledgeable, whilst I am naïve to their lived experience and in need of informing. Contributors to this research all came from educational settings within the same Local Authority (LA) in the North East of England. Recruitment of informants began with contact being made initially with DSLs from Secondary and Tertiary settings. As there was difficulty in recruiting from these settings, I broadened the research focus to DSLs from all education settings within the LA. Five DSLs, all female, volunteered. Individual biographical details are given in Table 7. Pseudonyms are used and only basic information is reported to protect informant anonymity.

Table 7. Individual biographical details for each informant.

Informant pseudonym	***Job title***	***No. of years in main role***	***No. of years as a DSL.***
Alex	Deputy Head Teacher of a Primary School	Information not shared.	
Beth	Head Teacher of a Primary School	6	6
Caroline	Head Teacher of a Primary School	14	14
Diane	Head of School at a Tertiary Setting	15	6
Elaine	Head Teacher of a Primary School	3	3

All primary school informants had been teachers prior to progressing to a senior leadership role and had become a DSL in conjunction with this promotion. None of the informants had actively sought to become DSLs and did not have specific prior experience for this role.

Data generation and analysis

A semi-structured interview method of data generation was chosen as the open questions would provide informants with the opportunity to construct their own meaning about the situation (Creswell, 2014) and allow the data to be rich and detailed. I designed a semi-structured interview guide (see Table 8) informed by the findings from and synthesis of relevant literature, and Smith et al's (2009) guidance on conducting IPA research. The phrasing of my guide was informed by considering the kind of questions deemed suitable for in-depth interviews by Smith et al. (2009, p. 60).The second column of Table 8 illustrates that I designed the guide to incorporate a range of different kinds of questions and utilised the funnelling technique (Smith et al., 2009), where broad questions eliciting descriptive accounts are followed by questions designed to provoke salient aspects and each informants' deeper interpretation of their lived experience. Given the interviews' semi-structured nature, the guide was not necessarily followed exactly, allowing each interview to reflect an informant led conversation (Smith et al., 2009).

Table 8. Interview guide.

Question	***Type***
Tell me about your role as a (*job title).* (*Duties, responsibilities, colleagues/regular contact, position within organisation)*	Descriptive
As a (*job title)*, what sort of development opportunities do you find helpful? - How are they helpful? - Why do you think that is?	Descriptive Evaluative
What sort of development opportunities do you find less helpful? - How are they less helpful? - Why do you think that is?	Descriptive Evaluative
Tell me about how you came to be a DSL. (*Career route, motivators, decision points)*	Narrative
Tell me about your role as a DSL. (*Duties, responsibilities, colleagues/regular contacts, position within system)*	Descriptive
Can you describe how you feel about your role as a DSL? Has this changed over your career? (*Confidence, efficacy, power to act, system influences)*	Evaluative/ Narrative
As a DSL, what sort of development opportunities do you find helpful? - How are they helpful? - Why do you think that is? Can you tell me about a time when a development opportunity felt especially helpful?	Descriptive Evaluative Descriptive
What sort of professional development opportunities do you find less helpful? - How are they less helpful? - Why do you think that is?	Descriptive Evaluative
Can you tell about a time when you felt you were doing your job well because you were drawing on an aspect of training? What do you feel supported you to drawn on that development experience? - How did that support you? - Why do you think that was? What do you feel may have hindered you? - How has that hindered you? - Why do you think that is?	Descriptive Evaluative
Are there times that you felt good about your work as a DSL but you couldn't necessarily relate it to training?	Evaluative
What do you think school colleagues understand you are able to do because of your training? Are there things you think they don't know about your role?	Circular
When do you feel really good in your DSL role? Are there words that can describe how that feels?	Evaluative

Question	*Type*
From your experience and our conversation today, is there something else that you think would be helpful to developing your practice as a DSL?	

Interviews took place from September to November 2018. The interviews were recorded digitally and transcribed verbatim by a professional transcription service which complied with the General Data Protection Regulation. IPA was then conducted following guidance from Smith et al. (2009, pp. 79-101). Table 9 outlines the steps undertaken and examples from each stage of the analysis can be found in Appendix F (see page 82). As Table 9 suggests, theme development occurred at two levels: the individual case level and across cases. The first level of theme development enabled me to focus on the unique characteristics of each individual informant in turn, whilst the final step of analysis saw the development of overarching themes by considering patterns across the complete data set.

Table 9. Outline of IPA steps.

Step	*Activity*	*Description*
1.	Reading and re-reading	Active engagement with the data of each individual transcript to gain familiarity and an understanding of the context.
2.	Initial noting	Exploring the data and commenting on interesting points on a descriptive, linguistic and conceptual level.
3.	Developing emergent themes	Analysis of broader data set, consisting of original transcript and exploratory comments, to identify themes.
4.	Searching for connections across emergent themes	Development of superordinate themes by considering how emergent themes might be organised and grouped.
5.	Moving to the next case	Repeating steps 1 – 4 with each transcript, producing five sets of superordinate and emergent themes.
6.	Looking for patterns across cases	Identifying similarities, differences and relationships between the superordinate themes to create overarching themes.

Pattern-based analysis of data is common across qualitative research methodologies (Braun & Clarke, 2013) and often leads to first and second order constructs of understanding. First order can be understood to be 'the process by which people make sense of or interpret the phenomena of the everyday world' (Fereday & Muir-Cochrane, 2006, p. 81). This occurred through initial noting and development of emergent themes at the individual informant level of theme development. Second order theming 'involves generating "ideal types" through which to interpret and describe the phenomenon under investigation' (Fereday & Muir-Cochrane, 2006, p. 81). This occurred through reflection on emergent themes leading to the development of superordinate themes for each transcript (steps 3 and 4) and through identifying overarching themes across the whole data set. Throughout analysis, themes were checked against the original data to ensure the informants' described experience had not been lost through the interpretative process. Table 10 below gives examples of how overarching themes were built from superordinate themes.

Findings

My engagement with the data through IPA enabled me to identify three overarching themes. These are presented in Table 10 with contributory superordinate themes. The findings suggest that the DSL role is challenging and complex, with developments in practice largely attributable to experience and personal motivation. Analysis also indicates that there is a desire for improved training opportunities that incorporate connection with safeguarding colleagues.

Table 10. Overarching themes and contributory superordinate themes.

Theme	***Superordinate themes***
"…it's been all my own self-development": competency through self-determination and experience	"I've had to learn on the job" "…you build that relationship, and you find out more" "I feel confident that we're doing well for our families"
"…it's just a difficult job, really": the problems of being a DSL	"It normally comes with work and stress" "I do feel that pressure" "…am I doing what I'm supposed to be doing?"
"…let's get it from somebody who is that bit more knowledgeable": helpful connectedness	"…some of the training just needs to be more practical" "It would be nice to be able to meet with social workers" "…we need more… professional dialogue"

Themes and associated superordinate themes are now discussed, with quotations from informants used for illustrative purposes.

Theme 1. "…it's been all my own self-development": competency through self-determination and experience.

Informants described feeling skilled as a DSL within their setting and reflected upon the influence that experience, motivation and relatedness had played in facilitating their development.

1.1. *"I've had to learn on the job"*

Experience over time was seen as the primary means of becoming skilled as a DSL:

> *"…that's experience and being quite strong about it… Whereas if you're new you might not realise you have to be quite so proactive."* (Caroline)

This situated learning could cause tension for DSLs as there was an awareness that their development came at the expense of others' wellbeing.

> *"You don't want more experience, but you need more experience to get better at it."* (Elaine)

1.2. "…you build that relationship, and you find out more"

Informants described how establishing connections with a network of people enabled them to be effective in their role. Building relationships with students was seen as particularly key to intervening early in safeguarding situations.

> *"It's about relationships, so it's about knowing the children well and being able to read when a child is not right...*" (Beth)

For the primary school DSLs, relationships with parents were discussed as important and beneficial to their role but there was an awareness that their safeguarding responsibility could create tension in this relationship:

> *"…it can cause a little bit of conflict in the sense that the trust relationship, and will they tell me everything if I have to refer*

everything in? But it's being honest… it's just being honest in your relationship with them." (Caroline)

Informants expressed a desire to have established relationships with social care professionals and saw this as a means of facilitating their practice:

"…we've got good relationships with our social workers… we're very keen to have good relationships… that really helps... you feel like you're a bit more empowered to actually support the family" (Caroline)

1.3. "*I feel confident that we're doing well for our families"*

All informants expressed a sense of competency and pride in the DSL role:

"…I also feel quite proud of the role, because it does make a massive difference and it's so important in the school." (Beth)

This competency appeared to link to informants' personal commitment to promoting their students' wellbeing:

"*…it's being in it for the right reasons… you're in it for the children…"* (Beth)

"… you've got to be the right type of person… you've got to really care about the students" (Diane)

"I'm quite passionate about children … ensuring they get what they need…in a timely way" (Alex)

***Theme 2. "…it's just a difficult job, really"*: the problems of being a DSL**

Despite feeling competent, informants frequently talked about significant challenges of their DSL role and described how these could have a negative impact on wellbeing and inhibit practice development.

2.1. "*It normally comes with work and stress"*

Informants highlighted the unpredictable nature of the DSL role and the significant amount of work it could entail.

"I can walk in and my diary can look empty and the day is like bedlam…but every time I come through the door I brace myself, like what's going to happen today?" (Diane).

"So that then became stress, because I spent a lot of time recording everything, making sure everything was fine… so that was really, really difficult." (Elaine)

Feeling frustrated was also widely acknowledged as occurring with the role:

"… you do get frustrated because you have that child every single day, or you see that parent every single day and you can see things are not improving" (Alex)

2.2. "I do feel that pressure"

Informants highlighted that they frequently felt pressured by a perceived lack of time created by their DSL role being an additional responsibility to their main post:

"*There isn't enough time… for an individual to give it the attention it needs…That's probably one of the most difficult things."* (Diane)

"…sometimes the safeguarding thing you deal with it initially, because you have to, but then you don't feel you give it sufficient time because you've got to go back to something else, so you're juggling a lot." (Caroline)

This was seen to act as a barrier to practice development and was a further source of frustration:

"…you don't have time day-to-day to be reflecting… And I think if we did have more time to reflect, we would change things…" (Alex)

Diane linked the pressure she experiences in her DSL role within a tertiary setting to decisions made at a national level:

"… the FE sector's been hit with funding cuts one year after the other, and what they're needing here now is more for less." (Diane)

Some DSLs also described the sense of accountability as a pressure:

"I do sometimes feel the weight of it… there's so much on my shoulders if something is missed in school… I have to take that ultimate responsibility." (Beth)

2.3. "…am I doing what I'm supposed to be doing?"

All but the most experienced informant described a sense of isolation within their DSL role:

"…you're kind of left in your school a little bit" (Beth)

"…you can do all the training in the world, but when… you're at that situation, it's you and nobody else" (Elaine).

This feeling could contribute to informants doubting their efficacy:

"…when you go back to the role, it's kind of am I doing it all right?" (Beth)

"…. you've always got that question in your head: should I have done something different?" (Elaine).

It was acknowledged that uncertainty in multiagency working could negatively affect safeguarding practices:

"… you have a misconception of what a social worker should be doing. The same way as they have a misconception of, well, school should be doing that… why isn't that school nurse coming in and doing that?" (Alex)

"…the boundaries are sometimes a little bit fuzzy… particularly if they overlap into a couple of things, it's sort of tried to pass from one to the other because nobody knows quite what to do" (Beth)

Uncertainty, particularly during child protection proceedings, could also affect a DSL's feeling of safety:

> *"…you feel very vulnerable in that situation… when I first used to go to them, I did feel, well, I hope they don't pick on me for this, and maybe that's obvious when you're presenting. Maybe you look vulnerable…"* (Caroline)

Theme 3. "…let's get it from somebody who is that bit more knowledgeable": helpful connectedness

Informants shared a feeling of dissatisfaction with current formalised development opportunities and expressed a desire for these to be improved by incorporating connection opportunities with safeguarding colleagues.

3.1. "…some of the training just needs to be more practical"

Current training opportunities were described as not always applicable to the day-to-day work of a school DSL:

> *"…when you go on that neglect training it's very much around those initial assessments that social workers do. And I think there needs to be more training around school-focused…"* (Alex)

> *"There's sometimes a bit too much history… talking about historical cases… [it] does not help with your current situation… they're the… least relevant."* (Caroline)

Some informants also expressed frustration that the same content could often be repeated at different safeguarding training events:

> *"I've sat through a few and thought I've seen this before … you're talking about designated Level 3 experienced teachers still looking at the same slides."* (Caroline)

Primary school DSLs acknowledged that the LA facilitates a safeguarding network meeting aimed at developing practice. Whilst its potential benefit was recognised, there was a consensus that it needed development to better meet DSLs' needs:

> *"…the agenda is perhaps driven by the local authority, as opposed to designated leads, and I think, obviously, because [Virtual School Head]… her team organise it, it's more looked after [children focussed]*." (Alex)

3.2. "It would be nice to be able to meet with social workers"

All informants shared the view that social workers hold expertise in relation to safeguarding:

> *"…I do value the fact that… that's their everyday job… They know what they're doing. Whereas it's not our skillset, in a way…"* (Elaine)

There was also a shared view that the opportunity to connect with social care professionals offered mutual support to practice development:

> *"… the opportunity to talk to social care about their experience and our experiences in a meeting… based on practice"* (Beth)

> *"… if you get somebody from social care… it's good to see how they work and they do things… And ways that I can help them to be more efficient as well…"* (Diane)

It was believed that this could have benefits for multiagency working:

> *"… being able to work as that multiagency team, but really understanding what our clearly defined roles were*." (Alex)

3.3. "…we need more… professional dialogue"

The primary school DSLs all made reference to the importance of talking about their work with colleagues within their setting:

> *"…that is where I think our systems are really good, because we just have a chance to talk through…"* (Beth)

"…you need to share it out… you need to be able to chat with each other and run things by each other." (Elaine)

This was something that Diane felt was lacking for her within the tertiary setting:

"…I don't think people really want to know about it, because it's like the hidden taboo… It's like we don't talk about that." (Diane)

Sharing practice experience through connection with DSLs from other settings was described as helpful to practice development:

"… it's very useful if you're in a school that doesn't have a lot of social service involvement to speak to schools that do, because they generally have a lot more, a wealth of experience to share" (Caroline)

Informants also shared a desire to develop their practice through joint problem-solving with other DSLs:

"*I'd like to be able to present case studies, when you're really stuck…"* (Alex)

"…maybe it's worth having a link in another school that you trust and you get on with, where you maybe have a professional discussion…about cases." (Caroline).

Most informants acknowledged that supervision was lacking in their DSL role and there was a strongly expressed desire for this to be addressed:

"I would love to have structured formal supervisions… talk about different caseloads that I've had, and what I could have done differently…" (Diane)

"[EP] comes into school and we might have a child we're stuck with. And it's all about [EP] listening to us… I think that's the same

for children who are in care or child protection, or child in need... that's why supervision needs to be built-in..." (Alex)

Discussion and conclusions

Informants suggested that the biannual mandatory training they had attended, and additional 'one-off' events had utilised transmissive models (Kennedy, 2014) of development. This approach may be reflective of the perceived need in relation to safeguarding for instrumental learning, defined by Roessger as '…a distinct process of learning illustrated by a focus on procedural knowledge, cause and effect relationships, and improved competency and performance' (2015, p. 86). Whilst they had attended several formal instrumental learning events, informants described their development as predominately occurring informally through situated learning (Lave & Wenger, 1991). The findings suggested that informants were highly motivated to develop as a DSL, given their commitment to young people's wellbeing. This orientation towards their professional activity can be considered significant to their learning within a systems-based model of professional development (Opfer & Pedder, 2011).

The findings suggest that, when practising within their own setting, informants experienced a high level of self-efficacy (the belief an individual has in their ability to accomplish a task or succeed in a situation, Bandura, 1986) and self-determination . Self-determination is understood as self-motivation and optimal functioning achieved through the satisfaction of three psychological needs: competence, autonomy, and relatedness (Deci & Ryan, 2000). This competency was linked to the relational approach they had adopted within the role, enabling them to establish a network that facilitated their practice. This finding seems to mirror Edwards' (2005) view of the process of expansive learning. Drawing from Cultural-Historical Activity Theory (Engeström, 2001), it is suggested that individual agency in object-orientated action within a system has the potential to develop relational agency (RA: defined as 'a capacity for working with others to strengthen purposeful responses to complex problems'; Edwards, 2009, p. 39). The value informants placed on relational agency and development of a network may be attributed to the position and perceived responsibility they hold within a wider safeguarding practice context.

The research findings shed light on the wider context DSLs work in. Informants suggested that within their setting they considered themselves to be the most skilled

and knowledgeable in relation to safeguarding, reflecting an embodiment of the 'lead' identity. Informants' sense of competency and agency could, however, be challenged when cases were complex. Situations judged to be more complex typically required input from targeted services. It is here, at the boundary between their setting and external agencies, that informants tended to focus, particularly in relation to their development needs.

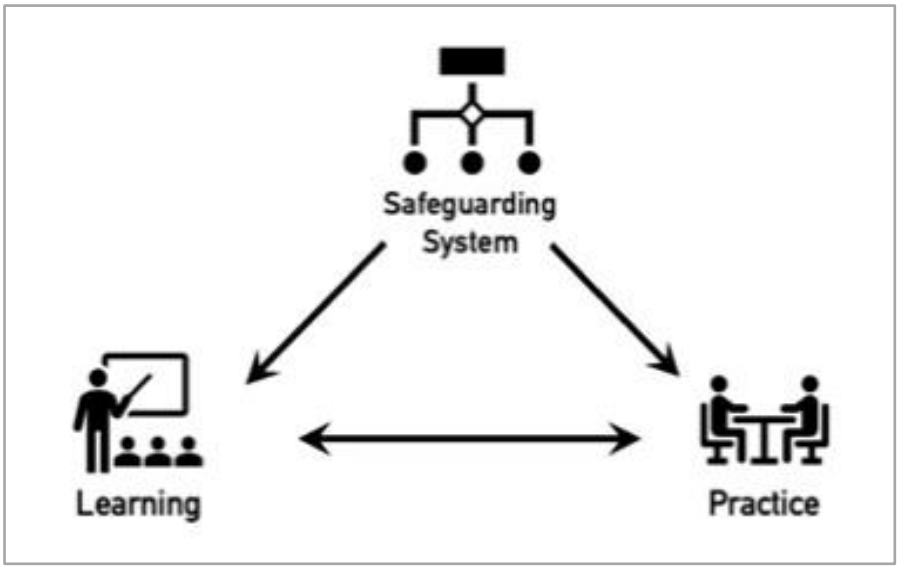
The structure of the safeguarding system can be seen through the informants' talk to have an impact on their practice, with targeted teams (viewed as experts) accessed only via referrals that meet a threshold level. This could cause frustration for DSLs and their colleagues when thresholds for social care involvement were not met and informants could be left feeling inefficacious. As discussed in the introduction, under the current system, universal services (such as schools and FE settings) are required to identify need and offer prevention and early intervention work. The findings are consistent with that of previous research, which suggests that school staff may not view themselves as skilled to provide this or may lack the time to do so (Richards, 2018). Previous research has also suggested that teachers may not see it as their role (Richards, 2018), though this view was less apparent here. The current structure has drawn criticism for appearing to position expertise 'at the back of the safeguarding systems' (Hood, 2015, p. 11), at the furthest point from need. The effect of this possible perception on school staff's self-efficacy and fulfilment of the full range of their safeguarding duties warrants further consideration by research.

The complex nature of safeguarding practice within the wider system could be seen to affect informants' identity. Identity is understood to arise through the reciprocal relationship between self and society. From this view, identity can be defined as the internalisation of the social role expectations 'attached to positions occupied in networks of relationships' (Stryker & Burke, 2000, p. 286). Informants' talk could suggest that they saw themselves as working into an institution (targeted services) which was distinctly separate from their own. This experience of working at the boundaries of professional practices (Edwards, 2011) could cause conflict for their professional identity and lead informants to feel less agentic. Caroline's talk suggests that through her length of experience of boundary working she had become 'multilingual in professional talk' (Edwards, 2004, p. 5) and established an identity within the safeguarding activity system. She also talked of the negative effect on her sense of self that boundary work had, prior to establishing this additional identity. Some informants, including Caroline, suggested that developing their multiple

identities could cause dissonance, particularly in their relational practice with parents. This identity confusion could add to the difficulty of their practice when engaged in multiagency working.

Working Together (2018) promotes a multiagency response to safeguarding concerns, as mandated by The Victoria Climbie Inquiry (2003). In addition to the difficulty of multiple identities, multiagency working can be burdened by the risks of diffused responsibility, professional stereotyping, and defensive practice (Rose, 2011). Hood (2014) emphasises that the anxiety linked to accountability in safeguarding has driven multiagency working to be dictated by social care procedures and protocols. Informants suggested that their formal learning and practices were driven by the safeguarding system. Figure 6 illustrates this, incorporating the recursive relationship previously described between learning and practice, which informants found beneficial to their development.

Figure 6. Current process of practice development for DSLs.



Whilst procedures can serve the purpose of supporting risk assessment and advising on courses of action, the imposed restrictive nature arguably leaves little room for genuine collaborative problem-solving. Procedures can, therefore, be considered necessary but not enough (British Psychological Society, 2012). Identified barriers have led to proficiency in multiagency working being considered a crucial form of expertise for effective safeguarding practice within the current system (Hood, Gillespie, & Davies, 2016). This has also been considered by Edwards (2011) who

terms the concept ‘relational expertise’ and suggests it has benefits to developing professionals’ identity in working at the boundaries.

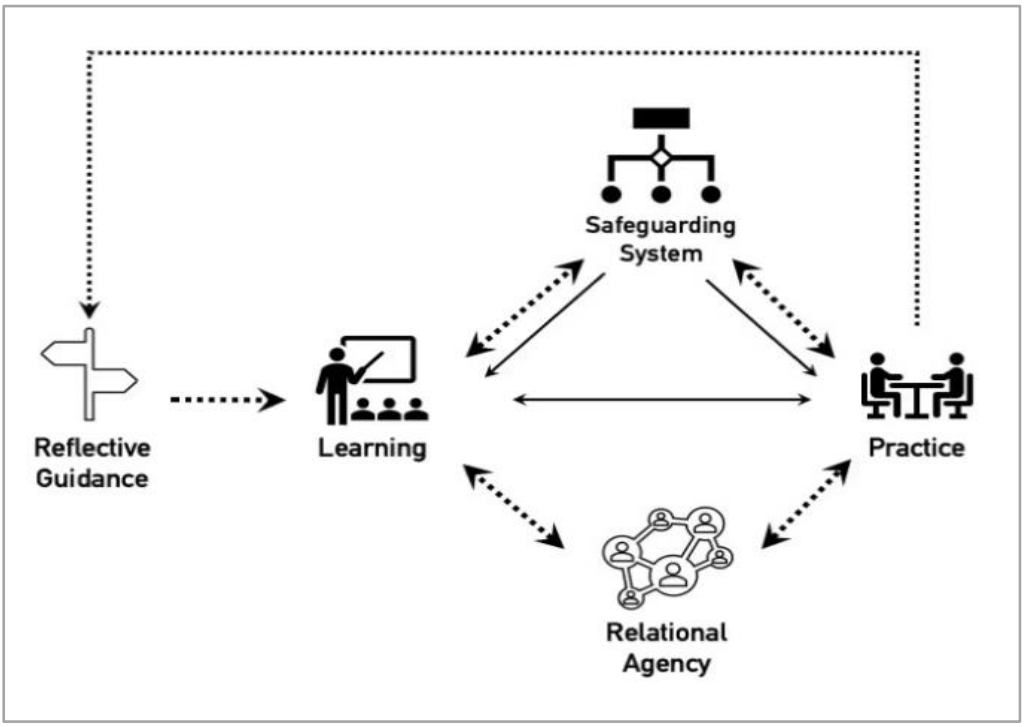
Informants suggested a preference for development opportunities that could improve their practice skills and described this as developing through informal communicative learning with safeguarding colleagues. Communicative learning is a dialectic process (Mezirow, 2003) involving individuals seeking ‘to reach an understanding about their action situation and their plans of action in order to coordinate their actions by way of agreement’ (Habermas, 1984, p. 86). This is suggestive of horizontal development across the safeguarding activity system, as opposed to the hierarchical, vertical development opportunities currently offered (Warmington et al., 2004). This process of learning was viewed positively, with consensus across the informants that further opportunities for this would be beneficial. Informants’ desire for less instrumental and more communicative learning could be linked to their experience of practice being more complex and requiring a professional, as opposed to procedural response.

Dialogic reflection with safeguarding colleagues was a concept that intertwined with informants’ talk of communicative learning. Reflection can be understood to mean a ‘mental process with purpose and/or outcome in which manipulation of meaning is applied to relatively complicated or unstructured ideas in learning or to problems for which there is no obvious solution’ (Moon, 1999, p. 161). This finding is consistent with previous research which found DSLs described reflective guidance resources, such as telephone helplines and colleague supervision, as helpful when considering safeguarding referrals (Richards, 2018).

Informants’ views that learning could occur through dialogue with safeguarding peers and experts, suggests a desire for this process to serve an additional purpose of strengthening their relational expertise. Communicative learning may provide the space for connectedness with peers and increasing the salience of their identity (Stryker & Burke, 2000). Within the context of the safeguarding system, informants talked of the mutual and systemic benefits more space for connection and dialogue could bring. Figure 7 builds on Figure 6 to illustrate how DSLs’ ideas for practice development could feed into the present system. There was a sense that incorporating opportunities for reflective guidance and the development of relational

agency could make the association between the safeguarding system, learning and practice more dynamic.

Figure 7. Proposed practice development processes, based on research findings.



Implications for practice

As previous research has highlighted, development opportunities for education setting DSLs do not recognise the messiness of this practice and, therefore, do not appear to adequately prepare educational professionals for this role. As DSLs in this sector typically come from the teaching profession, improvements to initial teacher education courses is warranted, to support teachers to begin their career with the skills and technical knowledge (Roessger, 2015) needed to recognise and respond appropriately to neglect.

The research findings offer some tentative support to the argument that the safeguarding system requires restructuring to place Social Care professionals in a better position to respond quickly to need (Hood, 2015). Research by the recently established What Works Centre for Children's Social Care is currently ongoing in three LAs in England, exploring the impact of embedding social workers within schools. To support social workers with this change, the findings from this research suggest opportunities to reflect and strengthen their relational agency may be beneficial to developing practice, multilingualism (Edwards, 2004) and their professional identity within a school-based context.

Changes following amendments to Working Together (2018) suggest that a national overhaul of safeguarding systems is unlikely in the near future, as structural changes have become the responsibility of local safeguarding partnerships. It is therefore important that Local Partnerships acknowledge the significant role that school staff can play in safeguarding and ensure that teachers and support staff from education settings are incorporated in the planning of safeguarding arrangements. Local Partnerships, when responding to identified development needs, should first acknowledge the intricacy of safeguarding issues for practitioners and the complicated and dynamic systems within which practice occurs. Given the complexity of AN, providing formal training to develop workers' understanding is arguably not sufficient: a complex issue requires a complex and nuanced response.

Local partnerships and governing bodies of education settings would be well served to consider transformative models of development that respect the agency and motivation of school staff. Focusing on creating space for connection and time for dialogic reflection would be welcomed by DSLs. This research has highlighted that DSLs are agentic professionals, eager to develop their practice. Findings suggest that those new to the role could benefit from seeking opportunities to develop their safeguarding network and utilise available opportunities to forge relational expertise and space for communicative learning.

Professionals who work routinely at the boundaries of education settings, such as Educational Psychologists (EPs), could also have a role to play in facilitating the learning and development of relational expertise of DSLs. Safeguarding is understood to be central to EP practice (MacKay & Malcolm, 2014) and The British Psychological Society argue that 'psychologists have an important role to play in facilitating better understandings of safeguarding' (BPS, 2018, p. 23). Based on the findings of this research, suggestions of the potential role of EPs are offered. It should be noted that the absence of reference to the EP role within the research findings suggests, however, that the profession may have some way to go in making explicit to others the role they could play.

EPs are acknowledged to work at the cross-section of systems. Their partnership working with professional workers from multiple agencies (Fallon, Woods, & Rooney, 2010; Squires et al., 2007) could facilitate a bridge to relational agency, as well as providing opportunities to promote space for horizontal development across the

safeguarding activity system. Sharing their 'knowing how to know who' knowledge (Edwards, 2011, p. 35) acquired through their boundary position within Children's Services, could be a useful contribution that EPs could offer to DSL practice development.

Consultation is a core function of the EP role (MacKay, 1989): consultation skills, alongside systems thinking and knowledge of psychological theory could be complementary to reflective guidance offered by peers and safeguarding colleagues. EPs could also use their consultation skills to facilitate reflective space for individuals and groups of DSLs.

Implications for research

Secondary school settings remain a relatively unknown context for safeguarding practice and its development. Further research considering this context is therefore warranted and arguably imperative considering the rise in concern for adolescents' wellbeing and predicted increase in demand on safeguarding services (The Association of Directors of Children's Services Ltd, 2018). Much of the informants' talk focused on boundary work. Further research is therefore required to explore DSLs' activity and confidence in delivering early interventions within their education setting.

It is important to recognise that this research drew from the experiences of a small number of informants from the NE region of England. Links to theory help to indicate findings could be generalisable, however, further research considering DSLs is needed to strengthen these claims.

Conclusions

Formal safeguarding development typically focuses on the procedural and concrete. Neglect, and particularly AN, is however, a far from concrete concept. Practice development in response to AN therefore warrants a process that facilitates the co-construction and shared interpretation of situations and joined-up response to this need. The findings of this research highlight that DSLs' practice development has occurred primarily through situated learning. Focusing future development on boundary working would be desirable to DSLs in education settings, with the findings suggesting space for connection and dialogue would be beneficial to facilitating this.

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Appendices

Appendix A: Search strategy

ERIC EBSCO (Thursday, December 07, 2017)				
#	**Query**	**Limiters/Expanders**	**Last Run Via**	**Results**
S27	S11 AND S16	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	31
S26	S11 AND S16 AND S23	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	2
S25	S11 AND S16 AND S19	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	6
S24	S11 AND S16 AND S19 AND S23	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	2
S23	S20 OR S21 OR S22	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	208,121
S22	junior high school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	32,537
S21	high school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	145,973
S20	secondary school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	90,447
S19	S17 OR S18	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	482,458

ERIC EBSCO (Thursday, December 07, 2017)				
S18	teacher*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	475,986
S17	school personnel	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	14,443
S16	S12 OR S13 OR S14 OR S15	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	10,215
S15	Praxis	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	2,562
S14	training transfer	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	5,962
S13	transfer of learning	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	2,725
S12	transfer of training	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	6,270
S11	S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	21,245
S10	adolescent safe*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	152
S9	child safe*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	3,077

ERIC EBSCO (Thursday, December 07, 2017)				
S8	child neglect	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	4,572
S7	child abuse	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	9,993
S6	Child welfare	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	8,215
S5	adolescent maltreatment	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	74
S4	adolescent abuse	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	1,309
S3	adolescent neglect	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	34
S2	child protection	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	1,351
S1	safeguard*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database – ERIC	1,592

Child Development & Adolescent Studies				
#	**Query**	**Limiters/Expanders**	**Last Run Via**	**Results**
S27	S11 AND S16	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	17
S26	S11 AND S16 AND S23	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	0
S25	S11 AND S16 AND S19	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	0
S24	S11 AND S16 AND S19 AND S23	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	0
S23	S20 OR S21 OR S22	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	14,151
S22	junior high school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	1,195
S21	high school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	11,047
S20	secondary school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	3,540
S19	S17 OR S18	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	31,681

Child Development & Adolescent Studies				
S18	teacher*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	31,207
S17	school personnel	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	726
S16	S12 OR S13 OR S14 OR S15	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	673
S15	Praxis	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	147
S14	training transfer	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	186
S13	transfer of learning	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	330
S12	transfer of training	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	248
S11	S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	19,836
S10	adolescent safe*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	164
S9	child safe*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	2,028

Child Development & Adolescent Studies				
S8	child neglect	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	2,481
S7	child abuse	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	9,212
S6	Child welfare	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	6,210
S5	adolescent maltreatment	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	184
S4	adolescent abuse	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	1,246
S3	adolescent neglect	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	65
S2	child protection	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	3,612
S1	safeguard*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - Child Development & Adolescent Studies	780
ERIC and Child D. & Ad. Studies				
#	**Query**	**Limiters/Expanders**	**Last Run Via**	**Results**
S27	S11 AND S16	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search	47

ERIC and Child D. & Ad. Studies				
			Database - ERIC;Child Development & Adolescent Studies	
S26	S11 AND S16 AND S23	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	2
S25	S11 AND S16 AND S19	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	6
S24	S11 AND S16 AND S19 AND S23	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	2
S23	S20 OR S21 OR S22	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	222,180
S22	junior high school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	33,729
S21	high school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	156,943
S20	secondary school*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	93,970

ERIC and Child D. & Ad. Studies				
S19	S17 OR S18	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	513,987
S18	teacher*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	507,043
S17	school personnel	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	15,166
S16	S12 OR S13 OR S14 OR S15	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	10,886
S15	Praxis	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	2,709
S14	training transfer	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	6,148
S13	transfer of learning	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	3,054
S12	transfer of training	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	6,517

ERIC and Child D. & Ad. Studies				
S11	S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	40,902
S10	adolescent safe*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	311
S9	child safe*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	5,077
S8	child neglect	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	7,032
S7	child abuse	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	19,114
S6	Child welfare	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	14,361
S5	adolescent maltreatment	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	254
S4	adolescent abuse	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	2,547

ERIC and Child D. & Ad. Studies				
S3	adolescent neglect	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	99
S2	child protection	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	4,927
S1	safeguard*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - ERIC;Child Development & Adolescent Studies	2,362

Appendix B: Criteria for Weight of Evidence (WoE) judgements

	Judgement	Rationale
WoE A. Soundness of study.	*High*	• Detailed and explicit method and results section. • Findings clearly warranted.
	Medium	• Satisfactory methods and results section. • Some warrant for findings.
	Low	• Criteria for *Medium* not met.
WoE B. Appropriateness of study for answering review question.	*High*	• All participants received the same training. • A range of appropriate post-training (follow-up time) measures were utilised. • The application of training was assessed.
	Medium	• Participants attended training that was similar in topic. • Satisfactory post-training (follow up time) measures were utilised. • Some information about training application was gathered.
	Low	• Criteria for *Medium* not met.
WoE C. Relevance of focus of study for addressing review question.	*High*	• Identifying influences on embedding training into practice was a primary focus of the study. • Training topic was specific to safeguarding young people. • Participants were professionals who worked directly with young people.
	Medium	• Identifying influences on embedding training into practice was part of a broader remit of the study. • Safeguarding young people practices was a clear part of the training. • Participants worked within a service catering for young people.
	Low	• Criteria for *Medium* not met.
WoE D. Overall weighting.	*High*	• Rated *High* in A, B and C. • Rated *High* in two judgement areas and *Medium* in third. • Rated *High* in one judgement area, *Medium/High* in a second, and *Medium* in a third.
	Medium	• Rated *Medium* in A, B and C. • Rated *Medium* in two judgment areas. • A spread of *High* to *Low* judgements.
	Low	• Rated *Low* in at last two judgement areas.

Adapted from Harden and Gough (2017).

Appendix C: Informant information sheet

Newcastle University

School of Education, Communication and Language Sciences

Information Sheet for Designated Safeguarding Leads

You are invited to take part in a research study entitled: How do Designated Safeguarding Leads in education settings describe their experience of embedding safeguarding training into practice?

Introduction

My name is Anna Dias Carolas and I am a Trainee Educational Psychologist studying at Newcastle University and on placement with The Psychology Team in [NAME of LA] *. As part of my training, I am facilitating a piece of research which aims to explore how educational professionals might be supported in developing their practice in relation to adolescent neglect. Adolescent neglect is an ill-defined concept which has largely been ignored by research. This is despite the average age range of children and young people entering the care system being 11 to 17, with neglect being the most commonly cited reason for a safeguarding intervention (The Children's Society, 2016). Training has been suggested as a means to develop practitioners' knowledge and skills in relation to identifying and intervening when working with adolescent neglect. However, findings from research suggest that, despite the high investment in training, the transfer of learning from training into practice appears to be relatively low.

What is the purpose of the research?

The rationale for this research is based on findings from a review of the literature, which suggests that the transfer of safeguarding training into practice for staff working within education settings has not previously been considered. It also appears that previous research considering the transfer of training has largely overlooked the human experience, ignoring the agency of human beings, the influence their specific context may have on their practice, and the social nature of human learning.

Through discussions with [NAME]* (Assistant Director, Children's Services) and [NAME]* (Principal Educational Psychologist), it has been suggested that exploring the experience of Designated Safeguarding Leads (DSL) engaged with the Local Authority's DSL network would be beneficial to the Local Authority. The question that I intend to explore through this research is: How do Designated Safeguarding Leads

* Names have been removed to protect the anonymity of those involved in the research.

in education settings describe their experience of embedding safeguarding training into practice?

It is hoped that the research will identify themes that could help to inform the planning of the Local Safeguarding Children Board, the Local Authority, and the Educational Psychology Service when considering how to support colleagues who work to safeguard young people from neglect.

What will this involve?

If you are interested in contributing to this research, you will be asked to take part in an informal interview lasting approximately 1 hour. The interview will be held in a quiet room at your place of work or within a meeting room at the [NAME of Psychology office]* (whichever you prefer), at a time that is convenient to you. The interview does not require any special preparation on your part. If you decide to volunteer to take part in this research, I will go through this information sheet when we meet and answer all questions you may have. The interview will involve the use of an audio recording which will be transcribed. Once analysis of the transcription is complete, the audio recording will be disposed of. Any identifying information will be removed from the transcript to ensure anonymity and confidentiality.

What happens to my information?

All information will remain entirely confidential and compliant with the General Data Protection Regulation (GDPR) and the Data Protection Act (2018). The data generated from our interview will be stored on a password protected computer to ensure confidentiality. Any hard copy data will be protected by Newcastle University and stored securely. Only my research supervisors and I will have access to the raw data. All raw data will be deleted on completion of the written report, which is anticipated to be by May 2019. My Supervisors and I will respect the privacy of everyone taking part by ensuring that the data generated is appropriately anonymised and randomly generated pseudonyms will be used within the report. The only time this principle will not be followed is if a safeguarding concern is raised, in which instance the information would be passed on to the relevant safeguarding contact. The written transcriptions will be fully anonymised. In any research report that may be published, no information will be included that will make it possible to identify you individually or your organisation. There will be no way to connect your name or the identity of your setting to your responses at any time during or after the study.

What if I change my mind?

You are under no obligation to take part in this research. If you chose to volunteer, you have the right to withdraw at any time without any negative consequences for you. If any requests are made for data to be destroyed, I will comply with the request and remove all data from the study. This option will be included on the debriefing sheet provided after the interviews.

Further Information

Please feel free to contact me if you have any questions, requests or concerns. My email address is a.m.dias-carolas2@newcastle.ac.uk and my telephone number is 01429 402735. Alternatively, you can email my research supervisor, Dr Richard Parker, Joint Programme Director of Educational Psychology at Newcastle University - richard.parker@newcastle.ac.uk.

This study has been reviewed and approved by the School of Education, Communication & Language Sciences Ethics Committee at Newcastle University (date of approval: 21 February 2018).

Thank you for taking the time to read this information sheet. Please email me using the address above if you would like to express an initial interest in contributing to this research.

Yours faithfully,

Anna Dias Carolas

Appendix D: Informant consent form

Newcastle University

School of Education, Communication and Language Sciences

Declaration of Informed Consent

Title of study: How do Designated Safeguarding Leads in education settings describe their experience of embedding safeguarding training into their practice?

Researcher: Anna Dias Carolas (Trainee Educational Psychologist)
Contact details: School of Education, Communication and Language Sciences, King George VI Building, Queen Victoria Road, Newcastle upon Tyne NE1 7RU
Email: a.m.dias-carolas2@newcastle.ac.uk
Telephone: 01429 402735

Please circle YES or NO as applicable.

1.	I have read and understood the information sheet provided.	YES / NO
2.	I have had an opportunity to ask questions and been given satisfactory responses.	YES / NO
3.	I have been informed that I may decline to answer any questions or withdraw from the study without penalty of any kind.	YES / NO
4.	I agree that what I say during the interview can be recorded and later transcribed for the purposes of this study only.	YES / NO
5.	I am aware that all data collected will be kept confidential and then destroyed once analysis is complete.	YES / NO
6.	I am happy to take part in this research and give my informed consent.	YES / NO

A copy of this form will be provided for your records.
Any concerns about this study should be addressed to the School of Education, Communication & Language Sciences Ethics Committee, Newcastle University via email to ecls.researchteam@newcastle.ac.uk

Date Name (please print) Signature

I certify that I have presented the above information to the person named and secured his or her consent.

Date Signature of Researcher

Appendix E: Informant debrief form

Debrief information

Thank you for taking the time to contribute to this research study and for sharing your experience. Your participation is greatly appreciated.

The aim of this research project is to explore how Designated Safeguarding Leads (DSL) from education settings describe the experience of embedding safeguarding training into practice.

I am in the process of interviewing designated safeguarding leads from education settings. It is hoped that the information generated from these interviews will lead to the identification of themes that the Local Safeguarding Children Board, the Local Authority and the Education Psychology Service can consider when planning how to support colleagues who work to safeguard young people from neglect.

If you have any further questions about the aims of this research project, please feel free to contact myself using the following email address: a.m.dias-carolas2@newcastle.ac.uk or telephone number 01429 402735. Alternatively, you can contact my research supervisor, Dr Richard Parker, using the following email address: richard.parker@newcastle.ac.uk

If you are interested in the findings of this research, I am more than happy to share this with you if requested.

I would like to reiterate that all information will be anonymised and that you will not be identifiable in any form of data recording. I will contact you once the audio recording has been transcribed to ask if you would like to check the transcription. Once the transcription has been checked, the audio recording of the interview will be deleted. The transcription will be kept until the data analysis is completed and the final report written, at which time all data will be disposed of.

What if I change my mind?

You are under no obligation to take part in this research and have the right to withdraw at any time, up to the completion of the written report, which is anticipated to be by May 2019. Requests to withdraw from the research can be made by contacting

me on the email address below. I will comply with the request and remove all data from the study.

Thank you, once again, for contributing to this research. Please feel free to get in touch if you have any questions.

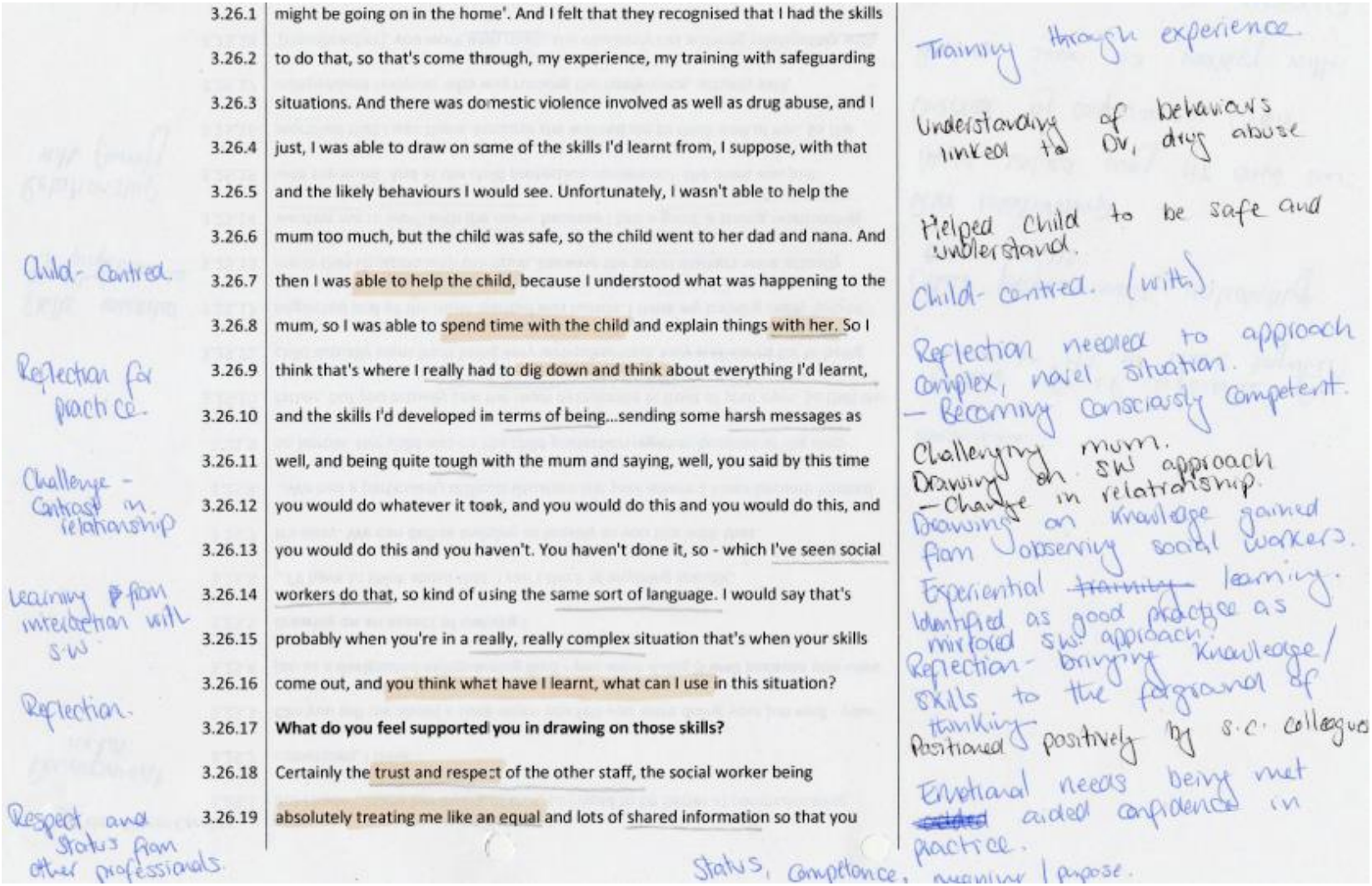
Researcher: Anna Dias Carolas (Trainee Educational Psychologist)

Contact details: School of Education, Communication and Language Sciences,
King George VI Building,
Queen Victoria Road,
Newcastle upon Tyne
NE1 7RU

Email: a.m.dias-carolas2@newcastle.ac.uk
Telephone: 01429 402735

Appendix F: Extracts from data analysis

Extract from Steps 1 – 3 of analysis.



3.26.1	might be going on in the home'. And I felt that they recognised that I had the skills
3.26.2	to do that, so that's come through, my experience, my training with safeguarding
3.26.3	situations. And there was domestic violence involved as well as drug abuse, and I
3.26.4	just, I was able to draw on some of the skills I'd learnt from, I suppose, with that
3.26.5	and the likely behaviours I would see. Unfortunately, I wasn't able to help the
3.26.6	mum too much, but the child was safe, so the child went to her dad and nana. And
3.26.7	then I was able to help the child, because I understood what was happening to the
3.26.8	mum, so I was able to spend time with the child and explain things with her. So I
3.26.9	think that's where I really had to dig down and think about everything I'd learnt,
3.26.10	and the skills I'd developed in terms of being...sending some harsh messages as
3.26.11	well, and being quite tough with the mum and saying, well, you said by this time
3.26.12	you would do whatever it took, and you would do this and you would do this, and
3.26.13	you would do this and you haven't. You haven't done it, so - which I've seen social
3.26.14	workers do that, so kind of using the same sort of language. I would say that's
3.26.15	probably when you're in a really, really complex situation that's when your skills
3.26.16	come out, and you think what have I learnt, what can I use in this situation?
3.26.17	**What do you feel supported you in drawing on those skills?**
3.26.18	Certainly the trust and respect of the other staff, the social worker being
3.26.19	absolutely treating me like an equal and lots of shared information so that you

Extract from Step 4 of analysis - Development of superordinate themes.

Agency	Sense of competency	4.6.12 a lot of the times when we report out to them, we've put the what's needed in place before we ring them, and the Hub have said, 'Oh, that's amazing, you've got [domestic abuse service] involved, you've got…'. Normally, they would have to do that and we've done it all, and then we ring and refer to them, so a lot of the work has been done before we ring. 4.11.3 because I manage it well, and because I just get on with it 4.15.1 probably because I just get on with it, and I don't make a song and a dance, but I think if somebody else came into this role and tried to pick it up, they would probably make more of a hoo-hah about it and say that I can't possibly manage this, and do another job at the same time. 4.21.17 Yeah, I mean, I deal with it 4.22.6 Just probably because you know you're doing the right thing,
	Sense of achievement	4.6.8 So you can see from just me starting to now, how that actually underpins the learner journey from when they come through into college, and to when they leave, that all of those personal and sociable, social aspects are supported. So it's very holistic, really, and it's grown a lot in the years 4.26.14 When you get a good outcome for learners, and you get them to where they need to be. 4.27.1 Just a lot of satisfaction, really. Yeah, very satisfying. So there are satisfying parts to it
	Self-motivated to learn	4.4.5 so I've been self-taught 4.7.3 But I took it on and I thought, right, I need to learn all about this 4.9.9 but in terms of me, it's more I'm being - apart from that - it's been all my own self-development, 4.18.19 I get an NSPCC newsletter, and I think it was that I read, I read that, I always read that and I thought, God, that's different and that's something I haven't thought about. It must have been that newsletter that's made me apply.
Dialogue valued	Learning through dialogue with other safeguarding leads	4.9.15 It's just the fact that you're in like an open forum with other people from other organisations, and you can listen to their viewpoints on things,
	Desire for supervision	4.12.11 So there's no supervision or anything like that 4.27.5 I would love to have structured formal supervisions with somebody else in, let's say, the local authority who is a safeguarding expert, who would give me advice now and again, or talk about different caseloads that I've had, and what I could have done differently, or whatever.
	Dialogue aiding understanding	4.27.13 And [name] gave me a lot of advice, and I think that he's very patient and listens, and sometimes I ask him things I don't even think it's his remit, but he helps me anyway. But he's been great.

		4.27.17 It makes you look at things from a different perspective, you know. And I know that we've all got to work within limitations, and I know the local authority have in terms of how they support learners. But he sort of - he gives you that sort of viewpoint when he's talking you through things, no, he's been great

Step 6 of analysis – Creating themes by looking for patterns across cases