DEVELOPING ANTI-BULLYING CULTURES IN PRIMARY SCHOOLS: WHAT CAN HEAD TEACHERS DO TO ENSURE SUCCESSFUL ANTI-BULLYING CULTURES?

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ABSTRACT

Bullying in schools is a widespread problem, attracting a great deal of interest and publicity in recent years. The negative impacts of bullying can have consequences for not just the victims, but also for the school, perpetrators and wider community members. Such consequences can be experienced instantaneously and/or at a subsequent time, often in later life.

In recent years bullying has unquestionably moved into the spotlight as researchers and governments have investigated the phenomenon in greater depth. However, according to the NSPCC, it remains the top problem for children aged 11 and under contacting them and was the single biggest reason for boys calling CHILDLINE in 2015/16 (NSPCC, 2016).

Bullying in primary school is, thus, of critical concern to educational policy makers and school leaders alike. Research would suggest that some schools experience more bullying incidents than others and that schools vary widely in both their approaches to and successes in dealing with the issue.

Initiatives and approaches to bullying enter schools that serve particular communities, with particular experiences, individuals and histories, making them site specific. They are mediated by the practices of school leaders and are executed by staff with diverse levels of confidence, commitment and capacity. There is, thus, always variation in the ways in which practices are taken up. Even where schools profess to enact the same approaches they often meet with widely ranging outcomes for anti-bullying, as was evidenced through this investigation. This research, therefore, set out to understand what it is that more successful schools do in initiating and managing anti-bullying practices. It investigates the less frequently examined area of the effects of head teacher practices on the success of anti-bullying cultures.

Set in the contexts of five diverse primary school settings, this thesis

scrutinizes the approaches of head teachers as they facilitate and cultivate practices that enable or constrain anti-bullying cultures. It utilizes a mixed methods approach, where questionnaires, observations and semi-structured interviews and focus groups enable the voices and experiences of school community members to be heard. To facilitate this the methodological approach began as one that combined the lenses of Bronfenbrenner's bio-ecological model (1979) and Lave and Wenger's Communities of Practice (1991). However, it evolved to look beyond the latter and to incorporate the work of Kemmis and Grootenboer's Practice Architectures which champions a dual purpose of education: to help people live well in a world worth living in (Kemmis and Gootenboer, 2008), suggesting a social justice approach to this research. This is an aspect that, until recently, was generally omitted in the discourses surrounding the nature, efficiency and sustainability of developing anti-bullying cultures' in primary schools.

I show that, in successful anti-bullying schools, although policy and targeted intervention are vital for providing focus and understanding, there is a culture of respect, care and collaboration that pervades the sayings, doings and relatings at every level. I argue that head teachers, in shaping the cultures of their schools, are fundamental to these aspects as they maneuver the intersubjective spaces of practice architectures (Kemmis and Gootenboer, 2008). This research reinforces the need for head teachers to build upon existing practices, taking account of the histories and social and political actualities of their schools. It suggests that, taking account of these, the perceptions of players within the field may be as important as the actuality of situated practices as they unfold.

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This journey actually began over ten years ago when my husband, Tim, encouraged me to take the first step. It was a faltering step, far too long in materializing, but I know he would be proud of me and this has kept me focused throughout. I dedicate this thesis to him and his belief in me that knew no boundaries.

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ABBREVIATIONS

BERA	British Educational Research Association
CPD	Continued Professional Development
DARE	Drugs Awareness Resistance Education
DCSF	Department for Children, Schools and Families
DfE	Department of Education
DfES	Department for Education and Skills
EYFS	Early Years, Foundation Stage
HT	Head Teacher
KS	Key Stage
NCSL	National College of School Leadership
OFSTED	Office for Standards in Education, Children's Services and Skills
PHSE	Personal, Health and Social Education
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SIP	School Improvement Plan
SMT	Senior Management Team
STOP	Several Times on Purpose
STOP	Start Telling Other People
TA	Teaching Assistant

CHAPTER 1: INTRODUCTION

The incentive for conducting this research was born out of a series of personal experiences with both school bullying and with school leadership. As I entered the research with pre-existing insights, experiences and expectations, this personal history, whilst it inspired the project, also influenced the way in which the research was approached. This insider perspective was filtered through new experiences as educational researcher; an outsider in the school setting. The insider/outsider lens raised a number of issues as the research unfolded and compelled me to examine carefully my approaches, ontological and epistemological understandings. This issue will be discussed further in chapter 4.

In this chapter I explore the background for this research, placing it in context and introduce my positioning as researcher and the conceptual framework adopted.

Background

This study originated from a desire to identify successful primary school approaches to tackling bullying behaviours. It focuses upon the ways in which head teacher's practices influence the inception and development of successful anti-bullying cultures. This interest emerged from both personal and professional experiences of bullying during the primary school phase. Personal having been a victim myself, and the mother of a victim, and professional having encountered bullying behaviours as both a teacher and head teacher in primary school settings.

As will be further explored in the literature review, the terms 'bullying', 'culture' and 'leadership' each have innumerable definitions such that, at

times, the untangling of them resembled the act of untangling a jumbled skein of wool. I had an inkling that a credible thread existed and that these concepts might be knitted together. This thesis evidences the weaving together of these threads into a bigger picture.

In recent years research into bullying in schools has experienced unprecedented escalation (Smith, 2014, Bergen, 2006). However, despite heightened awareness and understanding and numerous research publications, bullying behaviours continue to be an issue for schools. To date research into school bullying has concentrated mainly on prevalence and consequences, characteristics of those involved and specific interventions. Such interventions have been shown to have limited success (Smith, 2014, Rigby, 2010). More recently, as a social-ecological perspective has begun to percolate through the literatures (Espelage, 2003), researchers have acknowledged wider societal influences.

The central focus of this study was the practice, practices and symbolic leadership of head teachers when promoting cultures that countered bullying behaviours. There was ample evidence in the literatures of the extensive array of leadership styles but, by far, the most prominent in extant discussion was that of shared or distributed leadership (Hairon, 2015). Contemporary scholars assert that distributed leadership is a more efficient approach to school leadership than any of the other identified types. However, consensus asserted that school head teachers, of whatever leadership style, have a crucial role to play in plotting and navigating the course of their school and in instituting the culture that will underpin and define what their school is all about (Kelley et al., 2005, Duignan, 2006, Lance, 2010). As this influence extends beyond the school grounds, into the local community, in a bi-directional relationship (Stoll, 2000, Leithwood et al., 2006), this can also be viewed through a social-ecological perspective.

Pulling these threads together, this research focused upon an investigation into head teacher's roles and practices within five primary schools. It

extended across two local education authorities in the East Midlands, encompassing larger and small schools in rural, suburban and urban environments. My goal was to identify how head teacher practices influence successful anti-bullying cultures.

Research Questions

This study explores practices within 'effective' anti-bullying schools and investigates what it is that head teachers do to facilitate this development.

The research set out to investigate the following research question:

What Can Head Teachers Do To Ensure Successful Anti-Bullying Cultures?

Taking into account the following subquestions:

- What do primary head teachers understand as anti-bullying cultures?
- How do they share this understanding with staff, pupils and parents?
- What do primary head teachers identify as the key practices of anti-bullying cultures?
- To what extent, in the opinion of head teachers, staff, parents and children, are these practices operating in their particular school?
- How do primary head teachers enabled or constrained these practices?
- What do primary head teachers (and staff, children and parents) perceive as the benefits and/or problems arising from establishing these practices?

Thesis Structure

In chapter 2 I examine and appraise substantial literatures on the topic of bullying. I set out some of the issues facing researchers and schools in establishing an agreed universal definition, which continues to prove elusive. An excursion into research and associated aspects, including prevalence, implications and interventions, aims to clarify this, often emotive, concept.

In chapter 3 I explore extant literatures on school leadership and discuss prevailing thinking on research findings and approaches. Contemporary thinking favours a more shared approach and this perspective is oft reflected in anti-bullying literatures, providing a linking thread for this investigation.

In chapter 4 I unpack my research methodology, providing a rationale for my mixed methods approach, which draws upon aspects of ethnography. A discussion of research methods identifies the approaches adopted in completing this investigation and forming the overall thesis. In this chapter I also introduce Kemmis' Practice Architectures, the lens through which the research was viewed.

In chapter 5 I provide a profile of each of the schools, with a brief outline to position them within the context of this study

In chapter 6 I present the results for analysis and commentary. The data are aggregated, with emerging themes being identified from coding across data sets within each school. Using the lens of Practice Architectures (Kemmis et al 2014) I identify the sayings, doings and relatings of head teachers and analyse these as they occur in the data.

In chapter 7 I explore identified themes across the schools. Although the approaches found are site specific, reflecting the 'situatedness' of Kemmis et al's (2014) Practice Architectures, some themes clearly emerged across

sites. These are discussed under the social-political, material-economic and cultural-discursive arrangements of Practice Architectures.

In chapter 8 I weave together threads from preceding chapters to present my thesis. My thesis would suggest that, although interventions and a knowledge of bullying behaviours are vital to tackling bullying in schools, the most successful approach is to transform the Practice Architectures that underpin school cultures. I consider the contributions that this research makes to the existing body of knowledge about anti-bullying and school leadership and consider the limitations and future implications, making suggestions for future research. Finally I provide some personal reflections on the process of my PhD venture and my learning along the way.

CHAPTER 2: EXAMINATION OF CURRENT LITERATURES: BULLYING

An introduction to the literature review chapters

At the outset of this research it appeared to me that the topic under investigation presented two clear elements for examination, that of school leadership and that of school bullying. These two elements formed the basis of the study. Each element presented a wealth of existing research and information. After extensive reading I decided that the most pertinent approach was to present the reviewed literatures of each of these areas separately in order to make sense of the literatures and to shape an argument. I therefore, grouped and examined the literatures under the headings of Bullying and Leadership separately, identifying theories and themes that were important to my research and the commonalities within each area that could be woven together (see chart page 65).

Introduction: 'What do leaders do to promote effective practice for anti-bullying in school?'

In this chapter I provide a foundation for further discussion into the concept of bullying, with particular reference to primary schools. I will determine a credible definition that will underpin this investigation, ensuring consensus throughout the discussion. My consideration of the literatures shows that there is a growing awareness of bullying, its prevalence and consequences and some attempts to both describe and assess a range of initiatives for combating this phenomenon. This review of the literatures is presented in this chapter and the discussion ensuing will frame the understanding of bullying behaviours that will prevail throughout this investigation.

What is bullying?

In the early 1970's Dr Dan Olweus (1993) undertook the first large-scale research project into 'mobbing' in Sweden. After the suicides of three young boys in Norway in 1982, he was commissioned by the Norwegian Government to undertake a similar study there. This is generally accepted as the birth of modern day studies into the phenomena of bullying in school as we know it today; a subject of growing concern and a plethora of research over recent years.

In 2008 the Children's Rights Director for England, conducted a survey of children's views of bullying. When asked to define what the term 'bullying' meant, the children came up with the following range of responses:

- *Being physically violent to someone (hitting them or beating them up) (59%)*
- *Calling someone names (45%)*
- *Making teasing or hurtful comments that put someone down (25%)*
- *Ganging up to pick on someone (12%)*
- *Threatening someone (7%)*

(Children's Rights Director for England, 2008)

Some included *'…. that discrimination counted as bullying'* Some *'…. that anything that actually makes someone else feel sad or uncomfortable counts as bullying.'* Others *'…. that taking people's property by force was a type of bullying.*' (Children's Rights Director for England 2008 p.9)

From the mouths of babes, the confusion surrounding this divergent issue becomes apparent. Despite the growing body of research into the phenomena of school bullying, no finite definition has been agreed upon.

Examples of definitions found within the literature include:

'Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim.' (Rigby. 2001 cited in (Children's Commissioner, 2006)

'..bullying encompasses a spectrum of aggressive behaviors ranging from overt acts of physical violence to far more subtle, yet equally destructive, patterns of verbal or relational cruelty.' (Feinberg, 2003)

'Bullying is a form of aggression in which there is an imbalance of power between the bully and victim. The bully (or bullies) is always more powerful than the victim (or victims). Bullying can be physical, verbal and/or psychological. It can be direct (face-to-face) or indirect (behind someone's back). Indirect bullying includes exclusion and gossip'. (Pepler, 2000)

A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. (Olweus, 1993, p1173)

Whilst definitions found in the literatures have much in common, differences and disparate interpretations exist. There is a wide range of characteristics cited in the literatures, with 'repeatedness', imbalance of power and physical and/or psychological aggression being the three most common attributes. Some of the terms used in the literatures to define bullying are included in Appendix 1.

There is, however, some general agreement that bullying is any act that includes the; '*deliberate intention to harm another individual, repeatedly and over time.'* (Cowie and Jennifer, 2008, p1) There is also a general consensus that there is an imbalance of power (Mynard, 2000, Farrington, 2009) biased in favour of the perpetrator, where victims have difficulty in defending themselves.

Taking into account a more international perspective compounds the ambiguity (Smith, 1999). In many countries there is no single translation for the term 'bullying'. In France they refer to 'Faits de violence', which include all forms of misuse of power, violence and 'incivilities', which disturb school life, bullying is viewed from a social perspective. In Germany terms such as schikanieren (harassment), and qualen (torment) are used, there is no single translation. Only recently acknowledged as an issue in Poland, bullying is viewed as part of a growing concern over increasing juvenile crime and violence. Here it is associated with acts of physical aggression, violence or oppression. Whilst in Japan, ijime can include slavery and social ostracization, as well as cruelty and stealing from victims. Internationally, the terminology used, therefore, differs but so does the culture surrounding bullying and what would be acceptable and what might be seen as bullying (Harel-Fisch, 2011, Smith 1999). There is some general agreement in the midst of such diversity, however, it is difficult to define, assess and/or compare international findings because of cultural differences and language barriers (Smith, 1999).

Interpretations of the various traits within definitions are also problematic. For example:

- How many occurrences would constitute 'repeated'?
- Would it still be regarded as an 'imbalance of power' if this was only perceived by the victim, or does it have to be a measurable, outward demonstration of physical, mental or social power?
- What acts/level of 'aggression' would be construed as bullying?

The children's 'key messages' from Children On Bullying (Children's Rights Director For England, 2008) made it clear that children also interpret these acts differently:

'Joking, teasing, arguing, play fighting and name calling are not always bullying – but they can be if they affect someone badly'. (p.9).
'Whether something is bullying depends on how it affects the person, not on what is being done.' (p.11)

OFSTED are not alone in attempting to include the children themselves in forming a definition, Thomson and Gunter (2008) and Oliver and Candappa (2003) are amongst those who have elicited children's definitions during the course of their respective research. Oliver and Candappa reported that pupils could form extensive definitions of their own*; 'Their (the children's) understanding of bullying was that it could include verbal and physical abuse, theft, threatening behaviour, and coercion. Bullying was also understood as behaviour intending to cause distress or harm. Pupils identified a broad spectrum of behaviours of varying severity that could be encompassed within a definition of bullying … Their descriptions of bullying represented a narrative of vulnerability, inequality and abuse within a complex web of power relations between pupils.' (p.42).*

There is general agreement that acts of bullying include: a deliberate intention or desire to cause harm to a weaker victim, typically repeatedly, by one or more perpetrators. However, the lack of consistency, in both definition and measurements of bullying, make an accurate estimation of the prevalence problematic in itself.

More recently this morass of definition has been further obscured as cyber bullying has emerged. As technology has developed, the use of social networking and other forms of electronic communications have opened up new opportunities for bullying in the form of cyber-bullying. Smith et al. (2008) define this as: *"an aggressive, intentional act carried out by a group or*

individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself" (p. 376). The power imbalances that feature so conclusively in definitions of traditional forms of bullying are somewhat less justifiable with technological approaches that can exploit both anonymity and publicity (Bauman, 2011). The identity of perpetrators can be concealed from victims, who are unremittingly open to attack and the potential audience becomes infinite. Those on the receiving end of such bullying behaviours constantly live in fear of attack and perpetrators may be less 'powerful' than in traditional forms of bullying (Dooley et al, 2009, Bauman and Pero, 2011)

In the interest of my research a carefully considered definition allows agreement for both the researcher and participants. With due regard for current understandings, I will apply a definition which includes behaviour that is both predetermined and aggressive (mentally, emotionally or physically), causing harm (mental, emotional or physical) to a victim (or victims), who is weaker (socially, physically, emotionally or mentally) and which is usually (but not necessarily) repeated over time. I am aware that any definition I may bring to the research will be open to interpretation, my own and that of those encountered during the research period. It may also be that successful schools have formed their own working definitions. For my study I believe that each case will need to be interpreted on the understanding of the schools and their stakeholders with careful consideration of similarities and differences that may arise and that this will be a fluid interpretation, which will develop over the research period.

Why Does Bullying Happen?

The diversity of factors identified by the children in the Children's Survey as being causal were:

(Children's Rights Director for England 2008)

"

- *Someone who is different to the majority (53%)*
- *Someone who doesn't stand up for themselves (17%)*
- *Someone who annoys a bully (17%)*
- *Someone who shows off (15%)*
- *Someone who is quiet (14%)*
- *Someone who is good at school or wants to learn (13%)*
- *Someone who is alone or without a group to be with (7%)*
- *Someone who talks a lot (7%)*

Children saw the biggest risk for getting bullied as ***being different from the other children.****"*
(Children's Rights Director for England. 2008 *p.19*)

Within the space of twelve months 40% of secondary age children perceive that they had been bullied, with 62% of these giving more than one reason for the action (Benton, 2011). Such statistics further endorse this range of causality.

Cook et al. (2010) are amongst those who have comprehensively listed a number of contributory factors for typical bullies:

> '…exhibits significant externalizing behavior, has internalizing symptoms, has both social competence and academic challenges, possesses negative attitudes and beliefs about others, has negative self-related cognitions, has trouble resolving problems with others, comes from a family environment characterized by conflict and poor parental monitoring, is more likely to perceive his or her school as having a negative atmosphere, is influenced by negative community factors, and tends to be negatively influenced by his or her peers.'

victims:

> '… likely to demonstrate internalizing symptoms; engage in externalizing behavior; lack adequate social skills; possess negative self-related cognitions; experience difficulties in solving social

problems; come from negative community, family, and school environments; and be noticeably rejected and isolated by peers.'

and bully victims

> ' ….. has co-morbid externalizing and internalizing problems, holds significantly negative attitudes and beliefs about himself or herself and others, is low in social competence, does not have adequate social problem-solving skills, performs poorly academically, and is not only rejected and isolated by peers but also negatively influenced by the peers with whom he or she interacts.' (P70)

There would appear to be no single reason why some children become perpetrators and some become victims, although the following influences are amongst those identified in the literatures:

Families and Homes

Individual, family and home circumstances, school ethos and climate, wider local community and influence of peers can all potentially influence a child's involvement in bullying. Some hold that children, who are exposed to physical punishment and a more aggressive ambiance at home, are more likely to develop bullying behaviours in school (Xin, 2001, Totura et al. 2009). 'Ineffective parenting', with low levels of parental involvement and warmth within home environments have also been cited as contributing factors (Doll et al, 2004).

Thus, aggressive behaviours, including bullying, can be acquired within homes. Toddlers with autocratic parents are more likely to exhibit aggressive behaviours towards peers in subsequent years and parents of perpetrators are more likely to be aggressive in their interactions with their children (Duncan, 1999). When encountering a distressed peer, such children are more likely to respond with aggression. Parents may also acquiesce to the demands of children who display antagonistic or aggressive

behaviours, to curb these behaviours, leaving these children with an early belief that such behaviours bring rewards, paving the way for subsequent aggressive behaviours to develop. Too much authority or compliance can engender a predilection for aggression in children, whilst excessive control or 'mothering' may result in anxious children, who could, potentially, become victims (Duncan 2006, Olweus 1993). This becomes a much wider issue if we concur with the axiom that violence is principally a learned behaviour (Heleta, 2007) and that early experiences in families, schools and the wider community result in children learning that violence is acceptable and is an appropriate way to solve interpersonal problems.

Conversely, there is evidence to support the effectiveness of parental involvement in approaches to combating bullying in schools (Doll et al 2004; Farrington, 2009). In a more ecological approach children begin to develop the skills necessary for positive peer interactions through family relationships (Duncan 2006).

Children raised by caring and responsive caregivers develop secure attachments and an ability to approach new situations with positive expectations and confidence. These positive attachments aid children in their development of healthy peer relationships. Environmental influences, particularly within the family, have, therefore, an important role to play in the formation of bullying tendencies in children and the way children deal with bullying behaviours (Xin, 2001). Orpinas and Horne (2009) maintain that family influences fall under three distinct categories: parenting practices, aggression within the family and neglect. Children will grow up viewing aggressive acts as acceptable if their natural habitus promotes communication, relationships and supervision that are negative or engage high risk behaviours. Children, are more likely to learn aggressive behaviours if their parents praise aggressive behaviours, seeing it as tough and manly and they witness aggressive home behaviours, domestic abuse or are themselves abused.

Personal Traits

Children who are adept at solving problems are less likely to become involved in bullying behaviours (Cook et al., 2010) and have a tendency to process situations less socially during early stages of bullying. Wei and Chen (2011) investigated the influence of a Machiavellian personality on perpetrators. Children with Machiavellian tendencies are more likely to bully and less likely to be caught as they are also fairly well adjusted and capable of manipulating peers into accepting them (Wei and Chen, 2011). Such children have an ability to deceive and exploit others, manipulating them whilst exhibiting moral indifference and emotional detachment.

Much of the bullying literature originates from sociological or psychological stand points and a power imbalance is often identified as a defining characteristic (Ttofi, 2011, Wong-Lo et al., 2011, Berger, 2006). It would appear that perpetrators of bullying have a desire to exact power over their victims, to influence or control them in some way. Berger (2006) suggests that when such imbalances of power are combined with what he calls a 'genetic predisposition to aggressive behaviour', the risk of bullying as an expected consequence is exacerbated. Although this may be a contentious notion it is still worthy of reflection and it supports Olweus's (1993) original suggestion that bullying is an aggressive behaviour pattern that manifests itself more readily in children with a more aggressive personality. Perpetrators have been found to display both reactive and proactive aggression (Camodeca 2005), which influences their social processing skills and their selection of aggressive behaviours.

Whilst studies in both animal and human behaviour have, in general, indicated a link between biological and/or genetic influences and aggressive behaviour, this area remains somewhat controversial. There would seem to be some consensus that both nature and nurture play vital, interrelating roles (Rahman, 2007, Sylwester, 1999). Based upon research (Rahman, 2007, Sylwester, 1999) associations between neurotransmitters, the

amygdala, hormone production and aggressive behaviours have been indicated as producing a predisposition towards aggression. However, the mechanisms and extent of this remain unclear and the influence of environmental factors also play a vital role. It could, therefore, be argued that the relationship between environmental factors and experiences and aggressive behaviours is also dependent upon biological and genetic factors.

The evidence for such a biological/genetic influence, as noted, remains somewhat contestable and inconclusive. However, research into the way in which human development is influenced by both genetic and environmental factors is a growing area (Turkheimer, 2000) and has linked human aggression to a mix of bio-genetic and environmental factors (Van den Berghe, 1974, Mullineaux and DiLalla, 2015, Tuvblad and Baker, 2011). It may be that a biogenetically determined disposition towards aggression cannot be discounted, particularly relating to male hormones as going some way to explain why males are more likely to engage in aggressive behaviours such and bullying (Turkheimer, 2000, Van den Berghe, 1974, Tuvblad and Baker, 2011).

Gender

Traditionally bullying was viewed as a male issue (Pellegrini and Bartini, 2000, Smith, 1999). Research around aggression, including bullying, was focused upon boys and, as both sexes began to be included, it continued to be seen as a mainly male issue. Some research continues to view it as a male dominated issue, where boys are more likely to become involved at every level (Cook et al., 2010). However, if we re-define bullying to include the more covert aspects of relational and emotional bullying, the picture changes. This reveals that, whilst boys are more likely to become involved in outward, overt, aggressive acts of bullying and attacks on property, girls are more likely to become involved in more covert measures (Cook et al., 2010, Mynard and Joseph, 2000). The extent to which different genders engage is open to interpretation as research findings vary (Cook et al. 2010, Mynard and Joseph, 2000). Whilst boys bullying is both more aggressive physically

and is constant over prolonged periods, female bullying tends to be more influenced by social norms of the group and is more fluid as relationships within groups changed. The prevalence of bullying increases during early adolescence, changing over time to become more overt and relational (Hemphill et al, 2012). Research (Crapanzano et al, 2011) suggests that, whilst boys are more likely to become involved in physical bullying, relational bullying is something that both genders experienced, particularly as adolescence progresses.

Girls appear to acquire prestige and power by using manipulation and subtle, indirectly aggressive behaviours (Catanzaro, 2011). The emotional dislocation and disruption to social networks resulting from this sort of bullying is particularly poignant to girls whose well being is linked to their social relationships. This engenders the destruction of social status and the use of social isolation effective as a mode of bullying. Catanzaro suggests that this may be a contributing factor for the higher number of girls found to be involved in cyber bullying. The increase in cyber bullying amongst both genders, is a growing concern (Cross et al, 2011). It is now feasible to share rumour and gossip, anonymously, with an unlimited audience, over extended periods of time, maybe even eternally. As it becomes almost impossible to track the source, detection rates are lower (Catanzaro, 2011). Bullying via new technologies impacts upon the suspension of empathy for bystanders as well as for perpetrators; the victim becomes objectified, removing their emotions, feelings and responses from the situation. New technologies thus, increasingly shape children's identities and create a 'distant connectedness' (de Souza and McLean, 2012).

Diversity

As a social phenomenon, social and cultural influences impact upon bullying. Where schools are located in environments with high levels of poverty, links to increases in bullying have been noted (Basch, 2011, Swearer, 2006). Children who are exposed to higher levels of community violence, as

identified as being more typical of economically disadvantaged neighbourhoods, are more predisposed to exhibiting aggressive behaviours and of accepting this as being the norm (Basch, 2011). Furthermore schools situated in inner cities, with greater economic disadvantage, may have fewer resources and display less social cohesion and this could also contribute to an increase in bullying prevalence (Waasdorp et al, 2012).

Socioeconomic status and gender, may, therefore, contribute to creating both perpetrators and victims. In multi-cultural societies bullying behaviours between and within different ethnic groups have been, and continue to be, the subject of research. In today's pluralistic society, children are often taught to accept difference (de Souza and McLean, 2012). However, they may still pick up prejudicial views, at a more vicarious level, from significant others around them. This can result in bullying behaviours on racial or cultural grounds (de Souza and McLean, 2012). Similarly, there is growing concern over the bullying of young people perceived to be gay, lesbian, transgender and bi-sexual, as reflected in the 'It Gets Better Project' started online in September 2010 by Dan Savage. As a way of trying to force minority children, such as sexual minority groups, to comply to the norms of the wider community, bullying behaviours may result, enforcing norms and demonstrating the power behind normative behaviours (Hong and Garbarino, 2012, Pozzoli and Gini, 2010).

Peers

Peer association can also have implications. Children tend to be drawn to like peers, those groups with similar demographics, interests or pastimes and, for children, peer influences are powerful (Rodkin and Hodges, 2003, Swearer et al, 2006). Once children are involved with a peer group, they become increasingly similar over time. This suggests that a child who joins a group with bullying tendencies could develop this predilection (Rodkin and Hodges, 2003, Swearer et al, 2006).

School Culture and Practices

This perplexing tangle of causality is further impacted upon by school culture and practices (Craven et al, 2007, Cowie, and Jennifer 2008, Harel-Fisch et al, 2011), evincing a link between bullying and leadership practices in school that will be explored throughout this thesis. Bullying is more likely to manifest itself in schools where staff moral is low and turnover is high (Oliver and Candappa, 2003) and *"Aggressive behaviours in schools may be influenced by policies and staff attitudes that foster and reinforce violence through the values promoted,"* (Rahman, 2007, p69). The link between bullying behaviours and school practices is compounded by unclear standards of behaviour and a lack of consistency in both classroom management and behaviour strategies (Steer, 2009, Elton, 1989). There are significant discrepancies in the way teachers respond, not only in different school settings but also within the same school.

The important role played by the school's social dynamics and culture is discussed in the literatures (Thornberg, et al 2017, Craven et al, 2007, Orpinas and Horne, 2009) and this aspect will form a pivotal position within this research. The very nature of our achievement driven curriculum may have an impact upon marginalizing children, putting academic success and competition at the heart, at the expense of a wider, more emotional and social approach (Harris, 2007). This reliance on standardized results is a narrow way of judging success, a way to sort and categorize children hierarchically when we should be encouraging them to experience and understand fairer ways of acting towards each other (Griffiths and Davies, 1995, Roffey, 2008, Boulton, 2013). Children learn their expectations from those around them, if they develop a sense of acceptability and fairness, they are more likely to be open to differences, less likely to bully, developing positive relationships and feelings of safety (Boulton, 2013).

Teachers play a pivotal role within this and their response to bullying incidents is vital (Doll et al, 2004, Boulton and Underwood, 1992, Hui et al,

2011, Haataja et al, 2016, James, 2010). Teachers have been recurrently criticized for failing to respond to reports of incidents of bullying or for doing so ineffectively; for responding too infrequently or slowly, particularly with less overt incidents. Without focused leadership practices and a clear understanding of what constitutes bullying behaviour and the implications of bullying, they may fail to acknowledge or recognise the act as bullying, or to fully understand the significance or consequences.

The evolving picture from current research advocates positive school cultures, where school leaders enable practices that ensure that social conflicts and issues are addressed in effective, consistent and supportive ways (LaRusso and Selman, 2011, Espelage et al, 2010). The 'connectedness' fostered by these climates enhances a sense of belonging where respect and responsibility can impact upon the children's inclination towards anti-social or bullying behaviours (LaRusso and Selman, 2011, Espelage et al, 2010, de Souza and McLean, 2012). Recognising the research of Salmivalli (1999) into the influence of bystanders, such an approach becomes pivotal. The children involved in these peripheral roles often believe that the acts they witness are unacceptable but fail to intervene, thus, Samivalli et al. assert, silently reinforcing the act, adding support to the perpetrator. When teachers also fail to intervene the situation is exacerbated (Richard et al, 2012) as they transmit the message that such acts are to be tolerated. If bystanders can be engendered to intervene, they will be more inclined to continue this action, impacting upon the number of occurrences (Salmivalli et al, 2011, Roland and Galloway, 2002).

Busy playgrounds, with increased opportunities for social interactions of all kinds, provide an ideal backdrop for instances of bullying behaviours, which could more easily be obscured within the general hurley-burley (Craig et al, 2000, Frey, 2005, Monks et al, 2009). This enables aggressive behaviours, including bullying, to become the norm in schools and provide a context for the learning and reinforcement of such behaviours. As children encounter one another in the social spaces they interpret their surroundings and the

contexts they are in and this impacts upon their behaviours, self-belief and sense of connectedness and efficacy (Titman, 1994, Kumar et al, 2008, Rigolon and Alloway, 2011, Flutter, 2006, Bragg and Manchester, 2016).

Bullying or Boisterousness?

As any parent will attest, antagonism and argumentativeness are a normal part of childhood. Friends and siblings participate in boisterous play, strengthening friendships and it is commonplace for dominance and assertiveness to develop in friendships, promoting leadership and influencing access to resources (Pellegrini and Bartini, 2000, Swearer et al, 2006). Conflict has always been a part of human interaction, children will argue, tease and fall out, throughout their developmental stages as they learn to share and interact. A distinction has to be made between these 'normal' social interactions and the more harmful and undesirable acts that constitute bullying. Indeed, Doll et al (2004) suggest a continuum ranging from jostling to bullying. Whilst overbearing adult intervention, interfering with children's natural disagreements, might not be appropriate, it should also be remembered that every child has a right to be protected from bullying (Greene, 2006).

Predicting Bullying Behaviours

For children many factors appear to influence the possibility of becoming involved in bullying behaviours. No one risk factor appears to work in isolation and individuals bring their personal, developmental and biological characteristics to interactions, including bullying. These *'temperamental, personality and psychological variables'* (Swearer et al., 2006, p3) will be combined with other, contextual, variables; sexual orientation, culture, size, behaviour, home environment, family, and genetics, to place children at risk. But none can predict precisely which children will become either a perpetrator or a victim. Some children will encounter several risk factors and yet remain unaffected; others will not be exposed to any and yet will be

drawn into bullying behaviours. The risk factors can only be used to predict the chance that some children are more likely than others to be drawn in.

Implications of Bullying.

The consequences of bullying can be far reaching; in extreme circumstances it can be fatal. Olweus (1993) began his current research focus some 30 years ago, after the suicide of three adolescents and this consequence remains salient today with *The Independent* (Garner, 2014) reporting American research which suggested that 10% of bullied children contemplate suicide. Thankfully, not all victims take such drastic measures.

Being bullied is consistently associated with a range of consequences. Victims often live in fear, feeling unsafe at school and resorting to absenteeism as an avoidance strategy (Banks, 1997, Berger, 2006). Physical consequences of victimisation can manifest as bed-wetting, stomach aches and head aches (Shaughnessy and Jennifer, 2004, Berger, 2006). Victims can feel isolated and find it more difficult to socialise with peers and to form friendships. Pupils who feel threatened and who don't trust those around them use energy to protect selves and so underperform (Tschannen-Moran, 2014). The resultant feelings of disconnectedness with the school (Basch, 2011, Swearer et al, 2006) can lead to truancy, lower academic achievement and lower self-esteem.

A circular effect can evolve where victims who have low self-esteem and are less likely to defend themselves. This inability to react to victimisation adequately, leads to feelings of stress; including feelings of fear, anger and depression (Pouwelse et al, 2011). The victim's self-concept is, consequently, lowered, making them more likely to become a victim as their psychology is affected, and they appear weaker. This has implications for power imbalances as the victim becomes hyper-vigilant which, in turn, increases anxiety, drawing more attention from perspective perpetrators. In

this way anxiety is found both pre-existing, and as a result of, victimization (Fitzpatrick and Bussey, 2010).

Children who are victims of bullying behaviours are more likely to attain lower levels of achievement in standardized testing and grade point averages (Juvonen et al, 2011, Shaughnessy and Jennifer, 2007, Smith, 2004, Matthews et al, 2017). This could be as a result of these higher stress levels and of lower levels of concentration resulting from their victimization. Thus, victims can disengage and become less likely to engage fully with their learning (Basch 2011). If we then factor in the consequences of physical, emotional and psychological ill health and school avoidance or truancy as a result of victimisation, this lower academic achievement becomes more evident. In turn, this could have a long lasting effect on future career prospects (Verduzco-Baker, 2008, Matthews et al, 2017).

The internalized consequences of bullying behaviours, such as low self-esteem (Dresler-Hawke and Whitehead, 2009), lack of confidence (DCSF, 2007) and anxiety, suffered by victims is often carried through into adult life where it can also manifest itself as social, physical and psychological problems (Xin et al, 2001, Healey, 2003, Mynard and Joseph, 2000, Matthews et al, 2017).

Thus the consequences for those on the receiving end of the bullying dyad are many. The following diagram attempts to exhibit the consequences identified in the literatures and to arrange them in accordance with the gravity of the incident:

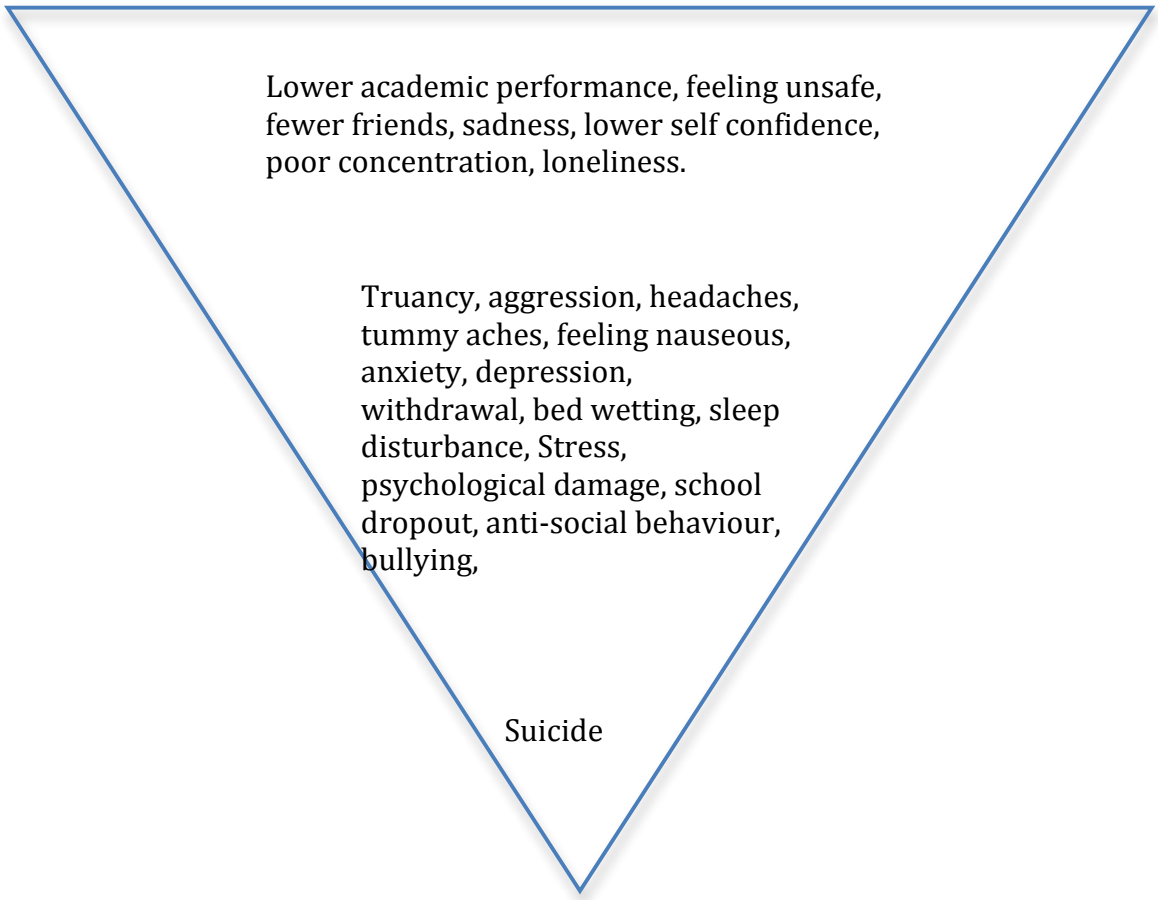


Figure 1: Consequences for those on the receiving end of the bullying dyad

Perpetrators do not escape unscathed; research persistently links them with an increased probability of unlawful activity in later life, 25% being identified, by research, as having a criminal record by the age of 30 (Olweus, 1993, Xin et al, 2001, Healey, 2003). Perpetrators are also more at risk of developing addictions to drugs and alcohol, of becoming aggressive in later life and of having a higher risk of suffering from depression (Swearer et al., 2010). There is, however, contradictory research evidence concerning their academic performance with some suggesting higher drop out rates and lower academic achievement (James, 2010), whilst others report high achievement and popularity whilst at school (Wilson, 2009).

For schools the consequences can manifest themselves in increased levels of classroom disruption, stress, tension and increased workloads for staff (Shaughnessy and Jennifer, 2004, Espelage et al., 2010).

How to Improve the Situation

What approaches might I expect to encounter in my research schools?

Paralleling the increased awareness of and concern over bullying during recent years has been the development of a range of interventions to combat the situation both in England and overseas. Successive English Governments have supported the development of whole school policies.

In an important review of government policy Smith et al., (2008) pointed out the responsibility of heads to *'encourage good behaviour and respect for others on the part of pupils and, in particular, prevent all forms of bullying among pupils' (School Standards and Framework Act 1998, Section 61(4))*, and to ensure that *'All teaching staff, including lunchtime supervisors, should be alert to signs of bullying and act promptly and firmly'* (DfEE Circular 10/99: "School inclusion: Pupil support"). This was further reiterated in the White Paper of 2010 where the need to 'take a strong stand' against bullying within a culture of 'good behaviour and respect' was clearly stated. (DfE., 2010).

Whilst research (Smith et al. 2008, Roberge, 2011) reveals that the majority of schools had a policy in place, the quality and nature of these policies was found to vary greatly, raising questions about the effectiveness of these. It would seem that the existence of a school policy alone is not likely to influence the rates of bullying behaviours (Smith et al., 2012, Roberge, 2011). Questions have also been raised about the emphasis, in many school policies, placed on physical bullying (Benton, 2011). Whilst this is clearly the most observable it is not the most common bullying behaviour. In research more children report verbal bullying behaviours, or the most emotionally detrimental, that of being isolated or 'left out' (Benton, 2011). Children who are consistently isolated are less likely to engage with schooling, being less liable to form feelings of connectedness and belonging (McGrath and Noble, 2007, Benton, 2011). Whilst being less observable this aspect can, in fact, be more detrimental to a child's sense of well being and engagement and has

more 'statistically significant association' (Benton, 2011, p 12) with poor emotional wellbeing, resulting in a negative impact on achievement. However, a written policy is a signal of the schools intentions to address bullying and has been linked to lower reported levels of bullying and to clear, comprehensive rules and procedures (Smith, 2000).

Some interventions involve single procedures, such as playground development, assertiveness training, peer massage and R Time. Others encourage punitive procedures; bully courts and tribunals or restorative justice approaches. Others promote a more holistic, whole school approach, such as the Olweus program,[1] which has been identified as the most successful intervention (Black and Jackson, 2007, Farrington and Ttofi, 2009) and KiVa[2] (Garandeau et al, 2014, Salmivalli et al., 1997, Salmivalli et al., 2011, Williford et al., 2012).

Some children are more resilient than others when it comes to bullying at school (Donnon, 2010). Those with a natural resilience have an innate disposition towards it, however resilience can be viewed as a range of competencies, which can be taught (Gu and Day, 2007, Howard and Johnson, 2000). Whilst some victims of bullying show no apparent negative effects, others can 'bounce back' relatively easily, retaining their existing psychological equilibrium, showing few adverse affects (if any). Others will feel lonely and experience the negative effects of bullying more acutely. Donnon (2010) concluded that those with: *".....positive situational (e.g., family, community, peers, school) and personal (e.g., sense of self-concept, self-control, empowerment, and social and cultural sensitivity) factors in their*

[1] A program with several levels of intervention aimed at whole-school, classrooms, individuals and communities, beginning with an 'official start date'. A coordinating committee is responsible for the initial planning and oversight, supporting staff discussions, anti-bullying rules, clear guidelines about behaviour and surveillance, tracking and the identifying 'hot spots'. School staff receive training and parental and community awareness is raised.

[2] A whole-school intervention program addressing individual, classroom and school level factors. Kiva consists of a number of lessons involving discussions, short films, computer games, group work, and role-playing, which culminate in a number of anti-bullying rules. These rules become a contract that all children sign. The lessons are designed around themes that are developed through a manual for school staff. This manual includes a guide for staff in dealing with specific incidents through a number of meetings with both the perpetrator and the victim. A number of children become playground helpers, supporting peers during break times and parents are encouraged to become involved.

daily lives…" are more likely to be more resilient to bullying situations; both potential victims and perpetrators (Donnon 2010 p.111)

Resilient children display more *'social competence, problem solving mastery, autonomy and sense of both purpose and future'* (Howard and Johnson, 2000 p322). These resilient children benefitted from positive and consistent protective factors that involved family, school and the wider community, combined together as a cogent social support network. Applying Bronfenbrenner's bioecological system (1979), Howard and Johnson demonstrated how changes in one domain affect other domains and how these continuously affected the children in their research, impacting upon the development of their resilience. Resilience would more likely be developed in children in schools which reduced the number and impact of adverse circumstances, recognised and provided valuable, positive experiences and secure attachments and where relationships, self worth and perceived self efficacy were acknowledged as central.

It would seem that resilience is a combination of personal characteristics, social support mechanisms, intrapersonal and interpersonal factors and the acquisition of specific skills and strategies. It would also seem that it could impact upon the effects of bullying.

There is a range of approaches to bullying in schools. In order for anti-bullying practices to be feasible, the practices, policies and intervention strategies adopted need to be specific to the needs of the particular school and should be influenced by quality evidence-based approaches that have been identified as effective. Approaches could be whole scale adaptation of recognised interventions or hybrids, where schools 'cherry pick' those elements that they identify as best for their unique circumstances. An awareness of interventions identified by the literatures will guide expectations of possible approaches through this research.

With the plethora of off the shelf interventions available it is often not easy for primary schools to either be aware of or select the most appropriate intervention for their particular context when confronted with such a confusing and wide-ranging choice. Interventions are often chosen because they are made apparent and/or are readily available at the time of need (Orpinas and Horne, 2006). They are often selected on no or on superficial evidence, which is not grounded in research and are then implemented with limited information and understanding. This leads to school leaders making ill-informed choices (Orpinas and Horne, 2006).

Some research investigating these bullying prevention programs has suggested little or no effects on bullying behaviours (Smith et al, 2004, Merrell et al, 2008). Other such research has reported a reduction in both bullying behaviours and victimisation (Olweus, 1993, Cross et al, 2011, Farrington and Ttofi, 2009). Comparing interventions can, of itself, be problematic, for example the act of introducing any program can increase awareness and result in inflated rates of reporting. Even where specific programs have been implemented, these are often modified to suit the school's perceived needs, making comparison problematic. Of the 14 studies of whole-school anti-bullying intervention programs evaluated by Smith et al. (2004) all of them were discovered to reflect the original program developed by Olweus (1993). However, the program had been modified in many cases and only selected elements were applied. In other reviews the small occurrences of certain interventions makes comparison difficult.

Increasingly a whole school approach is advocated recognising that bullying is a systemic problem. Such approaches typically include strategies for supporting potential victims, victims, perpetrators, followers, bystanders, parents, school staff and the wider community (Beane, 2009, Shaughnessy and Jennifer, 2007, Smith, 2004). The centrality of school leaders is recognised as they create and model a supportive culture (Beane, 2009, Olweus, 1993, Smith et al., 2012), where healthy choice making and the three R's (rules, respect and responsibilities) are paramount (Beane, 2009).

These whole school approaches promote the need for stakeholders, particularly the children, to have a genuine say in their schools, developing their awareness, involvement, problem solving skills and understanding of the diverse nature of the world in which they live. Schools become places where there is a respect for diversity; cultural and individual, with responses to issues being multifaceted and supported by well-trained staff, sufficiently backed, and who respond effectively. Whole school approaches can be further developed to become whole community strategies and there is evidence (Swearer and Doll, 2001, Totura et al., 2009) to support this as an effective measure to counter bullying (and to improve social learning in general and raise standards in schools).

These initiatives acknowledge the intricate social tangle that exists between individuals, family, peers, school and community domains, recognising that bullying does not occur in isolation. Children are central to and inseparable from the social network in which they live, their ecology, with individual dispositions influencing their participation (Bronfenbrenner, 2009). They exist within a social structure, which will influence their development; family, schools, peers, culture and community, all have an impact, rather like ripples on a pond. We are the result of diverse interactions between our biology and our environment, and approaches to counteracting bullying must pay due regard to this multifarious interplay. The attitudes and beliefs of parents, in turn influenced by the wider community, influence children, approaches adopted in schools may, therefore, be more successful if they reflect the beliefs and values beyond the school gate. Parental involvement is one of the most important elements for the success of anti-bullying programs, along with playground supervision, disciplinary methods adopted, staff training, policy and cooperative work (Farrington and Ttofi 2009). Adequate playground supervision, with empowered midday supervisors and positive play training, also rated among the major factors for reducing bullying rates in school (Black, 2003, Espelage et al., 2010).

However, whole school approaches can indicate anything from the whole school involvement in producing an anti-bullying policy to a range of interventions employed to fit the particular circumstances of the school and the development of democratic, shared control, (Olweus, 1993, Parada et al., 2003, Pepler and Craig, 2000, Stevens et al, 2000).

In an era where effective schooling appears to rest upon exam success and where school staff are feeling the pressure of initiative overload (Harris, 2007), it is important that initiatives to tackle bullying are not seen as 'add ons', involving more work, which can easily become ineffective due to lack of support. Anti bullying must be viewed within the bigger picture of school improvement, as an integral part of raising standards and creating life long learners equipped to take their place in a diverse and rapidly changing global society. School environments are social spaces providing numerous opportunities for interactions, making them primary contexts for bullying to occur and become embedded.

In sum, the literatures suggest that within our diverse social system interactions are complex and children experiencing bullying behaviours are constantly vulnerable to a range of contextual influences. At the micro level there are a range of interpersonal factors that make each child individual and impact upon a child's disposition towards and effectiveness for managing bullying incidents and for conflict resolution. The child's interactions and relationships with the immediate environment, in particular the family, have also long been recognised as a significant factor. Children will emulate behaviours they encounter daily within their closest social circles. Additionally 'poor parenting' may impact upon a child's ability to engage in healthy relationships and to communicate and interact pro-socially with those around them, specifically with peers and teachers. This 'connectedness' to school has been recognised as a significant bullying risk factor for children. Experiences within schools will undoubtedly contribute to a child's developing social skills and attitudes towards pro-social behaviours. The wider community, beyond school and family, can also leave

children susceptible to additional risk factors; children will replicate observed behaviours and will internalize those behaviours seen as the norm within the community.

This research therefore takes a social perspective and will identify the practices of head teachers that effectively support the development of school connectedness and pro-social behaviours to counter bullying, taking into account the complicated subject of identified interventions.

Conclusion

In this chapter I have discussed various aspects of bullying, including causes and consequences and current approaches to tackling these behaviours. I began by focusing on the many existing definitions in an attempt to formulate one that would provide clarity for this research. After careful consideration of the literatures, and of the sites to be included, the following definition emerged:

> Behaviour that is both predetermined and aggressive (emotionally, mentally or physically), causing harm (mental, emotional or physical) to a victim (or victims), who is weaker (socially, physically, emotionally or mentally) and which is usually (but not necessarily) repeated over time.

I acknowledge that this definition is open to debate, it does, however, give a foundation upon which to begin this investigate and has been applied throughout, taking into account site specific adjustments.

In the next chapter I will explore the literatures on school leadership in order to position head teachers within the discussion.

CHAPTER 3: LEADERSHIP LITERATURE REVIEW

In this chapter I provide a foundation for further discussion into school leadership, with particular reference to primary schools. This discussion of the literatures shows that there are multiple definitions of leadership and a plethora of approaches. The discussion ensuing will frame the understanding of school leadership for anti-bullying that will prevail throughout this investigation.

Introduction

In order to formulate a discussion of what it is that 'head teachers, as leaders, in schools do in order to influence effective practice for anti bullying,' there should first be some consensus as to what is meant by leadership. Within educational literatures most definitions of leadership accept that the concept involves exercising influence and/or power over others (Harris and Spillane, 2008). The notion is, however, far from straight forward.

Within the literatures, the terms leadership and management are often used interchangeably. Publications from Central Government refer to 'leadership and management' without defining the terms or making clear the distinction between them. Kotter (1990) suggests that management is concerned with the details, order and consistency, the maintenance aspects of education and the school. It is about *'coping with complexity' (*Kotter, 1990, p24*).* Leadership is about *'coping with change'* (Kotter, 1990, p24*),* focusing more on the bigger picture and the strategic direction of the school (Bush and Glover, 2003, Bush, 2008, Kotter, 1990). From this perspective school leadership would involve setting the vision for the future and motivating staff to move towards that vision, whereas, management would be the planning, allocation of resources and monitoring required to achieve that vision. The terms are not interchangeable but overlap and are supportive of each other.

Approaches to Leadership

It is to leadership, rather than school management, that the literatures surrounding bullying interventions allude (Arora, 1999, Craven et al., 2007, Olweus, 1993, Pauley and Pauley, 2007, Peplar et al.,, 2006, Roland and Galloway, 2004). However, the very term 'leadership' is kaleidoscopic, a conglomerate of changing hues and is often contentious, with definitions abounding in the literatures. There are numerous, and often disparate, lists of characteristics and efficiencies being produced, frequently referring to individual attributes, hierarchical relationships, influence and power. Indeed; *"One study found over 350 definitions of leadership."* (Richmon, and Allison 2003, p34). Other literatures bear witness to the substantive number of attempts to define this eclectic concept (Day and Sammons, 2013, Spillane, 2006, Hairon and Goh, 2015, Leithwood and Riehi, 2003, Torrance, 2013, Duignan and Bezzina, 2006, Harris, 2004).

Whatever definition is promoted, current thinking advocates a move away from the model of a single leader, the head teacher, towards a sharing of leadership with emphasis being less about the person and more about relationships and collaboration. It has been suggested that the head teacher's relationships are pivotal in setting the development of positive relationships within the school as they build and model connectedness within the setting (Crawford, 2002). Head teacher's relationships with pupils, parents, staff and others connected with the school are at the heart of the establishment and set the direction for all relationships (Crawford, 2002, Sergiovanni, 1996).

However, determining which particular style of leadership is most advantageous to schools is complex and is dependent upon a range of contexts and undertakings (Muijs et al, 2010, Harris, 2002, Bush and Glover, 2003, Bush and Glover, 2014). Schools vary widely in their size, catchment

areas, culture, capacities and direction, so, it would be pertinent to expect that no single model of leadership exists that will fit all organizations and their unique circumstances. A leadership model that proves efficacious in one school may prove unsuitable for another. Indeed, as circumstances in a school are fluid, changing continually, an existing, successful model may become less suitable over time and will need to evolve and adapt. Leaders adopted leadership styles reflecting the context of the school and its particular stage of development (Harris, 2002, Crawford, 2002). Leaders of schools in more critical stages adopt a more autocratic style, however, as the school moves out of difficulties, they move towards a more shared leadership model.

Over recent years NCSL and other researchers in the field of school leadership have endorsed this shared model. Terms such as 'distributive leadership', 'distributed leadership', 'shared leadership', 'collaborative leadership' and 'democratic leadership' have been utilized, sometimes interchangeably, adding to the complexity and confusion surrounding the concept of sharing leadership. Sharing leadership is a more social construct, defying attempts to single out a leader and creating opportunities for individuals to test their ideas (MacBeath et al, 2004, Spillane et al, 2001, Duignan and Bezzina, 2006).

Common to shared leadership approaches is a belief that leadership is no longer the dominion of just one person. This suggests a shift in power away from the traditional omnipotence of the head teacher towards a growing empowerment of the school community in general. This is the perspective taken in this research

Leadership that is Distributed or Shared

The discussion presented above calls attention to the quagmire surrounding both definitions and labels for forms of leadership, many of which overlap

and/or replicate each other. A number of leadership models fall under the form of 'distributed' and it is these that have received significant interest in the literatures over recent years (Harris and Spillane, 2008, Carter et al., 2002, Day and Gurr, 2013). In the broadest sense 'distributed' leadership refers to situations where leadership is spread throughout the organization. There is a robust argument within the literatures for the development of such leadership, across the school community. This suggests a school leadership structure organized along the lines of a more dispersed leadership role, where the head teacher is viewed as the facilitator for a team approach, built upon trust, collective action and community cohesion. Leadership is no longer the prerogative of one person, moving away from this traditional role of the head teacher (MacBeath et al., 2004, Oduro, 2004, Harris, 2013, Gronn, 2002, Leithwood et al, 2007). Despite the fact that no finite definition has been agreed upon, the common message is that leadership should no longer be the monopoly of one person, even though there does seem to be some consensus that one person may remain in a central position.

Leadership that is shared, across an institution and, conceivably, into the wider context, promotes interactions and collaboration that are seen positively, with people working together in partnership to solve 'technical' problems and 'adaptive' problems, which can lead to substantive changes (Fullan, 2005). It is an approach that can be continually changing to accommodate new challenges and situations as they arise, creating more democratic, egalitarian and supportive modus operandi. This adaptability to circumstances results in a shift towards approaches that are multilayered, giving power to everyone within the community; empowerment becomes central and everyone has the opportunity to develop as a leader and influence practice (Duignan and Bezzina, 2006, Spillane, 2006, Hargreaves, 2013). There appears to be a common thread of promoting respectful, professional communities, moving away from an individualistic approach to promote collective professionalism amongst teachers, community engagement and capacity building for all community members.

In order for this sharing of leadership roles to take root effectively there would need to be a move beyond hierarchical delegation and dividing or sharing of responsibilities and activities, towards the nurturing of positive relationships where morale and professional development play a vital role (Harris, 2004, Day and Gurr, 2013). In line with this emphasis comes, at every level within this process, respect and trust as reoccurring themes within the literatures (NCSL, 2010, Starratt, 1993, Duignan and Bezzina, 2006, Lewis and Murphy, 2008, Tschannen-Moran, 2014). Spillane and Sherer (2004) recognise this approach to leadership as 'reciprocal interdependency' in which the practices of one leader can facilitate the development of another member's growth as a leader. Such an approach to leadership could be viewed as a constructivist approach where members of the community, collectively construct their social reality. This would be in accord with the epistemological stance of this research and will, therefore, be incorporated into the data collection through interview questions and observations.

In the current climate of accountability head teachers may ultimately feel vulnerable about sharing leadership comprehensively, particularly those with less head teacher experience (Cottrell and James, 2016, Hobson and Sharp, 2005, Leithwood et al, 2002, Harris, 2007). Sharing leadership can be a precarious procedure when the responsibility for meeting externally imposed targets lies firmly with head teachers (and their governing bodies) and failure to actualize them can lead to public denigration (Wallace, 2001, Oduro, 2004, Coldron et al, 2014). This need for accountability and the resultant reporting mechanisms imposed by central Government has led to a battery of regulatory measures that identify head teachers as the strategists who must implement them, but that take little account of a school's localized circumstances (Hatcher, 2005, Storey, 2004). The centrality of the head teacher is something that much of the extant literatures acknowledge and will be actively sought in this study.

Against this backdrop it is not surprising that head teachers may be less than enthusiastic about sharing their power and entrusting leadership to others in more than a relatively superficial way. They are, after all, the link between government initiatives and their implementation in schools, which results in a 'fundamental contradiction' between sharing leadership and the 'managerialism' of central government initiatives (Hatcher, 2005). Head teachers, as the ultimate power base within a school, have to countenance and implement these initiatives, ensuring that their overall power remains under government control (Coldron et al., 2014).

A contrived approach to the sharing of leadership, which is undertaken to fulfil external criteria or expectations, has been termed 'inauthentic distribution' (Berkowitz, 2011). Here, leadership roles are allocated by head teachers with little genuine regard for interest or ability and, often, with little credible support. For those placed in an inauthentic leadership position it can become stressful, demoralising and frustrating as they negotiate aspects that they feel ill equipped for.

There is a dichotomy between the centrality of power afforded to head teachers through their hierarchical position, the power of external influences and the call for distribution of leadership. The ability of head teachers to fully embrace the latter in '*a policy climate that affords authority and responsibility for leadership and management to those labeled according to an established hierarchy*' (Fitzgerald and Gunter 2007 p334) has, thus, been called into question. Headteachers face a fundamental dilemma*: 'while the rhetoric is of teams and empowerment, this is a very top down model*' (Gunter, 2003, p125). Existing external pressures would seem to constrict the development of distributed leadership and head teachers may, therefore, be less attracted to the notion of sharing power because of this accountability.

There is also the added conflict inherent in existing hierarchical structures, in which head teachers hold power and control by virtue of their position.

They may find it difficult to relinquish this control, which traditionally accompanies the trappings of the role (Torrance, 2013, Rosenholtz, 1991). This tension is something that will be returned to in the discussion of the data.

Head teachers create a culture that enables or constrains the vision and utility of shared leadership:

> 'Distributed leadership, therefore, means multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture.' (Harris 2004 p14)

If this culture is not sincerely conducive to the sharing of leadership, it will not be possible for teachers and other stakeholders to effectively develop and implement leadership practices. It is the head teacher who recognises the potential for leadership and then develops and guides this appropriately, based upon the school's localized circumstances;

> 'The role of the 'leader' in this scenario is to optimize, activate and stimulate the school's 'intellectual' and 'social' capital' (Hargreaves, 2003).

Head teacher recognition and use of the school's capital, is crucial to the realization of leadership potential of individuals within the organization, and they need a clear vision to move distributed leadership forward, whilst recognising those not ready to take up this mantle (Anderson, 2004, Tubin, 2017).

Shared leadership may be desirable but the possibility of its successful implementation in schools with a strong hierarchical paradigm could be contested (Duignan and Bezzina, 2006). Even in schools where shared leadership is reported to be the preferred leadership style, it is not always

evident in practice (Duignan and Bezzina, 2006), outside pressures of accountability being cited as the main reason.

Extant literature (Higham and Booth, 2016) thus, extols the virtues of sharing leadership accentuating the potential it has in terms of pooling expertise and enhancing the community's strengths and potential to work together. This shared approach helped to frame the design of my research, as current thinking on the sharing of leadership combined with the drive from outside pressures for accountability, would influence the leadership practices of head teachers within this study. The research set out to identify the practices within school leadership that enable successful anti-bullying cultures.

Shared leadership approaches center on interactions between members within the school community (Harris and Sillane, 2008, Duignan and Bezzina, 2006, Lewis and Murphy, 2008, Spillane, 2006) who take up the leadership mantle, formally and/or informally, at different times, appropriate to the situation and their skills, knowledge and experience. In order to successfully introduce a shared leadership framework, head teachers must also take account of the needs of all stakeholders (Carter et al., 2002), particularly the staff, at both the team and individual level. Such a democratic approach, coupled with a supportive environment for school staff, can influence the way in which staff view their role, their inclination to engage with new ideas and attend CPD and their propensity to openly discuss issues, collaborating to identify solutions (Domitrovich et al, 2008). Rather than the increased sense of disempowerment and stress resulting from the imposition of initiatives and policies by a single person, the more equitable environments advocated in the literatures can *'act as the source of authority'* for head teachers (Higham and Booth, 2016, p3), empower teachers and develop their efficacy. This wider empowerment is central to school improvement, with head teachers engaging with others in order to negotiate and implement initiatives (Harris and Spillane, 2008, Duignan and Bezzina, 2006, Lewis and Murphy, 2008).

The feasibility of one person executing the myriad of roles incumbent in running the complex system of today's primary schools, has, thus, been called into question. In the more traditional, hierarchical approach staff can often be working alongside each other, maintaining professional relationships and working towards the same goal; generally that of achieving as many passes at a specified level of education as is possible within the cohort of children in their care (Wallace, 2001, MacBeath et al., 2004). They communicate, work together and shape the school, networking as professionals whilst maintaining the closed-door approach to teaching and learning. Arguably, in more traditional systems, parents are kept at a distance, their participation in schools, and in the education of their children, being separate and fragmented and children have little genuine influence on what or how they learn or upon how their school is shaped. Because of the diversity of those connected with schools, different parties approach their relationship to each other and to the school with very different agendas, priorities and expectations and from diverse power bases (Laluvein, 2007).

A shared approach to leadership would bring to the fore the notion of a community working collectively, collaborating to solve problems specific to their localized context through the construction of meaning and building of knowledge. This would require a significant shift in culture at every level, in order to become firmly embedded.

A Whole School Approach

A 'whole school approach' is clearly advocated by researchers in the fields of anti-bullying (see Chapter 2) and school leadership. This term currently permeates educational discourse and it may be that its use in promoting certain intervention strategies is comparable to the current use of scientific

terminology to advertise beauty products; to be persuasive by adding 'credibility' and the voice of the 'expert'. The result of this is that 'whole school approach' may be applied to a wide range of initiatives and/or contexts, some of which might stretch the term very thinly in order to appear contemporary.

Policy to practice implications and targeted, short term interventions for leadership of anti-bullying may mean that the term 'whole school approach' is loosely applied. Would it, for example, be a 'whole school approach' if the wider school community were involved in the writing of the school's anti-bullying policy but not in any further developments?

It can be argued that the term 'whole school approach' has more far reaching implications; that in a whole school approach all members of the school community are involved in leadership roles, developing a more robust approach. The Government White Paper (DCSF, 2009) recommends taking a 'whole school approach' further:

> "No school can meet the needs of all its pupils alone. Delivering the Pupil and Parent Guarantees will require schools to work in partnership with other schools and with wider children's services in order to offer more by working together than any one partner could alone…" p43.

'Whole school' extends to include the community beyond the school; local authorities, local groups and associations, other schools and outside agencies, in fact, anyone who has an interest in, or attachment to, the school. Organizing the approach to anti bullying in this, more holistic, way will ensure that the approach encompasses personal/relational factors at the same time as institutional/ contextual factors.

The sharing of power across the wider community can impact on the 'standards agenda', which presently drives school 'improvement', with

leaders who enable the wider community to participate in the leadership role and develop ownership being more likely to experience success (DCSF, 2006, Bush, 2008, Harris, 2004, Marks and Printy, 2003, Belcher, 2017). This whole school approach is equally important when it comes to the implementation of processes for anti-bullying, where a whole school approach that encompasses the wider community has been found to be most effective (Olweus, 1993, Cowie and Jennifer, 2008, Children's Commissioner, 2006, Brown and Winterton, 2010). In his study of bullying in 23 Sheffield schools Smith (1994) concluded that the depth of the whole school approach was important to the level of success achieved in the school's anti-bullying work. Indeed, the DCSF (2006) stress that a lack of ownership can actively contribute to a lack of success.

The importance of pupil voice in whole school approaches has been emphasized by much of the current research (Sellman, 2011, ABA, 2008, DCSF, 2007, Flutter, 2006, Fielding, 2006). Such approaches give children a sense of ownership, a forum for their contributions and empower them to contribute positively to policy and practice within schools. Pupils, staff and the wider community are more likely to support and promote a policy, enterprise or approach if they understand the issues and share a sense of responsibility (De Nobile et al, 2016). Through their ownership and inclusion they can develop and apply a sense of agency and empowerment, which will drive success. Collaboration and teamwork should be grounded in a school culture with an approach that is not just about working together; it is also about leaders promoting challenge and visibly modelling expectations, vision and the language of success, within the general flow of everyday interactions within schools (Fullan 2005).

In a whole school approach head teachers demonstrate a clear belief in whole school approaches, modeling the pedagogy required, holding a genuine faith in those taking up the leadership role and a belief in both the enterprise itself and the ability of the appointee to lead. Developing a genuine whole school approach, which supports this empowerment of the

wider community, therefore implies that school leaders have an undertaking to promote positive and collective relationships and has implications for the culture of the school.

This does not imply a specific leadership structure. Day et al (2007) found a range of leadership features and practices, with levels and types of distribution varying greatly from school to school. However, from their longitudinal study of 20 schools, they concluded that the driving factor was the head teachers' leadership and the manner and extent to which clear, linked structures, visions and values where implemented:

> "The qualitative data, in particular, point to the primacy of the head teacher, as 'primus interpares', in leading others in leading change; and of the creation of cultures which combine high expectations of staff and students with high levels of care. In these successful schools, there is clear evidence that 'Every Child Matters'." (p125)

In the methods and expectations that are adopted, the design of my research, therefore, draws upon the literatures around a genuine whole school approach to leadership. The planned procedures, for example the questionnaire and interview designs, began with the conjecture that such an approach would probably be evident. I looked for evidence of collaboration and cooperation that was underpinned by trust, respect and inclusion, based upon a 'family' feel or support and working together. The methods adopted to identify these approaches are discussed in the Methodology section, Chapter 4.

School Culture

Multiple and highly complex meanings, coupled with multifaceted layering of concepts and ideologies, makes defining school culture problematic and different definitions abound within the literatures (Kelley et al., 2005, Nicolaidou and Ainscow, 2002, Bragg and Manchester 2016). This problem is further compounded when some of the literatures use a range of terms to

describe what they see as the same phenomenon: climate, culture, atmosphere and ethos are terms used by some as if interchangeable (Cohen et al., 2009, Schoen and Teddlie, 2008). Others discuss school climate as a separate, but often related, concept to school culture. Van Houtte, (2005), for example, sees culture as a constituent of climate:

'Climate entails the total environmental quality of the organisation, and is, as such, broader that culture. Moreover, climate, being a multidimensional construct, encompasses culture'. (p84)

Where others, for example Schoen and Teddlie (2008), however, see culture as encompassing climate.

A further consideration concerns whether school culture can be seen as one unified concept or whether there are, in fact, a number of different (sub) cultures existing alongside one another simultaneously. Contexts of individuals at the site and the locality beyond it, will impact upon the school's overarching culture and lead to multiple cultures influencing, and existing within schools simultaneously: for example, those of classrooms, pupils, teachers, leadership, parents. (Stoll, 2000, Bates, 2012, Hargreaves, 1995, Psunder, 2009).

School culture can, therefore, be seen as a combination of many factors (Schein, 2006, Bragg and Manchester, 2016). This mix of factors will encompass concepts originating within wider society, influenced by the current political thinking of the day, factors specific to the school environment and the community built around and within it and factors reflecting the groups and individuals involved. The factors within this mix interweave to become a:

> '… pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaption and internal integration, that has worked well enough to be considered valid and,

> therefore, to be taught to new members as the correct way to perceive, think and feel..' (Schein, 2006 P17).

Despite this confusion there appears to be some agreement with the above definition, that the overarching 'culture' of the school incorporates the "core values, cherished beliefs, ingrained expectations, norms of behaviour, and the unwritten rules, roles, and rituals that make up the context in which everyday teaching and learning take place" (Psunder 2009), the 'pattern of shared basic assumptions' (Schein, 2006) that make 'the way we do things around here' (Deal and Peterson, 1999).

Understanding the culture is vital for school leaders if they are to lead effectively (Schein, 2006, Nicolaidou and Ainscow, 2002). If they fail to understand the culture, Schein (2006) cautions, it will dominate them. There can be little doubt that societal, institutional, group and individual factors will influence what is valued and important in schools, thus influencing the leadership, commitment and vision cultivated. For, as schools transmit cultural imperatives (Kasen et al., 2004) they are also socializing agents.

School culture operates at several different levels, ranging from the more tangible and easily observed (such as artifacts, symbols, language, customs, environment and rituals) through beliefs and values to perceptions, norms, assumptions and attitudes, which operate at a largely subconscious level and provide the very essence of the organization (Deal and Peterson, 2016, Schein, 2006). The invisible, more embedded, beliefs are more abiding, and resistant to change (Kotter 1990)

School cultures are inextricably linked to people and shared histories (Nicolaidou and Ainscow, 2002, Stoll, 1999) and school leaders are central to developing school cultures (Nicolaidou and Ainscow 2002), which emerge and adjust continually in response to relationships and shared practices (Bragg and Manchester, 2016). As school cultures develop they define

reality for those linked to the school sites, making each school culture situationally unique (Stoll, 1999).

The shared beliefs, norms and perceptions of the school community, the culture, describe how things are and will act as a lens through which participants view their experiences (Prosser, 1999). This is likely to influence how community members respond to bullying situations. Schools with a positive culture and a stronger sense of 'belongingness' are more likely to respond negatively to bullying and more likely to support victims and those who report incidents (Waasdorp et al, 2012). Such a positive culture is indicative of a relationship between a school environment that is perceived to be positive and supportive, where pro-social peer relationships, result in lower victimisation rates (Green et al., 2011, Sense et al, 2015, Salmivalli et al., 2011). Pupils in schools with higher rates of conflict and a less supportive environment are more likely to participate in bullying behaviours (Green et al., 2011). If pupils perceive that aggressive behaviour and bullying are acceptable, then they are more likely to accept such behaviours and become involved in them.

School culture can be viewed as a two way process, people shape the culture, whilst it, in turn, shapes them. The culture that is developed will influence the relationships advanced (George and Wadsworth, 2007) and a culture of collegiality and collaboration is more likely to foster problem solving and creativity when approaching problems (Deal and Peterson, 2016,) such as the victimization of pupils. In order to support this collaborative culture, members of the school community need to feel trust, value and respect for each other (Leithwood et al., 2010, Leithwood and Riehl, 2003, Hargreaves, 2013). It must, however, be acknowledged that each of the words trust, value and respect is also infused with culture and means slightly different things to different individuals in different contexts (Davis, 2011).

When staff perceive that head teachers are trustworthy, they build more

positive, trusting relations with the head teacher, each other and with pupils (Cerna, 2014, Day and Sammons, 2013, Lumby, 2013). Such relational trust is a sophisticated axiom influenced by the frequency and 'quality' of interactions between teachers and head teachers and by the head teacher's approaches and visibility.

In recent years relational trust as part of school leadership and the way in which it impacts upon school effectiveness has become the focus of scholarly interest (Leithwood et al., 2010, Leithwood and Riehl, 2003, Day and Sammons, 2013). Lewicki (2006) defines trust as *''an individual's belief in, and willingness to act on the words, actions and decisions of another''* (P94), whilst Cosner (2009) elucidates that trust is ''*a social resource that is an important element of school capacity''* (p251). She sees trust as a bond between school staff which '*supports myriad forms of interaction'* (p251) and enhances the ''*development of teachers' knowledge, skills, and abilities*'' (p250).

Head teacher practices influence school cultures by creating positive environments where trust takes centre stage (Tschannen-Moran, 2014). Tschannen-Moran defines trust as "one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent." (page 13). She, thus, identified five key elements to trust that are reflected in head teachers practices; the things they say and do:

- Benevolence: a feeling of caring and a staff confidence that their well being will be protected by the head teacher
- Honesty: staff belief that they can rely on the head teacher to keep her/his word and to consistently demonstrate integrity
- Openness: an understanding amongst staff that the head teacher will share information and power with them openly
- Reliability: the head teacher behaves consistently towards stakeholders at all times

- Competency: staff see and believe that the head teacher has the ability to perform roles and tasks as they would expect as fitting for a head teacher. This expectation encompasses engaging stakeholders in problem solving, supported risk taking and a push for standards

Creating trust in schools impacts upon everyone involved and is linked to a range of positive outcomes for school culture, such as the collaboration between staff (Tschannen-Moran, 2004) that is discussed in both leadership and anti-bullying literatures. Head teachers are well placed for shaping such conditions, enabling teacher practices that support positive cultures. They support the formation of trust between school staff by enabling a cooperative culture where there are the intersubjective spaces to support collaboration and teamwork. Tschannen-Moran advocates a number of head teacher practices that support this enabling;

- Taking the time to build positive relationships with and between other school users
- Reflective head teacher practices that attend to each of the five elements
- Sharing a vision for the school that overtly encapsulates these 5 elements, making it obvious what they might look like in practice
- Trusting staff to make decisions and supporting them in this so that lack of success is seen as a learning opportunity and not something for which they will be rebuked
- Providing intersubjective spaces that enable interpersonal connections where relationships can develop between school participants
- Listen. This may seem obvious but Tschannen-Moran makes the distinction between cursory listening and an authentic listening that gives staff, and others, a feeling of agency

Head teachers establish and maintain this culture of trust by consistently demonstrating honesty through their actions, words and, I would argue, relationships.

Mistrust within schools, Tschannen-Moran argues, can be detrimental to the development of collaboration and to the open sharing of information and ideas. This was evidenced in data collecting during this research and will be discussed as the thesis unfolds. Collaborative cultures, Tschannen-Moran argues, encompass interventions to resolve mistrust and conflict and to develop the skills necessary for staff to engage with this process, building their efficacy.

Trust can be harmed where conflict is not well managed (Tschannen-Moran, 2014) and absence of trust in school has been linked to anxiety, disaffection and disconnectedness. This was evidenced in this research. Because of this, Tschannen-Moran (2004) concluded that head teachers should effectively audit levels of trust at their school. She advocated for school leaders developing a better understanding of trust and the implications it has for school members.

As teachers in classrooms can become increasingly isolated in their daily dealings, impacting upon the quality and quantity of interaction, school leaders require creativity and persistence to develop collaborative, trusting and collegial cultures (Cosner, 2009)

A collegial, collaborative culture is aligned with the notion of caring, accepting that the majority of teachers care in the sense that they work hard (Keller, 2009) and '..*conscientiously pursue certain goals for their student*..' (Noddings, 2005). Noddings maintains that a teacher's need to care enables their 'motivational energy' to flow towards the pupils they care for, ensuring that children genuinely feel cared for. The concept of getting to know the needs of your pupils in order to establish positive personal relationships and care for them is supported within the literatures as an effective way to both manage bullying and improve academic performance (Pauley and Pauley, 2007, Berger, 2006). It can, therefore, be seen that each individual needs to feel valued and rooted within the group, regardless of position,

race, gender or class and that the processes of interaction and empowerment are vital (Griffiths and Davies, 1995).

Noddings (2005, 1997, 2015) whilst not disregarding the importance of academic achievement, believes that it is overemphasised in the current educational culture, and doesn't sufficiently foster respect and value for each individual and group. A school climate which encourages a genuine two way caring process lies at the heart of her theory on education, where the main aim of education is to produce caring, competent, loving and lovable people.

Even those who advocate that a positive school culture is one with an emphasis upon academic achievement, generally support positive relationships, fair and consistent discipline, a safe environment and both family and community involvement (Wilson 2004). A decrease in negative behaviours, including bullying, correlates with an increase in connectedness, including a sense of attachment and commitment, which is developed in caring, positive school cultures (Wilson, 2004, Harel-Fisch et al., 2011, Richard et al., 2012). As children engage and become more involved, their sense of well being and connectedness increases, improving their self-concept and impacting positively on their well-being and engagement, making this a cyclical process.

Such an approach would aim at improving achievement for all children, overcoming barriers that exist and enhancing the capabilities of both children and adults within the school community (Muijs et al, 2010, NCSL, 2010). An approach to leadership that develops inclusive practice, with emphasis on raising standards and on inclusion and the embedding of the concept of care, has much to recommend it. When combined with the empowering of community members through an authentic shared approach to leadership, we move towards schools where belonging, trust, respect, self-esteem and feeling safe could make schools safer places for vulnerable children and reduce incidences of bullying.

The sense of ownership engendered by pupil voice, as discussed earlier, is central to this inclusive approach. Knowing that they are trusted members of a school community is important to children's commitment to both the school and to learning (Rudduck and Flutter, 2004, Harris, 2007). Pupils are cognizant and appreciative of how they are treated in schools and how much their opinions impact upon the school's practices. As such their knowledge gives a unique, and often perceptive, viewpoint. Children develop a critical awareness of their needs and capabilities and how they can enunciate their learning needs and vulnerabilities (Rudduck and Flutter 2004). Developing their 'voice' gives children a sense of respect and belonging, the consequence of which can be a more positive attitude where children become excited about and more engaged with learning and where they respect themselves and others, thus reducing anti-social behaviours such as bullying.

Positive school cultures equate to anti-bullying cultures and encompass a wide range of variables, including positive working climates and interpersonal relationships, connectedness, academic fulfillment and support, order and discipline (Cunningham, 2007, Richard et al, 2012). Not only do children feel empowered, so do staff, and this empowerment positively influences their confidence to intervene in bullying incidents and model anti-bullying behaviours. Students who perceive the school environment to be 'caring', 'supportive' and actively promoting 'pro-social behaviours and beliefs' are more likely to feel connected, less likely to become involved in bullying and more likely to achieve academically (Cunningham, 2007). School connectedness, thus, becomes a protective factor, buffering students against bullying behaviours.

It is the development of a positive school culture that will influence the take up of changes, the focus on what is important and valued and the energy applied (Deal and Peterson, 2016). In this process of shaping cultures, symbols are powerful. Both Deal and Peterson (2016) and Sergiovanni

(1996) discuss the importance of school leaders shaping this culture, stressing that their symbolic role cannot be over emphasized. A requirement of their role is that they be seen as a model, to 'embody and symbolise' that learning is a social activity that continues for life. The rituals, narratives, metaphors and symbols modeled by head teachers provide links to how change is managed in the routines and systems of the school (Thomson, 2010, Deal and Peterson, 2016).

Head teachers in Inclusive Schools

A more distributed, shared leadership approach encourages the take up of inclusive practices (Ainscow, 2001, Muijs, 2010, Skrla et al, 2011) and, therefore, the success of anti-bullying, developing a more positive culture. In order to successfully share leadership, head teachers need to work to create an environment where participants can grow into a leadership role, adding further weight to the argument that this must be authentic, in order to succeed.

The importance of inclusion within the development of positive school cultures has already been alluded to. Central to inclusive schools is the premise that all children can learn and contribute to the school and that children in schools, and indeed society beyond school, can, and should, learn to respect one another and embrace diversity (Slee, 2001). Implicit is the need for school leaders to rethink their core values and review environments, curriculum and assessment procedures in order to overcome existing and future barriers (Ainscow, 2005) and promote 'moral' practices, where a 'moral voice' is fundamental (Sergiovanni, 1996). To achieve this moral approach, leadership is grounded in the common good, taking into account the unique, localised needs of the individual school.

This concept of the school as a 'caring family' is endorsed in the literatures (Lance, 2010, Noddings, 2005) where high expectations that are placed on school members go hand in hand with a recognition of their individual

strengths and the embracing of mutual support. If cultures within schools promote caring, love and respect, children will respond to feeling more secure, involved and valued and will, therefore, learn more effectively and come to respect diversity (Noddings, 2005). In such inclusive schools and classrooms children engage in fewer conflicts and those that do occur are less likely to escalate. When these high expectations are applied by school leaders to both behaviour and achievement and where teachers are '*warm, engaging and responsive to children's needs*', classrooms are safer places (Doll et al., 2004). Pupils, in such environments, acquire a closer sense of class membership and belonging, reducing peer conflict and providing a buffer against victimization (Ainscow et al., 2006).

By explicitly committing resources to specific initiatives, interventions and policies aimed at developing inclusive cultures, their prominence and importance will be increased and they will be more likely to flourish (Domitrovich et al, 2008, Ainscow et al., 2006). Head teachers are in a unique and fundamental position to be able to influence the change processes necessary for promoting essential policies and practises (Day and Gurr, 2013, Muijs et al, 2010, Ainscow and Sandhill, 2010).

By modelling inclusive values, practices and beliefs and the associated behaviours, head teachers can give authority to inclusive paradigms and improve the extent to which these are taken up and applied. If head teachers aim to help children to develop respect, care and appreciation for others, this approach has to be modelled by them, and their staff team. This involves a commitment to continued professional development for all staff, a fundamental element for both anti-bullying and inclusive schools. Head teachers are well placed to ensure that this happens, that resources are made available for this continued professional development, which seems to be increasingly difficult in the current climate of cut backs.

There is a need for head teachers to have 'courageous conversations' inviting everyone to contribute, regardless of their personal viewpoint

(Skrla et al, 2011). These conversations often push community members out of their comfort zone as conversations continue beyond the realms of the comfortable, enabling deeper understandings to be explored and developed which, Skrla et al assert, could result in meaningful actions.

However, this is not always a matter of routine, even when the head teacher promotes a positive culture. Rudduck and Flutter (2004) refer to the anxiety and discomfort felt by some teachers when discussing inclusive education, in particular relating to pupil voice. Traditionally the power within schools lies with the adults and this move away from the norm, shifting the power, causes concern for teaching staff, worried about criticism and a loosening of their control (Flutter, 2007). Pupil participation does not, of itself, necessitate a shift in power or automatically indicate a sharing of power, but it does have a range of benefits, particularly for more disaffected pupils (Hartas and Lindsay, 2011, Johnson, 2004). However, children can become disaffected if their perception is that their contribution is superficial and of little genuine worth (Whitty and Wisby, 2007, Harris, 2007).

The literatures suggest that if we want to reduce violence in school, and, by association it can be assumed, bullying, we must move towards school cultures which promote care, trust and respect for everyone and which encourage a moral dialogue: an inclusive school. Therefore the practices of sharing leadership and building inclusive school cultures will be actively looked for during the course of this research.

Summary

A 'whole school approach', inclusion and leadership are not cut and dried concepts and a range of issues remain to be explored further. The literature review suggests that a school where anti-bullying is regarded as being most effective would be one in which the head teacher shares leadership, supporting others in developing this role, whilst also supporting them through the shift in power that it will invariably bring about. The expected culture created would be one of mutual trust, respect and support, where all

members of the community feel valued and develop a sense of belonging. Such schools demonstrate an awareness of a moral purpose, which is promoted and communicated to the wider community. The school community will be seen as encompassing stakeholders beyond the school walls and the school will actively seek out links beyond the confines of the physical setting. At the heart of the school, one would expect close communication and collaboration with everyone a learner and everyone who has the desire to be a leader encouraged to take up this mantle.
In promoting effective, inclusive education, school leaders will need to be prepared to take risks in pursuing a curriculum which, whilst still concurring with statutory requirements, also connects with the children and is relevant to their complicated lives. This requires teachers to take risks in their classrooms, adopting a more flexible pedagogy.

A tall order indeed!

If children are entitled to an education where they can achieve, in safety and where they have an active contribution to play, it can be expected that those schools which reflect this will be most effective at promoting anti-bullying. However, we must realistically appreciate that no school is an island standing alone. Schools cannot change wider society. Outside influences, particularly home circumstances, will play a huge part in how children access school and the behaviour exhibited by them. This will need to be taken into account by research.

Through sharing leadership head teachers can empower others and ensure their continued commitment to a shared vision. The head teacher's role includes the strategic deployment of resources (including human resources) to focus upon the vision and the responsibility to steer and guide the school, keeping this vision at the heart, creating the communities needed to support participants whilst ensuring improvements.

The head teacher, therefore, needs to encourage, develop and support others within the community, most importantly with children, parents and school staff and this needs to be achieved in ways other than tokenistic. The quality of relationships takes a much more central role for everyone, the emphasis being on the level of trust present within these.

Trust is interwoven throughout the leadership literatures (Duignan 2006, NCLS 2010, Deal and Peterson 1999, Muijs et al 2010, Rudduck and Flutter 2004, Noddings 2005, Tschannen-Moran, 2014), seen by Day et al (2013) as the 'glue' that holds an organization together and an integral part of building positive relations. Where the level of trust is preeminent staff are more likely to work collaboratively, engage with and embrace the head teacher's vision and to feel empowered to take on leadership roles (Day et al 2013). This is sculptured and enhanced as head teachers 'walk the talk' sharing their vision and building positive relationships within and across the school community (Day et al 2013, Hallam et al 2013, Hatcher 2005). If head teachers are not perceived by staff as being trustworthy they will be less likely to attend to the head teacher's vision and expectations and less likely to cooperate and be guided by them. Hallam et al. (2013) discuss two distinct types of trust, relational and competency, and suggest that some level of the latter must be present within the former, staff need to feel confident that head teachers have the necessary skills, knowledge and experience to execute their role effectively. However, relational trust, that based upon perceptions of honesty benevolence, goodwill, openness, positive relationships and a feeling of being cared for, enables staff to make themselves vulnerable and to take supported risks, building high expectations of themselves and of others and improving collegiality and involvement for parents, staff and pupils (Hallam et al 2013). Such relational trust, allows stakeholders to be more prepared to take risks as they know that, if they are not successful, they will be free from reproof (Tschannen-Moran, 2014).

Head teacher visibility, and regular head teacher interaction with others, is vital to developing this trust as head teachers model their trusting relationships, expectations and are seen to 'walk the talk' (Waters et al., 2003, Smith and Andrews, 1989, Peterson and Deal, 1998, McAllister, 1995, Day and Gurr, 2013, Hallam et al, 2015, Duignan and Bezzina, 2006). This visibility varies across situations, from the low risk social interactions of everyday encounters with others to the more high-risk visibility associated with scheduled classroom observations (Hallam et al 2013). The way these are perceived depends upon the levels of trust and developing levels of trust will, in turn, be influenced by how these are approached are 'read' within the context of the school.

The influence of external pressures on head teachers and on the school culture must also be acknowledged (Harris, 2007). Head teachers have to 'juggle' wide-ranging influences, including those of local and national government. At this macro level policies and practices, including financing and initiatives, will influence the school environment.

Conclusion

Distributed and shared leadership would seem, therefore, to dominate current discourses around school leadership. However, as a concept, these are far from clear of definition and often contentious as school leaders come under increasing calls for accountability. With diverse contexts and personal propensities, adaptable leadership styles would seem to be advantageous allowing for site-specific responses located in specific space and time. Others within the community expect the head teacher to remain 'at the helm', even when leadership is shared, having implications for how leadership roles are allocated and depending very much upon the schools situation and culture.

The effect of this expectation and its effect on the sharing of leadership roles will be further explored in the context of the research sites as this thesis unfolds.

Key points of connection between the two literature review chapters, highlighting the key areas/foci guiding the research itself:

These two, very separate literatures, were congruent in a number of ways. The social, collaborative elements of shared school leadership (Harris and Spillane, 2008, Carter et al., 2002, Day and Gurr, 2013) were reflected in the literatures on anti-bullying (Arora, 1999, Craven et al., 2007, Olweus, 1993, Pauley and Pauley, 2007, Peplar et al.,, 2006, Roland and Galloway, 2004) as serving as protective factors that could reduce bullying behaviours. The literatures suggest that joint engagement in shared vision, values, aspirations and commitment engenders trust and a more positive culture fostering mutual respect and collaboration. This joint engagement is linked to school connectedness and a more positive school culture as players within the field come to trust and value those with whom they share commonality and teamwork. Trust, as discussed earlier, is the 'glue' that holds an organization together and an integral part of building positive relations (Day et al, 2013), enabling secure attachments to form within collaborative interpersonal interactions. Head teachers are well placed to develop cultures that support trust and the resultant collaborative practices (Day et al, 2013, Tschannen-Moran, 2014). They consistently walk the talk, modeling trust (Tschannen-Moran, 2014) through their sayings and doings, impacting upon the way in which they relate to people and objects within the site. The centrality of this modeling was emphasized in the literatures for both anti-bullying and shared leadership.

As trust and respect build, players within the field are more open to the notion of sharing power and responsibility. The empowerment of staff and pupils through the sharing of power and ownership was emphasized in both literatures (Duignan and Bezzina, 2006, Spillane, 2006, Hargreaves, 2013).

Head teachers in schools have a vital role to play in enabling a culture where everyone develops a sense of agency. They support and trust staff in making decisions, ensuring that lack of success is seen as another learning opportunity. Leadership that is shared, within school and into the wider context, promotes interactions and collaboration. People are enabled to work together to solve problems, which can lead to substantive changes (Fullan, 2005). There appears to be a common thread running through both literatures, of promoting respectful, professional communities, moving away from an individualistic approach to leadership in order to promote collective professionalism amongst teachers, community engagement and capacity building for all community members.

This sharing of leadership roles needs a move beyond hierarchical delegation and dividing or sharing of responsibilities and activities, towards the nurturing of positive relationships where morale and professional development play a vital role (Harris, 2004, Day and Gurr, 2013). Respect and trust were reoccurring themes within both literatures (NCSL, 2010, Starratt, 1993, Duignan and Bezzina, 2006, Lewis and Murphy, 2008, Tschannen-Moran, 2014, Olweus, 1993, Pauley and Pauley, 2007, Peplar et al.,, 2006, Roland and Galloway, 2004) as being vital at every level within this process.

The research tools were designed to reflect the links between these two distinct literatures as identified in the chart below:

SHARED LINKS FROM THE LITERATURES	**RESEARCH TOOLS**			
	OBSERVATION	**INTERVIEW QUESTIONS**	**QUESTIONNAIRE**	**DOCUMENTATION**
TRUST	•	•	•	
MODELLING BY HEAD TEACHERS	•			
CLEAR RULES AND PROCEDURES	•	•	•	
High expectations	•	•	•	

LANGUAGE OF SUCCESS	•	•		•
COLLABORATION	•	•	•	
Collective action	•	•	•	
Connectedness	•	•	•	
Community engagement	•	•	•	
Cooperation	•	•		
Interpersonal interaction	•	•		
Positive relationships	•	•	•	
Secure attachments	•	•		
Self-esteem	•	•		
Sense of belonging	•	•	•	
Team work	•	•	•	
Voice of all stakeholders heard	•	•	•	•
Positive culture	•	•	•	
Respect	•	•	•	
Supportive environment	•	•	•	
AGENCY				
Empowered staff and pupils	•	•	•	
Pupil participation	•	•	•	•
Shared ownership	•	•	•	•
Commitment	•	•		
Shared power	•	•	•	
Shared sense of agency	•	•		
Problem solving	•	•		
Sense of agency	•	•		
Shared responsibilities	•	•	•	
Resilience	•	•		
Embrace diversity	•	•		
Inclusion	•	•		

CHAPTER 4: METHODOLOGY

Introduction

The literature review presented in the proceeding chapters framed the focus and methodology for the current study. The focus of the ensuing chapter will be a discussion of the methodology adopted. I explain the methodology chosen, providing rationale for this selection, for the chosen data collection methods, analysis and for ethical decisions.

Obviously, my professional life prior to the research has had some influence upon the approaches and interpretations. The importance of insider, outsider researcher has been documented in the literatures and cannot be ignored here.

Insider outsider dilemmas

The relationships between researcher and school staff are complex and are influenced by the various histories, agendas, priorities and expectations that each party brings to the table. As an outsider my position as researcher would indicate limited knowledge and understanding of the setting. Conversely, as an insider this perspective changes, the researcher is understood to have knowledge of the settings. For researchers with professional experiences in education, involved in research in schools, the relationship between the two is generally complex and fluid but is further compounded when the researcher is no longer a part of school culture. As an ex-head teacher I found myself straddling this insider/outsider divide and this binary proved unhelpful. Like Perryman (2011) I found myself being somewhere in between, a 'returning native' (p857). I was not a 'true' insider

as I am no longer a part of the school community, however the knowledge and understanding I have of the context would indicate that I am not a 'true' outsider. I found myself shifting and sliding between the two on occasion, along the 'continuum with multiple dimensions' described by Mercer (Mercer, 2007, p1). In such circumstances insider, outsider researcher identity can become blurred and fuzzy, the researcher is neither an acknowledged insider nor a true outsider (Sikes and Potts, 2008).

Because I have experience of both working in and leading primary schools, my insider position granted me easier access to the research sites and influenced both the way I approached and interpreted the context and the manner in which I was viewed by the actors in situ. This insider-outsider positioning also inevitably influenced the way participants viewed me and the way in which I viewed both the context and the research itself (Hamdan, 2009, Mercer, 2007) .

My sense of myself as a professional has been built up and developed over a number of years and is, as such, deeply embedded. Changing this necessitates re-examining attitudes, beliefs and approaches: being receptive to new identities as a researcher and a learner, causing internal tensions.

Having developed much of my professional identity through the period of National Professional Qualification for Head teachers and its national standards for head teachers (Bush and Glover, 2003, Crawford and Earley, 2011) my classroom observations were tinged with the generic skills approach embedded within the scheme. I wrestled with the dichotomy of past experiences, observing for target setting and school improvement and my current focus: observing for the furtherance of my research project. This was most marked earlier in the research process, where the habit of applying OFSTED criteria to observations was difficult to quell.

The school 'insiderness' was further compounded when staff, both teachers and teaching assistants, invited me to identify opportunities for

development with their performance and to set targets for improvement. However, there were also occasions when the staff thrust me soundly back into the sphere of outsider researcher. The 'professional disequilibrium' (Cochran-Smith and Lytle, 1993, p231) this caused required constant readjustment and was, at times, disconcerting.

As the research progressed it became easier to address this incongruity, however, it never fully disappeared. This fluidity of identity has been identified within the literature (Thomson and Gunter, 2011, Milligan, 2016, McNess et al, 2015).

The complexity of insider-outsider incongruity impinged upon my developing identity as a researcher, how others perceived this identity and the data collection and interpretation. The mantle of insider was, in itself, ill fitting, as I was never a member of the situated culture at these specific sites. I did, however, have the insider perspective of being a part of the wider primary school community. Nor did I feel integrated fully into the outsider research domain. For the most part my position bridged a gap between the two, neither stance ever absent from the situation, but the orientation being dynamic, shifting between the two.

Epistemological Underpinnings

It is now widely accepted that the researcher has the freedom to select methodologies that are most expedient to the research question and setting, combining the paradigms of quantitative and qualitative research (Bryman, 2008, Savenye and Robinson, 2004, Tashakkori and Teddlie, 1998) and positioning themselves somewhere along a continuum between these two perspectives (Bryman, 2008, Savenye and Robinson, 2004, Tashakkori and Teddlie, 1998).

From the perspective of socially constructed knowledge, the use of both quantitative and qualitative data combined as I positioned myself upon that

continuum between positivist and naturalist paradigms. Initially the concept of realities that were constructed by each individual caused me some disquiet but I eventually came to an understanding that:

- 'Realities' are socially constructed; individuals, therefore, should be viewed as part of a social whole, constructing realities concomitantly, (Kivisto and Pittman, 2005, Patton, 2002, Sheehan, 2004).
- Our social, cultural, political, gender and economic understandings will all impact upon our reality and knowledge formation (Griffiths, 1998, Mills, 2006).
- Some knowledge is 'knowledge of' things, which is not socially constructed. Such knowledge exists independently of humans and would continue to exist if they became extinct, for example the existence of gravity. Bhaskar (1975) calls this the 'intransitive objects of knowledge'

As humans, we make sense of our world based upon our historical and social perspective, making our generation of meaning social. We, therefore, individually and collectively create meaning from our experiences, which we continue to adapt, organize, enable and constrain. This is not to presume that the world does not exist outside of our perception, evidently dinosaurs existed before humans explicated meaning from the world. However, we do bring our interpretations to the world, interpreting it through our cultural lens:

'…… all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context.' (Crotty, 1998).

As researchers, therefore, we can never really know the absolute truth. The truth we reach will be subjective and our knowledge of it will be value laden,

representing the interpretations and/or voice of the participants and researcher.

These multiple voices of, and interactions between, researcher and participants, are vital in building the story of lived experiences, underpinning the epistemological belief in the subjective nature of knowledge and knowing. This determines the methods of data collection adopted, in an attempt to gain a clearer insight into the lived experience and to give the voice of those involved an arena.

I therefore did not look for an absolute truth or universal generalization but identified similarities and uniqueness's within and across the settings I examined, which may be more or less transferable.

Epistemology and Implications for methodology

This research requires a methodological framework that investigates participant's interpretations. In investigating what head teachers do to promote effective practice for anti-bullying in school, the research framework needs to provide scope for participant voices and empowerment and enable me to situate my own understandings.

Understandings:

Knowledge based on experience and insight

Ribbins and Gunter (2002, p373) identified five domains of knowledge for consideration within research design. These being: conceptual (concerned with ontology, epistemology and conceptual clarification), critical (concerned with revealing and emancipating leaders and followers from

social injustice), humanistic (gathering and theorizing experiences of leaders), evaluative (abstracting and measuring the impact of leader effectiveness on organizational outcomes) and instrumental (providing effective strategies for leaders to deliver organizational outcomes). Whilst it is accepted that research will probably fall within more than one domain, this particular piece of research falls predominantly within the humanistic domain, relying on experiences and perceptions of the effects of anti-bullying cultures as understood through participant's experiences and perceptions. It also lies within the instrumental domain as, whilst wide ranging generalizations cannot be assumed, it is hoped that practice may be impacted upon.

In undertaking this research, therefore, I work with/from the view of knowledge as based upon experience and insight, where the effects of an anti-bullying culture can better be ascertained and understood through participant experiences and perceptions.

The research begins from a premise that every individual is valuable and is a valued member of the school community. The voices and interpretations of participants are integral to the generation and analysis of the data.

Research that seeks to make a difference.

Educational research should be for the improvement of the children or students (Griffiths, 1998) leading to the obvious discussions concerning what constitutes 'improvement'.

Research into the developing of anti-bullying cultures is aimed at improvement for both the individual and wider society. This has implications at a political level, with concerns surrounding social issues and change, which in turn will have implications for the distribution of power for individuals and groups. Change is necessary in order to develop an

education system where the needs of marginalized children are bought, through dialogue, back to the center of the educational process (Freire, 1996). As a result of educational research, such changes are actualized through the individual, to stimulate changes within the social group (in this case the school) in order to stimulate change within individuals (Bassey, 1992).

Discussion, in Chapter 2 of this thesis, surrounding the consequences of bullying behaviours explain why research undertaken to reduce bullying and create a positive learning environment, could be regarded as an improvement, particularly for those children involved. Such positive cultures facilitate an approach to education that is 'oriented towards the good for each other and the good for all.' (Kemmis et al., 2014 p28).

Researcher as montage maker

With a focus on the interpretation of the social context and the actors within it, in order to understand the social world (Bryman, 2008), the researcher acts almost as a quilt maker (Denzin and Lincoln, 2005), using many methods and tools, employing a range of strategies in order to produce a 'montage' or picture of the phenomenon under study. The main instruments in building this 'montage' are words, not numbers (although some numerical data may be explored), in an attempt to describe meanings, experiences and observations which will assist in constructing an understanding of the 'socially constructed nature of reality' (Denzin and Lincoln, 2005, p10).

Exploring the journey taken by participating schools, through the words of participants, as they function as effective anti-bullying contexts, it is necessary to investigate the phenomena both in depth and in situ, within the social setting.

The main character of the research was, therefore, this quilt making; the discovery, insight and interpretive perspective favoured by qualitative research. The very act of undertaking a literature review prior to the investigation process, coupled with experiences and expectations already formed, influenced the premise from which the research began. Whilst it is impossible to approach research without some level of conjecture, potential theories and understandings can still present themselves as the study progresses, grounding themselves in the investigation as it unfolds (Patton, 2002). This was the most pertinent way to approach this research. The initial postulating created focus and direction for the study, whilst the study itself allowed insights to manifest themselves. However, some quantifiable data was gathered and analyzed during the execution of this investigation and this was not at odds with the overarching epistemology (Denscombe, 1998, Powell et al., 2008).

The perspectives of Participants

In order to find out what participants thought I needed a research methodology framework that allowed for the researcher's use of interpretation of multiple social dimensions and data sets and also nurtured the empowerment of participants, in collaboration with the researcher, to identify and interpret key concepts. I took research participants to be head teachers, teachers, other school staff, children and parents.

The involvement of parents extends beyond the usual inclusion of parents as informants or as examples of family characteristics, such as parenting styles. Sawyer et al (2011), highlight how this has been the limit of parental involvement, despite research expounding the vital role parents can play in supporting, protecting and buffering children involved in bullying behaviours. The voices of parents are often marginalised in the context of education (Busher, 2005). However, the way in which parents define and perceive bullying will influence how they respond to incidents and support

schools and their children. Parental viewpoints were, therefore, explored through both questionnaires and interviews.

With the changes to UK legislation on children's rights to be heard in the late 1980s and the ratification of the UN Convention on the Rights of the Child in 1991 the notion that children's voices should be heard gained ground (Morrow, 1999). It was my understanding that this tumult of voices would enable a rich descriptive dialogue and a more thorough identification of key concepts.

Research Design: Case Study

With the intention of selecting 'information rich' cases personal contacts from two East Midlands Local Authorities were requested to recommend schools deemed by them to have 'effective' anti-bullying practice. The schools were, therefore, selected in conjunction with the local authority consultants who professed to know them well and to have worked closely with them as schools with good practice in this area. However, it was not always the case that the consultants actually knew the practices and approaches of these schools, as will be discussed in the data analysis. This selection process resulted in the selection of five schools, each to be studied for a period of 3 weeks.

Case Studies

The literatures (Briggs and Colemann, 2007, Denzin and Lincoln, 2005, Bryman, 2008) suggested that this research necessitated an investigation of practices, behaviours and processes within and across social settings that would best be facilitated through a case study design. Case studies involve lengths of time in settings, studying issues which hold an intrinsic interest for the researcher (Stake, 1995).

Since my intention was to investigate and compare anti-bullying practices both within and across school settings and to enable '*an insight into the real dynamics of situations and people*' (Cohen et al., 2013, p294) a multiple case study approach was most appropriate (Yin, 1994).

As an empirical approach to a contemporary phenomenon in context (Yin, 1994), such case studies focus on understanding the relationships and dynamics of group situations, (Eisenhardt, 1989), which seems fitting to this investigation. This study was undertaken in an attempt to improve educational action and inform policy makers, via empirical enquiry. Because research into social settings involves a range of interesting and pertinent variables and multiple sources of data (both quantitative and qualitative), a range of data was collected and analyzed (Briggs and Colemann, 2007). To ensure trustworthiness across these multiple sources, incidents, data, interpretations and their emergence were traceable through an audit trail (Bowen, 2009) which was available for access and interpretation by others.

Within the case study, identifying the cases was crucial for the research as choice of site can define the approach, data and findings significantly. Because the number of cases one can actually cover in a PhD, is limited, it is expedient to select cases which will yield relevant data in order to be able to build a relevant theory (Eisenhardt, 1989). By undertaking a multiple case study it is probable that both similar patterns and results and contrasting patterns and results will emerge across the cases. For this reason the cases to be studied were strategically selected in order to maximize information pertaining to successful practice (Flyvbjerg, 2006).

An ethnographic approach

Denscombe (2014, p80) holds that ethnographic research 'requires the researcher to spend considerable *time in the field* ….'. Accordingly, whilst adopting ethnographic principles this research does not wholly satisfy this criteria.

While this was not ethnography being a shorter, time specific, piece of research focusing on head teachers as individuals within the settings, (Thomson et al, 2016), some relevant ethnographic principles informed my approach.

As a researcher positioned within the site of study, the influence of personal histories, prejudices and cultural landscapes cannot be separated from the research but must be made explicit and the impact they may have must be explored, taking into account the researchers political and ethical views (Griffiths, 1998). Mills argues that:

> 'We are all influenced by our history and cultural context, which, in turn, shape our view of the world, the forces of creation, and the meaning of truth. Often these underlying assumptions about the world are unconscious and taken for granted' (Mills, 2006, p26).

The impact of historical and cultural influence is particularly pertinent for ethnography, which encompasses description and analytics (Fetterman, 1998) to produce a 'thick description', combining analysis and interpretation to generate a deeper understanding of the culture. To achieve this, as a researcher, I had to immerse myself within each research setting, in an attempt to gain both an 'emic' perspective, from the situated circumstances and participants, and 'etic' perspective, based upon the literature review undertaken and how these ideas acted out in situ.

As the study was based upon these ethnographic approaches, the contextualisation, interpretation and reflexive relationships were combined in a flexible approach to the research. The approaches included will be outlined in the next section.

As a case study with ethnographic elements, I was able to ask questions about social and cultural dimensions, aiming to investigate, describe and

interpret school cultures. By necessity this included the influences of social and historical elements and often related to imbalances of power within these social settings.

Research Tools

As a case study the focus was upon understanding the social processes within the settings (Stake, 1995) and how individual schools effectively tackled bullying. In order to gather substantial appropriate data, a combination of data collection tools was employed, including (1) questionnaires, (2) focus groups, (3) interviews (4) documentation, (5) observation. An overview of these can be seen in the chart Appendix 2.

Questionnaires

In researching and assessing bullying in schools, many researchers have opted to use questionnaires as an instrument for data gathering (Olweus, 1993, Rigby, 2010, Salmivalli et al., 1997). This approach has often been to discover the nature and extent of bullying.

In order to validate Local Authority perceptions of effectiveness and to gain an understanding of the degree, nature and occurrences of bullying present in the selected cases, comparing them with findings of other studies, I opted to use questionnaires, utilizing a Likert scale (Appendix 2). These provided a structured data collection method, gathering a significant amount of data quickly, in order to inform understandings. Although there is always the concern that the participants will answer with what they perceive to be the 'right' answer, because questionnaires can remain anonymous they may elicit more truthful responses and, thus, provide a 'safe' environment for participants to express their honest opinion (Denscombe, 2014).

The extent of unreturned questionnaires can be problematic, they can often have low response rates (Bryman and Burgess, 1994). To counter low returns of questionnaire I opted to undertake a whole class approach to completion of pupil questionnaires, with a full explanation of the intent of the research. The questionnaires were read out to the children in the familiar setting of their classrooms, each question being read and repeated and time being allowed for completion before moving on. The children were informed of their right to withdraw, in fact several children exercised this right, and of measures for anonymity and confidentiality. These terms were discussed with children to ensure understanding, as were any unfamiliar terms encountered throughout this process. In order to accommodate reading ability, the children's questionnaire was aimed at and delivered to upper KS2 children only. Teachers, prior to administration, had identified children with specific needs and these children received additional support as required. Parental questionnaires were sent out via the children, with an explanatory letter. Staff questionnaires were placed in pigeonholes or handed to staff directly, as arranged by the leadership team of each setting. As both staff and parental questionnaires were generally slow to be returned, in all settings, and were subject to the expected low return rate, reminders were sent out, to act as a prompt for completion to staff and parents.

The anonymous nature of questionnaires made following up interesting or incomplete responses impractical. However, some gaps could be addressed through interview as these interviews were timed to follow the questionnaires. Following up questionnaires with interviews allowed opportunity to explore some issues in more depth. Unfortunately, this was not always possible due to time constraints within the school and the times taken to return the questionnaires.

Focus groups

As this research set out to elicit the perceptions, experiences, attitudes and insights of specific social groups as well as individuals, in a limited time period, the use of focus groups provided a felicitous method (Wilson, 1997, Kitzinger, 1995, Barbour, 2008). Unlike group interviews, focus groups can move some way towards breaking down the power imbalance (Bryman and Burgess, 1994, Wilson, 2009) between interviewer and interviewee (Wilson, 1997), although, as with any social situation, there is likely to be some semblance of power between participants. In order to balance power, participants were given every opportunity of taking the lead and power often shifted towards group members (Bryman and Burgess, 1994, Wilson, 2009).

A focus group interview can be designed as a guided 'discussion', with gentle guidance to retain focus and ensure the participation of all group members. Wilson (2009) holds that the language used in focus groups is more likely to be the naturally occurring language of interviewees and their stories are more likely to unfold, allowing a greater depth of data to be gathered and, potentially, moving away from groupthink. Focus groups are a useful way to explore people's knowledge and beliefs through discussion around topics chosen by the researcher, initiating interpersonal communication that may lead to a better understanding of the phenomena. By utilizing this method I hoped to tap into the dynamics, interactions and opinions of the group in order to gain a better understanding of issues surrounding effective leadership for anti-bullying.

Compared to other forms of data collection I anticipated that focus groups would produce larger amounts of data in a shorter time frame. When working in school settings, with busy staff this must always be a consideration.

It was intended to use focus groups to gather information both for direct analysis and to inform further interviews, however, this was not always practical, as will be discussed in the results section.

Interviews

Interviews in case studies are one of the most pertinent ways to gather data (Yin, 1994, Stake, 1995). Semi-structured interviews were used to gain deeper, more detailed responses - they built upon information gathered by questionnaire, focus groups and the literature review.

Although time-consuming the interviews enabled me to examine participants' individual understandings in more depth, exploring how they felt about the effectiveness of policies and procedures for countering bullying. Interviews allowed participants, who may have been reluctant to participate in the focus group or had something pertinent to contribute to the research, to have a voice (Noor, 2008). The semi-structured approach offered more flexibility, allowing for different questions or lines of thought to be pursued with different participants (Noor, 2008, Yin 1994). Yin (1994) describes such an approach as being 'guided conversations' (p106), characterized by a fluid structure, allowing for lines of enquiry to be further developed and questions to be presented, but in an unbiased way.

Questions were derived from previous investigations identified in the literatures and provided a loosely binding framework, unlike more structured interviews where questions are predetermined and asked in a more rigid order, of all participants. The semi-structured approach enabled me to predetermine pertinent questions but accommodate the modification of both content and order depending on the direction that participant responses and perceptions indicated. By interviewing participants at varying points throughout the investigation their perceptions of leadership and its impact could be captured as this best fit the investigation.

Focus group interviews were undertaken (see Appendix 2) with pupils, staff and others, with individual interviews with the head teachers and participants identified as being significant others in the area under consideration. These focus groups formed the main core of the investigation. If we accept Yin's (1994) representation of such interviews it is evident that relationships will develop between participants and the conversation can aid the construction and re-construction of knowledge and understanding pertaining to the phenomenon under study. These relationships were apparent and will be further discussed in the results section.

From the literature reviews of bullying and leadership, several themes emerged which could impact upon the phenomena under study. These themes were added to as the research progressed and further pertinent themes surfaced via coding of data. This identification of themes can be a useful step within the research (Eisenhardt, 1989) rather than allowing the 'constructs' to emerge, as in grounded theory approaches. As the research developed and theories emerged, these themes were more explicitly investigated and triangulated. Eisenhardt (1998) stresses that these should be tentatively identified so as not to bias or narrow the research findings, ensuring that new understandings may still emerge. Themes that were identified were, therefore, used to direct the focus groups, interviews and observations and can be found in Appendix 4

The use of a digital recorder to capture interview data was deemed to be advantageous. The majority of verbal exchanges could be captured and, as the researcher, I could concentrate on the participant and their responses, ensuring that participants felt valued and that pertinent aspects of the interview were more fully explored as was appropriate. Without the use of such a verbal capturing device, the transcripts would have relied upon researcher notes and/or memory (Denscombe, 2014). I considered the fact that some participants may not feel comfortable with the recorder, and that it could limit responses. Because the issues surrounding voice recordings I

gained permission before recording proceeded and ensured that the participants were comfortable with the process, giving them the option of turning off the recorder at any point.

Whilst the main emphasis of the research, bullying, is a very sensitive area and one which participants might wish to ensure confidentiality, the actual focus was on successful practices and I hoped that participants might not view the recording of responses as an impending threat. Sensitive use of data collected was assured before proceeding in order that participants were confident of an acceptable degree of anonymity. To reinforce this the participants were offered the opportunity to view transcripts. Issues surrounding this data did, in-fact, arise and these are discussed in Chapter 6.

Interviews lasted approximately 40 - 60 minutes. Questions focused upon the participants understanding of bullying, both generically and within the school, and on aspects of belonging, community and leadership.

All interviews were transcribed (Appendix 5), either by the interviewer or, in one school, by a professional transcriber. The latter transcripts were carefully read and corrected by the researcher. The identities of respondents and settings were anonymised. From the coded transcripts broader categories, or themes, were developed using an inductive coding approach (Denscombe, 2014, p285). In this way the researcher could allow for themes suggested by the literatures, thus reflecting pertinent research undertaken within the field, as well as those more unique to the setting, reflecting participant's experiences and thoughts.

Documentation

The inclusion of a study of documentation is relevant in case studies (Yin, 1994, Stake, 1995, Denscombe, 2014) and was thus included. Such sources can be used to further corroborate information and understandings (Yin,

1994) and to identify contradictions which can then be investigated further. The range of documents that might be pertinent to this research included policies, strategic plans, meeting minutes, OFSTED reports, school profiles, brochures and records. All of these sources could potentially hold information concerning the school's ethos and stance on anti-bullying.

The need for careful approaches to documentation is well documented (Stake, 1995, Yin, 1994, Denscombe, 2014). School documentation used to support this research were selected for relevance, coded and stored securely. I remained cognizant that the production of such documentation had an intended audience and purpose, independent of the investigation. It is pertinent to identify and bear these in mind during analysis.

Observations

Observations formed a substantive data collection method, providing additional data and allowing for an exploration of school environments and cultures. Observations focused upon relationships between participants and the signs and symbols evident within the school environment

I recorded sights, sounds and activities within the school settings. I opted to use the first two days in each school to immerse myself in the general day-to-day 'runnings,' not involving note taking or recording but, nonetheless, making initial observations. The reasons for this were two fold. From my own perspective I wanted to gain a 'feel' for the setting, to give myself an opportunity to get to know the school and participants. I also wanted to give the school community the opportunity to become accustomed to my presence. The value of this is recognised in the literatures (Denscombe, 2007, Thomson et al., 2016). During these initial days notes were, however, made where time allowed; predominantly during comfort breaks and at the end of the day. After this initial period observations were recorded in situ. This recording, by necessity, was in the form of notes (Appendix 6) that

needed to be written up more comprehensively and quickly as time allowed (Denscombe, 2014)

In an attempt to 'soak up the environment' (Alston and Bowles, 2003) and to enable observations that were not influenced by preconceptions I opted not to use a structured observation schedule. This less structured approach resulted in copious notes and jottings, which, subsequently, proved challenging to organize (as will discussed under Data Analysis later in this section). The approach to observation was, however, not entirely without focus as an extensive literature review had suggested possible areas of significance, which were initially arranged into the key areas of joint enterprise, mutual engagement and shared repertoire, (Wenger, 1998) (Appendix 7). Alongside observations of participants there was also some documentation of displayed material, which is discussed in Chapters 5 and 6.

Deal and Peterson (2006) attach much importance to symbols within schools and how these can be seen as the outward manifestation of the school's values and beliefs. As powerful elements of a school's culture, this obviously has significant importance for a school's approaches to anti-bullying. Along with the schools written symbols, for example the policy document and the inherent symbolic nature of the head teacher, artifacts and external symbolizations represent the school's stance and can have a profound effect upon the culture and ethos developed (Deal and Peterson, 2016). The effect of this symbolisation is further illustrated in Chapters 5 and 6.

The Research Process

Based upon extant literatures, several issues needed to be considered when thinking about how to work with the case studies in order to generate high quality findings

Choosing the sites

Selecting the sample is an essential part of case study research and is entangled with methods, analysis and outcome in an immutable manner (Denscombe, 2014). Being a case study, the sample for this study was small and focused, chosen to maximize the benefits of the data collected. The 5 cases, therefore, had to be strategically selected for exhibiting specific characteristics, a more pragmatic approach to selection (Flyvbjerg, 2006). Stake (1995) recommends the selection of cases which are hospitable and which support the phenomena under study. With such an approach I could identify case specific information and aspects that might prove to be common across studies, and/or transferable.

Thus, purposive sampling enabled me to select of the most appropriate cases, those that were 'information rich' (Lance, 2010). It was hoped that the involvement of local authority coordinators in selecting schools exhibiting 'effective' practice would provide this depth of information. Taking into account the pragmatic considerations of time, access and cost and the methodological consideration of study size and wanting to access rich data, this was, therefore, the best approach to take.

The time and personnel (one researcher) allowed for an investigation into 5 schools. Each 'case' extended over a consecutive 3 week period, across 2 counties, providing a geographical and socio-economic mix. A further 2 week period was spent in Oakwood Primary School to enable the collection of further observational data and the opportunity for parents and governors to have a voice. This school was selected as analysis of previous data suggested a more successful anti-bullying culture at this specific site.

As I relied on recommendation from a third party, the screening of possible samples to ensure the eradication of those which were not pertinent (Yin,

1994) was largely out of my control. To account for this I discussed, with local authorities, the criteria used to determine 'effective' practice and how this related to the recommended cases. One initially identified site was, on reflection, excluded based upon pertinence as the head teacher was returning from long-term sickness. The practices of this head teacher may have been impacted during her absence and, therefore, it was deemed that exploring 'effective' practices was not germane at this point in time.

The 17 week time frame required to examine the five schools needed to take into account the probable reduced access at the beginning and end of terms and in the event of incongruous circumstances, e.g. OFSTED or school educational visits and events. Such events might impinge on data collection and the possibility of returning to gather further data and clarify points should this be required.

The lessons and activities selected for observation (Appendix 2) were, on occasion, seemingly open as I was invited to conduct observations openly. However, in reality schools guided this, as areas and/or activities were not observed without gaining consent and staff exercised the right to refuse at any given time.

Gaining and Maintaining Access

Gaining access to research sites and any supporting data sources can often be problematic (Briggs and Coleman, 2007, Jex, 2008, Johl and Renganathan, 2010, Murray, 2011, Walford, 2001, Wellington, 2000). Jex (2008) suggests that there are two main reasons for this: time demands on participants within the site and the delicate nature of information that might be divulged. In school settings both of these issues were pertinent and had to be kept in mind as schools were approached. Whilst perseverance can sometimes be necessary and rewarded with success, some researchers have gone to extraordinary lengths to secure access (Jex, 2008, Walford, 2001) calling

into question the ethical underpinnings of these actions. This was not a path I was willing to tread.

Much pertinent literature (Jex, 2008, Johl and Renganathan, 2010, Lodico et al., 2006) extol the importance of establishing positive links with those who control access to school sites and personnel, usually local authorities, head teachers, governors and school secretaries (who control access to head teachers). They also point out the problems associated with this in that such people could have hidden agendas and cultures that, as a researcher, I would need to become aware of.

With contacts in two local authorities, I was able to circumvent, to some extent, the issues surrounding access (Bryman, 2008). The knowledge and recommendation of existing local authority contacts was used as both an identifier of purposeful sites and as a method of introduction. With previous experience working alongside behaviour and anti-bullying strategy teams, I was able to exploit these links and contact (either by email or telephone) people with an interest in the research area who may be in a position to recommend my research to school 'gatekeepers'.

Therefore, despite the fact that '*Investigators cannot expect access …….. as a matter of right.*' (Cohen et al., 2007, p55), with local authority support, difficulties accessing head teachers were minimized. Initial contact, by email or telephone, was swiftly followed up with a face-to-face visit in an attempt to build positive relationships.

Access to school sites is about more than just getting into the physical setting; it is also about building trust and relationships, which continues throughout the research period (Walford, 2001). Relationships have associated power implications and not all of them are equal. This power relationship is something that I had to bear in mind as I first approached school leaders to encourage participation and as I worked with participants throughout.

Gatekeepers hold the initial power and it is vital that they are enabled to make an informed decision about consent (Cohen et al, 2007). Subsequently this prerogative applies to all participants. In order to do this, participants need to hold all relevant information. It was, thus, vital that I clarified in my own mind exactly what the nature and scope of the research was (Cohen et al, 2007) and details about data gathering, analysis and dissemination. This personal clarification enabled a comprehensive and enthusiastic account of the investigation to be presented prior to access, through email and discussion in schools selected. In reality the nature and scope of the research and data gathering and analysis became living concepts, changing and growing as the research developed.

Armed with full and honest information school leaders were in a better position to clarify points of uncertainty and to grant access with a full understanding of the investigation, why they had been selected for inclusion and its likely disruption and/or impact upon their school. In each school the head teacher opted to discuss the research with staff during staff meeting time. Based upon the assurances of head teachers that staff had been apprised in this way, I assumed that staff had been informed of my presence before my arrival. However, it was not always the case that this staff meeting had occurred and I found myself explaining the research and their participation, individually or in informal staff meetings, on my arrival. Class teachers would then introduce me to the children and I explained to them who I was and their role within the research.

Throughout the investigation I aimed to limit the impact I had as much as possible, reducing my own impact upon data gathered. However, my presence in the setting inevitably had some impact and I tried to remain aware of this, log as much as possible and remember this during analysis (Denscombe, 2014, Cohen et al, 2007). Some of these occurrences are discussed further as this thesis unfolds.

Previous experience in role within schools proved beneficial to this process. The hierarchical nature of most school settings and the varied politics in existence were already known and I was well placed to appreciate that different schools required very different approaches. Walford (2001) highlights the importance of this acclimatization, discussing how the use of vocabulary perceived as inappropriate to a specific setting caused the researcher to be shut out of the data collection process. The first contact with each school needed to take into account an assessment of the environment and school culture in terms of, for example, acceptable dress, language and behaviour. This initial evaluation provided an opportunity to begin to gauge relationships and internal politics. Through this initial encounter I endeavored to reflect a professional approach and provide an opportunity to present a detailed verbal and written account of the investigation to head teachers.

Time

My previous experience also made me very aware that time is a valuable commodity for school staff. Interviewing, inevitably, has time implications for those concerned. In order to redress the imbalance for schools I:

- Conducted staff interviews via a focus group approach, where possible during a staff meeting session, minimizing time disruption as much as possible. Any follow up interviews could then be arranged at a convenient time with individuals.
- Negotiated with school leaders for professional time in recompense, in the form of either an in-service or staff meeting input or contact time with children. It is interesting to note that only two schools took up this offer.

The pilot study

The interview schedule and questionnaires were shared for comment with

colleagues, including my supervisors, before piloting in the first of the selected five schools. Piloting the interviews with both staff and children gave me the opportunity to evaluate my interview techniques and the effectiveness of the questions and approaches. This enabled me to fine-tune the tools I was using, to ask participants for feedback on the process and to rehearse the reiteration of ethical considerations for participants. No adjustments were suggested at this time.

Staff, children and parents were asked to complete the questionnaire. The anti-bullying coordinator then asked staff to comment on the clarity of questions and the length of time taken to complete and children about the ease of completion and the clear understanding of questions. The feedback was then reported to the head teacher who conveyed it, anonymously, to me. No further adjustments were suggested for the questionnaire. The anti bullying coordinator of this school expressed an interest in using the questionnaire as a method of exploring anti-bullying practices within the school once the research was completed. I was pleased to take this as an affirmation of its effectiveness.

Relationships

To foster successful and continued access to participants the building of relationships continues throughout the period of the project (Denscombe, 2014, Cohen et al, 2007, Bryman, 2008). Each participant will have their own perceptions of the situation: staff may well be wary if they are concerned that the researcher is part of the wider monitoring climate prevalent in schools, children and parents may be wary if they think that things said will be reported back to staff. All participants may be wary if they are concerned about confidentiality or about reporting arrangements. This issue proved to be very significant and will be further discussed in the results section.

Confidence, trust and acceptability (Briggs and Colemann, 2007, Bryman, 2008, Jex, 2008, Johl and Renganathan, 2010, Murray, 2011) are all vital to continued access. Participants may share personal or delicate information and, as a researcher, I was aware of the need to respect this. I also needed to understand that it can be difficult to maintain trust and that diplomacy has to be maintained, working at relationships and treating people with respect continually. The role of researcher is a privileged position. Information may be divulged that might not have been made available to others and this can impact upon relationships and must also be treated with care. Anything deemed particularly personal, disturbing or pertinent to child protection must be handled appropriately. The latter was made clear to all participants via the literature provided and verbally during interviews.

Another facet of access concerns the accessing of documentation and data. This access must be approached ethically and legally; with consent, confidentiality and the integrity of data (Denscombe, 2014, Cohen et al, 2007, Bryman, 2008). Some information gathered may be of a delicate nature and must be kept secure, for example OFSTED reports, policy documents, letters and records. Although head teachers were often open with access to documentation, to varying degrees, most of them reiterated this.

Due mainly to time restraints, the approach I adopted was largely in line with Johl and Renganathan's (2010) formal approach. 'Informants' were encouraged to be Laurila's 'candid analyzer's', who give a depth of information openly and candidly (Johl and Renganathan, 2010, p43). This approach required understanding and continued application.

Once Access was Gained:

My first task as researcher was to negotiate the nature of my presence within the context, defining the nature of activities I would, and wouldn't, be

involved in. The complexity of this process has already been discussed in Chapter 4, as insider/outsider.

Interactions blurred the lines between colleague and researcher and had to be negotiated carefully to determine if information was actually intended as data. On occasion, I also questioned how free staff were to give informed consent e.g. the young anti-bullying coordinator as discussed in Chapter 6, or if they felt compelled to participate.

A dialogical relationship between the researcher and participants was, therefore, established, where trustworthiness was important, as was attending to participant voices in order to maintain the integrity of experiences of participants within the social setting.

Ethical Issues

It is vital that the safety, dignity and esteem of those involved remain central to research at all times. BERA set out the principle of '*respect for persons, respect for knowledge, respect for democratic values and respect for the quality of educational research*.' (British Educational Research, 2004). I also acknowledged that any social context will encompass a variety of situations which cannot all be foreseen or accounted for. In keeping with these ethical considerations, throughout the research I aimed to treat all participants with respect and dignity. The ethical approach to participants encompassed obtaining their informed consent before participation. 'Informed' consent presupposes that I provided them with information concerning the aims, nature and expectations of the research before they agreed to participate. In addition to this information, written parental consent was sought for all participating children. Ethical documentation is included in this thesis, Appendix 8.

Participants were made aware of their right to withdraw from the research at any stage, including the children. As researcher, I remained perceptive as the research unfolded and was prepared to cease any activity that was having a detrimental impact upon the settings or participants. Criminal Police criminal records check clearance was obtained and available for inspection at each school.

Because the cases included a range of participants, including children, professionals and laymen, the wide variety of participants had implications for the language used and careful consideration was given. Participants were given the opportunity to ask questions and seek clarification before consenting to take part. I took great care not to deceive participants and they were given the right to remain anonymous, although participants were made aware that this could not be explicitly guaranteed.

As data was collected it was treated confidentially and stored securely, with reference to the Data Protection Act 1998. Participants were given the opportunity to read and comment upon textual information, such as notes taken and transcripts.

The power and effect of the researcher had to be considered. Patton (2002) points out that interviews affect people, that they can, in fact, be seen as potential interventions in their own right. It is not possible to predict the implications of conducting research before it is carried out.

When conducting research with children power and effect has added implications. The process of gaining informed consent from children is far from straight forward and raises the question of the power dimension between the children and adults significant to the research. Children are used to viewing adults as authority figures. Whilst they may initially feel empowered by the very act of being asked for consent, the power differentials involved may make it difficult for them to feel empowered to either give or refuse their consent at this point of initial contact or to

withdraw at some later point (Christensen and James, 2008). There may also be issues surrounding the children's comprehension of what is being asked of them and the implications of this.

In an attempt to circumvent the potential extent of issues surrounding children as research participants I made the decision to only include year 6 (year 5 and 6 in mixed age, smaller schools) as these children are more mature and have more propensity for a depth of understanding. This decision gave me opportunity to address, at least to some extent, issues as I could check the children's understanding by explaining the research, reading any written resources and answering questions to address misunderstandings. The latter included issues surrounding gatekeepers influences, my own positioning and the notions of confidentiality and anonymity, both of which caused some confusion. I hoped that this approach supported children in making informed decisions and several children exercised their right to withdraw from part of the study as a result, giving them a sense of control and autonomy.

I have no doubt that the children continued to view me as an adult and were fully aware of my past position, which may have influenced their responses. It was, therefore, important that trust and positive relationships were quickly established. My experience of working with children and of conducting interviews was of benefit in that I was already aware that problems could arise and that verbal language and non-verbal clues are important. Children tested the boundaries, investigating how authoritarian I could become, needing prompting and supporting and needing to begin interviews with a discussion of more general issues in order to build trust. My previous experience, however, proved both helpful and a hindrance, with power relationships situated centre stage.

The Lens: Practice Architectures

When I began this research I was considering the use of Lave and Wenger's

(1991) communities of practice approach to shape the methods and data collection. Lave and Wenger see learning as an apprenticeship model, with 'novices' moving from the periphery of the practice, through collaboration and co-construction of knowledge with others within the practice, including the more expert 'masters'. They move towards understanding by developing knowledge, through mutual engagement, joint enterprise and a shared repertoire, which is then applied to the practice. This epistemological approach emphasizes shared meaning making in communities that occur naturally, developing from identified problems.

There can be little doubt that the case study schools generally began their journey towards anti-bullying as a community of practice. In most of the settings the local authority consultants, as the expert 'masters', led a committee of stakeholders, that generally included a range of interested parties from within and beyond the school site. This committee formulated the school policy document, typically based on an existing exemplar document, and began to navigate the waters of intervention. However, as the research unfolded it became apparent that the schools' communities of practice quickly dissolved, being replaced by a more 'traditional' regime with a coordinator taking the rudder as the others moved aside. The schools developed communities of practice but, much like Xerox company employees in Wenger's study (Wenger 1998), staff were more concerned by the bigger picture in order to navigate their way through the everyday, and bullying became only one practice on the periphery of this bigger picture.

On consideration, the communities of practice lens didn't lend itself readily to the sites under study or the evidence presented in this research. There were several points where the theory didn't 'fit':

(1) The research focus on leadership and anti-bullying cultures embodied circumstances that went beyond the epistemological approach of knowledge development and learning. Whilst the mutual engagement between members, as they interact establishing norms and relationships, was evidenced at the sites, leaders often led this, it

was not a matter of equality.

(2) The sense of joint enterprise that binds community of practice members was certainly evident. However, these joint enterprises were more generally allied to the developing practices of the wider site rather than the anti-bullying subsidiary practice (Kemmis et al., 2009) per se.

(3) The coordinator made decisions autonomously, including those involving the production of communal resources, for example, language, routines and artifacts, and was the person who led the anti bullying strategy. In communities of practice engagement is achieved through doing things together (Wenger, 2000). This sense of doing things together was evidenced in this study to only a limited degree. More often the coordinators exercised their positional authority, derived from head teachers, and their enhanced knowledge of anti-bullying, to augment practice. The coordinator's leadership was an exercise of organisational power and the issue of power within communities of practice is not adequately addressed by Wenger (Laluvein, 2007).

Head teachers in these schools, using the National Healthy Schools and Every Child Matters agendas, instigated the development of anti-bullying practices via local authority consultants. These influenced the cultures of the schools as head teachers transformed practice architectures that enabled or constrained developing practices. A vital component of this transformation was the building of communication and collaboration between school staff, between learners and between school staff and learners, that changed social spaces and the relationships within these. The leading practices of the head teachers influenced the subsidiary anti-bullying practices, for example through the administrative practices of resourcing.

It became apparent that Kemmis et al's Practice Architectures (Kemmis et al, 2014, Kemmis et al, 2009) was more pertinent than Wenger's Communities of Practice. The Practice Architectures framework is influenced by the work

of Schatzki (2002) on ontological approaches to practices. Kemmis et al argue for the practices of education, as opposed to those of schooling, which are currently taking center stage in educational policy. They maintain that educators should critically examine their understanding of education, considering its purposes and practices and how they shape education and the related practices and these shapes them.

This will have implications for not just individuals but for the world as a whole, as they assert that the basic purpose of education is to help people '*live well in a world worth living in*.' Kemmis et al (2014) acknowledge that defining 'living well' and 'a world worth living in' is difficult. With this view considering the *'good for each and the good all'* (Kemmis et al, 2014), a practice architectures lens, surly, has implications for tackling bullying in schools. Kemmis et al suggest that achieving actions that are for the good of every individual and for wider society involves taking actions that are morally bound and cognizant; actions that **should** happen rather than accepting the notion of what **does** happen.

If education is orientated towards the '*good for each and the good for all*' it follows that leadership under such circumstances encompasses practices in support of this aim. Practices, Kemmis et al believe, happen within systems, the material economic, social political and cultural discursive arrangements that prefigure practices at specific sites. These are played out in the doings, relatings and sayings that the arrangements enable or constrain. Educators and researchers, in order to change practices such as anti-bullying, need to interrogate how these arrangements enable or constrain the sayings, doings and relatings in order to change them, impacting upon the practices. School leaders, in their doings, sayings and relatings, must act in support of the 'best interests' of each individual and of everyone at the school, and beyond: the good for all. These undertakings for the good for each and the good for all are conceptualize as 'educational praxis' (Kemmis et al, 2014) seeing action taken by individuals singly and collectively to form, or/and

transform, societies into societies that are good for individuals and for everyone.

To this end practices combine the doings, sayings and relatings found at social sites in intersubjective spaces. The doings occur in the physical space-time spaces of the material-economic world, using work, objects and activities. The relatings occur in the social spaces of social-political worlds of power and solidarity, producing site-specific social relationships between the various interlocutors. The sayings occur in the cultural-discursive world of semantic spaces, using shared discourses. Participants in these practices, therefore, encounter one another in practices in these three dimensions that constitute the pre-conditions of the practice. These pre-conditions make up the practice architectures and will enable and/or constrain the practices at the site, as they shape and are shaped by them and by participants. In this way practices are situated in time and space and dynamic.

Accordingly, the cultural discursive arrangements prefigure and constrain or enable the particular sayings of the practice within semantic space. They, shape what is said and what is appropriate to say and think, within the practice. These cultural discursive arrangements are developed through histories and passed down as the shared understandings of the practitioners. Similarly, material economic arrangements prefigure and constrain or enable the doings of the practice within physical space-time. These arrangements shape the how, when and what of actions and underpin the resourcing and actualizing of activities. These are formed in the characteristic doings of the practices, for example the way classrooms are arranged or the way school budgets are allocated. The social political arrangements prefigure and constrain or enable the relationships of the practice within social space. This 'doing' occurs most obviously between participants but also the relationships between participants and the non-human artifacts found within the practice (Kemmis et al 2014 p32). Sayings, doings and relatings are then bundled together in projects, such as education and/or anti-bullying.

Practices shape other practices and practice architectures, within the same system and in others. For example the practices of local authorities will influence the practices of education and schooling within schools in their areas. The reduction in professional development for new head teachers in one of the local authorities in this study impacted upon the practices of all newly appointed head teachers, as will be discussed later in this thesis. This reduction was a result of decisions by central government educational policy makers. In this complex web of practices each is interdependent, influenced by and influencing other practices, within and across systems.

Successful anti-bullying cultures would, thus, impact upon and be impacted by, multiple practices linked to the school, society and the projects of education and schooling. When linking these anti-bullying practices to school settings such practices could be viewed as subsidiary practices (Kemmis et al 2009), situated in each specific site and dependant upon the interdependence of practitioners and material entities situated there. In this 'web' they are, thus, 'ecologically' arranged.

Kemmis et al would suggest, the particular circumstances of each individual setting shapes the practices found there, including the practice architectures already in existence and any subsidiary practices. Changing the practice of anti-bullying necessitates changing the practice architectures; the preconditions that mediate practices, and the ensuing sayings, doings and relatings then need to form coherent patterns that 'hang together'. Kemmis et al assert that these are distributed over time, space and across participants, meaning that participants depend on others engaging in the sayings, doings and relatings appropriate to their position. In this way practices are orchestrated, giving a sense of continuity and connectedness, but also dynamic, evolving through participant engagement.

The practice architectures approach views the relationships between the practices themselves, rather than the relationships between the

practitioners (Kemmis et al 2014). Kemmis et al relate this to the notion of investigating the dance as apposed the dancers, acknowledging that this is not always an easy approach to take, asking how the dancer can be separated from the dance. Taking this theoretical position allowed me to both generate data around sayings, doings and relatings, and analyse data to show how head teachers 'orchestrate' practices in time and space and across participants (Kemmis et al 2009), bringing them together in projects, such as anti-bullying and '*When school communities ……. get the relationship right …… a powerful sense of collective agency is created.*' (Kemmis et al 2014, p217). The practice architectures approach also gave me greater purchase on generating implications for change. Kemmis argues for a change in the underlying practice architectures that prefigure the habitus of each site. The change in practice architectures leads to a change in the participants and in the patterns of practices themselves: the way we do things at this school (Deal and Peterson, 2016)

As a lens, this interpretation of practices had more resonance with the approaches and data of this research than communities of practice. This connection will become apparent as this thesis unfolds. The practices of head teachers, played out in their sayings, doings and relatings at the site, thus formed my focus throughout the analysis of data collected.

Data Analysis

Before the research commenced, based upon the experience and history of the researcher and the literature review undertaken, inherent understandings meant that some coding had already began and expectations of plausible themes were held. These themes provided focus at the onset of the research process. This early coding does not mean to say that the emergence of further categories did not materialise, indeed this was quite a fluid experience, with categories emerging, developing and dissipating in the progressing investigation (Appendix 4). In order to identify and accommodate this continuing emergence, the data was read and re-read

throughout the study, forming the basis for categories, sub-categories and theories. This reading and re-reading allowed for reflection and for emergent theories to be tested and examined as the research progressed, particularly as the perspective moved more strongly from Communities of Practice to Practice Architectures. The coding process was continually added to and modified to accommodate the fluidity or emerging themes, utilizing, in the first instance, charts on a computer but swiftly moving to manipulation of more concrete representations, with various themes and codes written on paper and grouped manually.

The influence of personal histories, prejudices and cultural landscapes of the researcher cannot be separated from the research but must be made explicit and the impact they may have must be explored, taking into account the researchers political and ethical views (Griffiths, 1998). As Mills puts it:

> 'We are all influenced by our history and cultural context, which, in turn, shape our view of the world, the forces of creation, and the meaning of truth. Often these underlying assumptions about the world are unconscious and taken for granted' (Mills, 2006, p26).

Because of the constant engagement with the data, I was able to form a deeper understanding and come to know the data thoroughly, aiding both the development of categories and theories and enabling the identification of bias and/or unsatisfactory data.

Within this framework it was vital that I remained reflective, as the researcher, in order to inform and draw meaning from the complex social milieu. As I worked to tease meaning out of the data I engaged with the cyclical process of coding, categorizing, identifying pattern and reflecting (Faulkener, 1993). This cycle can be likened to piecing together a puzzle, looking for patterns, where pieces might 'fit' together and identifying where they don't. In order to do this I considered pieces of the puzzle separately, whilst keeping in mind what the completed picture might be in order to

understand these separate pieces. The culmination of this is a report, based upon the research journal (an example of which can be found Appendix 9), observations and other data, that is clearly an interpretation and not a single truth.

The range and volume of data during this investigation was significant and encompassed transcribed interview documentation, accompanying notes, research journal entries, questionnaire data, documentary evidence and reflective notes. Without a research focus it is easy to become overwhelmed by such data and one way to attend to this was to undertake within-case analysis (Eisenhardt, 1989) from the start. This process allows the researcher to begin to sort the data and to become intimately familiar with each case under study and then, as the study develops, with patterns and pertinent details across and between cases. Analysis, thus, commences with the selection of the research question and intensifies as the study progresses (Fetterman, 1998). My analysis process began as soon as the data collection process began in each site and was both ongoing and cyclical. The advantage of this was the opportunity to reflect upon, refine and adjust the research methods as an ongoing concern.

Additionally this cycle enabled the identification of negative cases (Flyvbjerg, 2006), categories and patterns that could then be further investigated. Such investigation is expected to demonstrate that each case included will have similarities with others, but will also exhibit a uniqueness of its own (Stake, 1995). Additionally, during analysis, the notion of returning to propositions and research questions was vital (Yin, 1994) as it re-focused the analysis and increased my confidence in findings, lessening the potential to become distracted by interesting but superfluous data. This returning to the questions proved invaluable as the research progressed and potential tangential pathways presented themselves. By refocusing main categories were identified which related to the research questions. These were compared within and across settings in order to allow for comparisons

and the formulation of sub-categories. At each stage it was envisaged that coding would help to organize data, enabling quick retrieval when needed in order to identify patterns and themes. Questionnaire data was analyzed using Microsoft Excel and an example can be found in Appendix 10.

Trustworthiness

Quantitative research is characterised by its generalizability, the ability to both apply the results to other, similar, contexts and the capacity of the research to be easily replicated (Bryman, 2008). However, qualitative approaches make no such claim because of the subjective nature of interpretative methods and researcher bias. Trustworthiness and authenticity are the usual criteria used for qualitative research, reflective 'equivalent criterion' (Bryman, 2012, p390) of criteria used in research that is more quantitative. In order to ensure trustworthiness I:

- Shared transcripts, findings and interpretations with participants, ensuring that they were a true representation
- Used several data collection techniques (triangulation)
- Tested emergent understandings during the research/analysis cycle
- Identified and investigated negative cases
- Employed peer scrutiny by sharing data and interpretations with my supervisor
- Produced rich descriptions of settings and incidents, ensuring their transparency
- Ensured that coded data maintained contextual richness wherever possible
- Produced a clear audit trail which was open to scrutiny

These steps should ensure as far as possible that the research is credible, dependable and confirmable (Denzin and Lincoln, 2005).

Conclusion

The methodology and methods discussed here are those that informed the direction of this investigation from the outset. After deliberating comprehensively on suitable approaches and lenses through which to view the data, the predilection towards a Communities of Practice approach that underpinned my first foray into this complex project seemed discordant with data once collected. It became apparent that a Practice Architectures lens was more appropriate and this was used during data analysis.

The chart below represents the different elements of the research process discussed in this chapter, indicating where these might interrelate:

Diagram to represent the different elements of the research process				
	Questionnaires	Observations	Document review	Interview questions
First thoughts	Existing experience of anti-bullying questionnaires in head teacher capacity.	Existing experience of classroom and focused observations in head teacher capacity.	Existing experience of producing, reviewing and evaluating school documentation in head teacher capacity.	Existing experience of interviewing staff, children, parents and governors in head teacher capacity.
Pre-development/ developing an academic voice	Internal university research methods course Literature review themes identified as possible areas for inclusion in questionnaires (see chart page 14) Existing questionnaires from other research projects (Don't suffer in Silence (Smith, 2000), Checkpoints for	Literature review themes identified as possible areas for observation (see chart page 14), predominantly guided by Communities of Practice (Wenger, 1998) and anti-bullying initiatives.	Literature review themes identified as possible areas for inclusion in analysis (see chart page 14), predominantly guided by anti-bullying literatures.	Internal university research methods course Literature review themes identified as possible areas for inclusion in interviews (see chart page 14)

	Schools (Varnava, 2005))			
Initial development based upon evidence gathered	A bringing together of existing ideas and questionnaires and a narrowing down of targeted questions Adult questionnaires circulated, reminders sent out, questionnaires collected Child questionnaires delivered to children with guidance as required Sharing and discussion with supervisor, acting upon identified areas for development Questionnaire responses used to inform interviews and observations	Decision made not to use a structured observation schedule. Comprehensive notes in research journal Sharing and discussion with supervisor, acting upon identified areas for development Observations used to inform focus groups and individual interviews	Sifting of identified documents for pertinence to the study Award schemes examined for advice provided to school staff Sharing and discussion with supervisor, acting upon identified areas for development Results used to inform observations and interviews	Interviews recorded for future reflection and analysis Additional notes made in research journal Sharing and discussion with supervisor, acting upon identified areas for development Responses used to inform observations of practices
Analysis and interpretation	Excel spreadsheet input to identify percentages and trends Interrogate data based upon research questions, literature review, data collection and trends identified	Initial reading to gain a feel for the data during and after collection period Re-read and highlighting to facilitate of categories pertinent to literature reviews and those occurring multiple times	Development of chart of policy document contents, based upon initial policy examined and added to as other policies provided additional information Comparison of contents and vocabulary used to identify similarities, differences and	Initial reading to gain a feel for the data during and after collection period Re-read and highlighting to facilitate of categories pertinent to literature reviews and those occurring multiple times as

	Sharing and discussion with supervisor, acting upon identified areas for development	Coding in transcripts Grouping of categories using computer grids to identify themes Manual sorting on paper to group and re-group like themes within codes Narrowing down of themes to enable effective analysis Sharing and discussion with supervisor, acting upon identified areas for development	tone of presentation Sharing and discussion with supervisor, acting upon identified areas for development	word processed and continuing throughout Coding in notes Grouping of categories using computer grids to identify themes Manual sorting on paper to group and re-group like themes within codes Narrowing down of themes to enable effective analysis Sharing and discussion with supervisor, acting upon identified areas for development

I now move to a presentation of the school sites in an attempt to build a clearer understanding of the contexts under study.

CHAPTER 5: INTRODUCING THE SCHOOL SITES

Introduction

The schools were selected to represent sites that would reflect a cross section of contexts: village, suburban and city schools; differing socio-economic areas; school sizes; and two different local authorities.

Selecting the sites through purposive sampling, as discussed earlier, one might expect more analogous data sets than those discovered, particularly considering the application of the local authority award schemes. Inclusion in these awards implied a uniformed approach to anti-bullying across these sites.

In this chapter I introduce each school individually in order to inform the subsequent results, discussion and analysis.

Willowdale Primary School

Willowdale School occupies a large 1930's building on the corner plot between two busy main roads. It opened as a primary school, merging two existing schools, in September 2001, after schools in the area were re-organised. With 409 children on role, Willowdale School was a larger than average primary school, with almost half of the children coming from out of catchment.

The frontage of the school had been cleaned to present a cheerful façade; bright yellow hand railings lead to the main door, fronted by an easy access ramp. Lack of signage from the very small car park made finding the entrance to the school interesting!

The entrance hall compared shabbily with the rest of the building, which had undergone re-decoration to make it brighter. Displays were colourful and both celebratory and informative throughout the school. The children had been involved in designing and building wooden seating and planting pots, scattered around the playground in strategic areas, selected by the children.

The latest OFSTED report was conducted in 2011 and the head teacher seemed to be somewhat in denial about the OFSTED grading of 'Satisfactory', expressing that he didn't really understand why they only achieved this grade:

> 'I'm not sure why it wasn't outstanding this time but I think, I think that the expectations were quite high from Ofsted's point of view.' (Head teacher)

The reasoning for the decision was clearly outlined in the report and was evident in a minority of classes where staff were either suspicious of visitors and, therefore, closed the doors, or (on rare occasions) could be seen/heard to not be following the school's positive ethos. This nonconformity was something that the head teacher emphasized himself at our first meeting when he acknowledged that some staff could be less than positive with the children and that a few wanted it confirmed that they could withdraw from the research if they should so choose.

During observations, most classes presented a quiet but purposeful working atmosphere. Some teaching was directly conducted from national strategy plans, with little amendment and some lacked enthusiastic delivery, even where staff professed to trying newer creative approaches. 'Getting standards up' was central to the head teacher's concerns,

> '…….its all about the standards and making a good job of consistency across the classrooms in terms of the teaching.' (Head teacher)

However, the children already achieve better than the local and national average in the end of key stage SATs.

The school had more boys than girls on roll, this impacted on playtimes, where things could be quite 'manic' with many chase games and boys dominating the hard-core area for football and/or basketball. In doing so they made it clear that girls were not welcome to participate, not passing the ball to them or making them part of the game, as can be seen from this diary extract:

> The year 6 boys will not play football with girls or with younger children. Some (particularly girls) want to use the basketball court for basketball. Zoning for KS2 causes issues because the areas are now smaller and tempers can flare (research diary extract October 2011)

At 6.9% and 3.4% respectively, the school had a lower than average number of children with special educational needs and free school meal eligibility (Raiseonline Data 2011). This was reflective of the demographics of the local area.

Although the immediate catchment area was mainly private housing, presenting as an area of apparent affluence, Willowdale School was situated on the edge of an old mining town where unemployment was high and many families lived on benefits. According to the school's self evaluation form 47% of children came from this area. The children who resided more locally tended to came from homes where the parents were professionals and, therefore, reasonably affluent. However, the recent economic situation had impacted on a growing number of homes where fathers were being made redundant and mothers were returning to work. The head teacher explained

how, in an area where traditional male roles were dominant, this caused discomfort for fathers and some family tensions.

The local town, about five minutes drive away, bore strong allegiance to the British National Party and this occasionally impacted upon the school. The head teacher had developed links with outside organizations, such as the Holocaust Centre, to try to redress this. He also supported the Anti-bullying/Healthy Schools coordinator in introducing the Stephen Lawrence Award[3].

The anti-bullying coordinator was a member of the senior management team, which gave it a high profile within the school community. She was very enthusiastic and experienced and her interest and enthusiasm was somewhat infectious. The head teacher supported her in this by providing finances for resources and CPD and by giving her time for leading the area. This discernable support had implications for the way the anti-bullying agenda was viewed and developed as staff accepted that it was high profile.

The head teacher saw behaviour as a central aspect of school life, setting very high expectations for children (and for staff), which he consistently reinforced by modeling, something he also actively encouraged staff to undertake, and through policy. The positive behaviour approach, supported and developed through the head teacher's leadership, was promoted throughout the school and was well established. The head teacher encouraged the staff to address the 'little' details, e.g. shirttails being tucked into trousers, as, he believed, this impacted upon the more pertinent issues. Developing behaviour and respect was high on his agenda. The staff used praise consistently, whilst also highlighting unacceptable behaviours, dealing with these swiftly. Respect for others was encouraged, between staff and children, between children and between staff. This respect was an

[3] The Stephen Lawrence Education Award, named after the black teenager who was tragically murdered in 1993, was developed in Leeds to recognise schools demonstrating inclusive learning environments and championing race equality, actively fighting prejudice and discrimination.

aspect that the head teacher held in high esteem, working hard alongside his staff team, particularly his senior managers, to promote. All staff, with the exception of two job share teachers, purported to feel like part of a team and felt that they had a voice that was heard. Children were encouraged to develop their voice, however, the head teacher felt that they did not, as yet, have a genuine voice within the school. He was working to develop this voice through a range of initiatives, including the school council.

He modeled respectful behaviour in his approach to people, maintaining visibility and taking the time to talk to children, staff and parents. On all correspondence he included his email address, rather than that of the administrator, and routinely encouraged parents to contact him with any issues and/or ideas. He supported staff to step beyond their comfort zone and take on new initiatives and roles.

The children were enthusiastic about their Buddy system for dealing with playground issues and were confident that issues were dealt with. The Buddies themselves took their responsibility very seriously and were well supported by the coordinator. The head teacher ensured that the Buddy scheme continued to have a high profile, talking to Buddies in the playground each day and including their work in school assemblies and newsletters.

Ashpark Primary School

Ashpark Primary School is a small primary school, with 53 pupils on roll. It serves a village community in the East Midlands. The immediate catchment area is affluent and this is reflected in the schools very low percentage of children eligible for free school meals. However, there was above the national average percentage of special needs children, the number in actuality was small but with small cohorts this had a significant impact on percentage figures. Almost all pupils were from white British backgrounds, the exceptions being children from a local mission who generally had

English as an additional language. The number of EAL children was well below the national average (Raiseonline 2011). The cohorts in each age range were boy heavy and playtime activities reflect this with football dominating a large proportion of the playground and other games and activities reflecting the more active, boisterous nature usually associated with boy's play. Girls were often excluded from these activities, either by choice or by active exclusion on the part of the boys. From observation, it was apparent that some of the older boys found the less active elements of classroom life challenging.

In class, immediately following break-times, issues that had arisen during breaks were discussed. Pupils appeared to have a good understanding of what was right or wrong, and were included in whole class discussions about approaches for dealing with ensuing problems. This approach worked, on the whole, but there was evidence of it being inconsistently applied and less democratic when the head teacher intervened (see Chapter 6).

In assemblies issues such as bullying, kindness and sharing were discussed, and, as a Christian school, the children were encouraged daily to relate their experiences and aspects of their life to the life of Jesus and the Bible.

The internal environment presented as cluttered, from the entrance corridor where children's coats were often strewn on the floor, to the classrooms with limited storage.

The staff were very warm and welcoming throughout my time at the school but some were very keen for me to become involved in setting improvement targets for them. This expectation will be discussed in subsequent chapters. The head teacher was very animated in her speech, she spoke quickly and lengthily, in a high pitched voice and 'fussed' around, rather like a sparrow pecking seeds on a bird table! She was keen to assure me of her support, and the commitment of the staff but seemed concerned about her lack of

experience for her current position. During our conversations she referred frequently to her own initiatives and how hard she worked in order to move the school forward, only infrequently mentioning the efforts or contributions of others in this. However, she did ask for my thoughts on issues that she felt were being less effectively addressed, for example the staff room's development. The staff had not been 'unified' since before her appointment and she thought that converting an old storage area into a staff room would encourage them to meet together at break times. In the execution of this project she precluded staff contributions. To encourage staff to make use of the new staffroom she provided cakes and biscuits but staff still met in a classroom, one teacher preferring to work through her breaks.

I engaged the staff in a discussion about this and this teacher preferred to work at school in order to lessen the burden of work at home as her husband disagreed with her taking work home. The rest of the staff preferred to watch the children out of the window and liked the light; the staffroom had no outside windows, was small and cluttered.

The head teacher was very hard working, often attending school at weekends and staying late in order to complete her work. However, the staff seemed to feel that she assumed a great deal and, on occasions when she did seek their opinions, she often discounted these, imposing her own ways of doing things.

During both the staff and pupil interviews, she found several reasons for entering the staffroom, thus interrupting the flow of the interview and hampering the participant's ability to talk confidentially and openly. Between her interruptions and exuberant referrals to and explanations of her practice, she gave the impression of needing to justify herself, being less than confident. She did confide that she felt that she had made mistakes at this school, that she wouldn't have made with more experience, and would

not make again at her next school, which, she felt, would be in the near future.

The children felt confident that staff would deal with any issues regarding bullying but that, sometimes, some of the children were treated more leniently because of their special needs. They knew what to do if they encountered bullying in school and felt secure that other children would be supportive.

Elmhill Primary School

Elmhill School was located in a lower social economic area between two East Midland cities, catering for 211 pupils. Many local residents lived on benefits and, as a result, the school had significantly higher than average percentages of children eligible for free school meals (Raiseonline 2011). There was also a higher than average number of pupils on the register for special needs, including a slightly higher percentage of children with a statement of special needs. There had been an increasing number of pupils from different ethnic backgrounds, mainly from Eastern Europe. Many of the newer arrivals within this group spoke little, if any, English, although the percentage of pupils with a first language other than English remained slightly lower than the national average. The head teacher had introduced a Buddy scheme whereby the mother tongue of the child was identified and they were paired, wherever possible, with a child speaking the same language. This buddying made communication a little easier and children were often sent for in order to help translate in times of difficulty.

The entrance hall was neat and welcoming with soft background music playing through a large data screen that looped photographs of the children, examples of work and school news items. Facing the entrance door, two notice boards displayed the word “Teams” and an attendance tree. A leather two seater settee nestled in one corner, beside a large potted plant and the walls were adorned with large, framed photographs of children at the

school. This entrance symbolised a great deal about the importance of the children, teamwork and the calm atmosphere that the head teacher promoted.

The head teacher held both behaviour and relationships in high esteem and had worked hard to improve both aspects on appointment. Now relationships appeared to be improved, pupils were polite and friendly to visitors, in every area except the entrance corridor where there seemed to be a feeling that they could muscle and push their way through. The head teacher was working to counter this, encouraging staff to tackle it positively and modeling expected behaviour. In classes the children mainly behaved in accordance with the school's behaviour policy. In some classes particular children were recognised as having difficulties coping with anger issues and given additional support and the option to withdraw to their 'safe, quiet' place if they felt that they were losing control.

The children came across as being confident that adults in school cared for them and were ready to look after them. They appeared to enjoy school, treating each other with friendship and respect. Those with anger issues were identified and supported by other children, who gave them the space they required.

The school had several initiatives in their infancy and some of the teaching assistants expressed concern that this was 'band wagon' jumping and too much to expect of staff in one period of time. The head teacher saw this as expecting a great deal of not only the children, but also her staff and this caused some disquiet, which she seemed unaware of. The new deputy was seen as a conduit and he supported the head teacher's efforts, smoothing over the ripples and passed back staff concerns. The head teacher was keen to give staff agency and a genuine voice, often asking them to take staff meetings, and giving them the space to do so, and listening if they had concerns.

The children seemed to be aware of what the school saw as constituting bullying and how this should be approached. They talked openly about respecting each other and accepted that some children found relationships difficult. During break times they would watch out for each other, approaching lone peers when they noticed them or were prompted by staff and giving a wide berth to peers struggling with behaviours. The deputy head teacher was generally to be found outside at break-times and frequently took groups of children into a separate area for sports activities, alleviating pressure on the playground. Children also had the option to remain indoors and take part in quieter activities, many of which were initiated and run by the older children.

Oakwood Primary School

Oakwood Primary school had been visited by OFSTED the week before I arrived and had been awarded an 'Outstanding' category, it was, thus, buzzing!

The school was a small school in a Midlands village, with only 65 pupils on roll. 55.6% of pupils were girls (Raiseonline 2011), above the national average of 48.9%. There seemed to be little gender bias on the playground with both genders engaging in all activities. The surrounding village was affluent, as evidenced in the lower than national average eligibility for free school meals. There was some social housing and this could cause discord in the community, which had impacted on relationships within school, something that will be further discussed in the following chapters.

The exterior of the school was bright and well presented with potted plants leading up to the entrance and a small playground area with numerous playground markings and a wall adorned with positive comments of expected behaviour, expressed in positive vocabulary. The children had been instrumental in both the design and execution of this and were, justifiably, proud of their efforts.

Certificates, children's displays, photographs of children undertaking activities and a poster of rights and responsibilities, adorned the walls in the entrance hall. The school council had constructed the latter with input from class groups, reflecting their understanding of the rights and responsibilities of being a member of Oakwood School.

The school had strong links with the local community and a thriving parent teacher association. The head teacher had a very relaxed and cordial relationship with members of both, giving the impression that she had time for visitors and a genuine interest in her school and the extended stakeholders.

She was very open about her school and its workings, handing me folders of evidence and agreeing to sort out any documents requested. The folders she presented were comprehensive with SEF areas supported by evidence and she informed me that I was welcome to 'rummage through' any folders and documents I needed, at my leisure, but would prefer if they were not taken out of the building because of the confidential nature of the contents.

The head teacher was very positive about her school and obviously very proud of it. She introduced, and supported staff in operating a merit system, with rewards for behaviour as well as achievement. The children were instrumental in the design of this and once behavioural penalties had been implemented they returned to class with a 'clean slate'.

Most of the staff had been appointed by the head teacher and this was the heart of her approach; getting the right staff who shared her vision and who could 'fit in' with her team. The staff were all, initially, very welcoming, asking about the research and expressing an interest. The head teacher had worked hard to encourage staff to take on responsibilities and ownership and, through staff agency, the school had recently gained Healthy Schools status and the International Schools award.

Of all of the research schools this one appeared to have the most positive approach and everyone appeared to be both respectful and supportive, consequently this was the school that I returned to for further data collection. However, my return caused some unexpected friction between the head teacher and some staff members and between the staff and myself, something that will be discussed in the following chapters.

Beechview Primary School

Beechview Primary School is a larger than average primary school situated on the border between the city and county education areas. 22% (Raisonline 2011) of pupils were from out of catchment, living on a large council estate within the city boundary. This was an area with significant deprivation and the school was ranked 13/219 in the County Council Indices of Multiple Deprivation. With a large proportion of pupils coming from households where the main breadwinners were on a low income and/or claimed benefits, the number of children eligible for free school meals was 22%. The school's ethnicity was predominantly white British, reflecting the local population. Only 11% of children were from ethnic minorities, 3.6% of pupils for whom English was not their first language (Raisonline 2011). Although, children with special educational needs, as identified by the school, and those with a recognised disability, were in line with the national average, a higher proportion of pupils received additional support for behavioural, social and emotional needs. The head teacher had invested in the full time employment of a qualified councilor, with experience in challenging behaviour and mental health issues, and a part time anti-bullying/education behavioural consultant, to support these pupils.

The school was recognised by the local authority as being in a very vulnerable position and as causing concern, just prior to the head teacher's appointment. She had worked hard to help staff, particularly middle leaders and subject leaders, to develop their skills and approaches so that they could

better support the senior management team to improve teaching, learning and progress for pupils. Unfortunately she found some of these staff were not up to the challenge and had a high percentage of resignations and competency proceedings to negotiate. Because of this she was working closely with the local authority, particularly with the Human Resources team, to improve or remove 11 out of an existing 17 teaching staff. These staffing issues meant that, although improvements had been made, at the time of this research, this remained both inconsistent and challenging.

The result of this is that the head teacher had to build her team by careful selection of staff to replace those leaving, making team building slow and spasmodic. There was unrest in some of the remaining staff who felt threatened and, often, unappreciated. Many of the existing staff perceived her approaches as being a criticism and there was much gossip amongst them about her approaches to leadership, who might be the next to be removed and her many absences. Some of these issues will be discussed in more detail later in this thesis.

The head teacher appeared to be both devoted and enthusiastic about her school and worked long hours. She talked about the school warmly and discussed her high expectations with enthusiasm, however she appeared to be overburdened, often fielding telephone calls, queries from staff and visits from children, whilst talking to visitors.

A harassed feeling was not isolated to the head teacher, the school secretary also seemed to be stressed on many occasions and some staff expressed feelings of stress and pressure. Supply or temporary teachers were teaching many classes as the head teacher tackled the ongoing incompetency hearings. The many staff absent due to sickness further compounded this. The head teacher expressed her belief that some of these sicknesses were down to either preventing the collection of evidence for the competency proceedings or were adding to these cases.

She was very keen to walk me around the school and the children openly came up to her to show their work or ask her questions. She found time for each, on one occasion taking a boy, with behavioural problems, back to her room to collect a sticker.

Whilst the staff expressed their opinion that bullying was not common within the school there were occasions observed where children participated in such activities, often children identified as having special needs. On occasion the children's play was combative and rough and showed little respect for the environment. However, what was, perhaps, more surprising were the episodes of bullying amongst staff members. These points will be discussed in more detail in later chapters.

CHAPTER 6: CLOSER SCRUTINY

Introduction

The case study schools were chosen for their diversity. The differences, subtle or stark, defined them as socially constructed spaces where people and artifacts connected and related. Alongside their differences there were parallels and congruencies, which, nonetheless, exhibited cultural diversity, making each site autonomous. These individual practices were shaped and situated by the specific circumstances found at each school. This section will examine and discuss the data, considering the uniqueness of each site, taking the lead from the coding process.

The following discussion of data collected during the research project is organized against consistent headings which where identified from the literature review and from analysis of the data. As this research uses the Practice Architectures theory of Stephen Kemmis and colleagues, as a lens through which to view the data, this is reflected in this chapter. Particular practices are realized through the bundling together of distinctive sayings, doings and relatings (Kemmis et al., 2014) these will be identified in the following discussion.

Willowdale Primary School

Leadership

The head teacher's firm belief (sayings) in his approach to a respectful school with shared leadership was evinced, through interviews and observation, in the way both he and his staff approached their life at the school, their working role and beyond (sayings, doings and relatings). Starratt (1993) argues for school leadership advancing school cultures characterized by justice, caring and critique, a principle advanced by others,

including Noddings (2005) and Keller (2009). He noted that this requires, '*a willingness to acknowledge their right to be who they are*' (p. 195). The head teacher had worked hard to ensure that staff retained their own autonomy (doings), developing this approach as the school's way of being and reflecting this in daily dealings with others (relatings). He did, however, acknowledge that this was a slow process as the history of the school was one in which this was not the norm and staff found the change uncomfortable at first. As he worked to change the existing practice architectures (Kemmis and Grootenboer 2008), the head teacher's personal values, approaches and philosophies (sayings) were assimilated, rather like the osmosis effect of a sponge in water. At the same time he encouraged others to be themselves, to exercise their own autonomy and take a lead (relatings) and deliberately selected new staff (doings) for holding views that reflected his vision (sayings) for the school. With his support and encouragement affecting the social-political, material-economic and cultural-discursive spaces and resulting relatings, doings and sayings (Kemmis et al., 2014), the staff were adjusting.

The teachers recognised the shift in ethos (sayings) at the school and welcomed the opportunity to take the lead and try out new ideas, knowing that the head teacher would support them (relatings). The collaboration between school staff was expressed at the level of 'relatings', as they worked together in the confidence that others would support them and that lack of successful outcome was seen as a learning experience rather than a personal failure. This sense of collaboration is highlighted throughout the transcript with the reoccurrence of words such as 'team', 'trust', 'support' and 'encouragement' emphasizing their sense of connectedness with other staff members.

The head teacher was very much aware that the relationships between staff and parents was not all it could be and that parents were not always encouraged to engage. The insufficiency of parental engagement, as identified by the head teacher, was something he was eager to address

(sayings), perhaps more eager than some of his staff. Whilst accepting that members of the school community needed to work within the practices they already knew, he modeled the kind of relationships he expected. For example, through his doings and sayings, putting his own contact details clearly on all correspondences and inviting contact. He embraced every opportunity to invite parents into school (doings), encouraging staff to also take full advantage of these occasions (doings). However, this was not yet fully embedded within the underlying structures of the school:

> '……. we need to **engage** more with the parents. I mean, I have examples where I think some people believed they were engaged with parents by having parents evenings stretched over a whole week but only having an hour and a half of their time the whole week and it was very difficult for parents to actually have two appointments on the same night, so they'd come back twice to go to parents evening, which is difficult if you're at work ….. there were some things that **we had to change**.' (Head Teacher)

In this excerpt the head teacher articulates his belief in the voice of parents, realized in his sayings in bold. He linked the sayings very clearly to the doings of existing pre-existing conditions and to changes he intended to promote within the practice architectures.

He was keen to promote the 'right' image for his school:

> 'I think its like the Debenhams effect isn't it? You go into Debenhams, or you go to, I think John Lewis is probably better. When you go into John Lewis its all very fantastic, isn't it? You know, its all pretty much the same. You're getting a good service generally, you don't often have an argument like you do in Dixons or Currys, that's just my experience. But in John Lewis its generally nice, there's generally not a queue, **they generally know what they're talking about** and they generally don't say things that are going to irritate or annoy you. In the end I think

> **you've just got to treat people in a certain way** and listen to them and not actually say something which is going to then aggravate the situation for everyone.' (Head Teacher)

Here he compares his vision for the school with that of a consumer relationship with a store, implying that schools are akin to shops, with parents 'buying' the products of schooling from a range of sites. This head teacher's vision was one in which all participants were treated with respect, where they had a genuine voice. He was applying himself to the development of trust and participant voice in a school where the existing practice architectures did not necessarily support such a view, as this had not been the norm. In the excerpt above he pays particular attention to the social-political dimension, realized through the relationships and attitudes he wanted to engender, referring to the need to develop both functional and personal relationships (Fielding 2006); as shown in the phrases in bold.

Contrary to his perception, affecting change in his school was a slow process and involved more than effecting staff as change agents; the underlying practice architectures also had to change to consolidate these developments (Kemmis et al., 2014). A part of this change was his support (doing) for other staff members to undertake their own projects (doings);

> 'For instance last year we had a creative arts week which three of the young teachers managed and ran. It would be very easy to do that, you know, for myself and it would have taken me less time. They've done it and know what to do now and they'd know what to do for another time, whether its here or in another school.' (Head Teacher)

In this interview extract the head teacher explains how he had enabled relatively inexperienced staff to collaborate and share in a leading experience. This experience was enabled through the material-economic arrangements at the school and realized by virtue of the medium of the activity of the head teacher and the three teachers involved.

To move practice forward it is important to start with existing policy and knowledge, from where the staff/school are at present and see the change process as an opportunity (Kemmis et al., 2014). Although the head teacher acknowledged this he didn't seem to fully appreciate the time staff might need to make sense of the differences. In his sayings he gave the impression that he didn't fully understand the barriers that might constrain new practices, for example he appeared to struggle to fully appreciate why the climate of risk taking that he wanted to promote was so inaccessible to his staff. But this was a staff who had worked under a leader who had reportedly been controlling and disparaging:

> 'No and I don't think there's anybody here who bullies you into thinking that you have to do something or be in a certain way. I think in the past we have experienced that, quite a lot.
> To be fair the staff haven't always had it easy and we've been in a similar predicament to the children at times and I think that's made us more accepting of how the children often feel in these situations.' (Teachers)

In their sayings here the teaching staff are attempting to explain why the shift in approaches was not always easy for them. The head teacher identified he had different strands that he felt needed developing but sometimes didn't seem to make the link between the pre-existing conditions of the school's history and his more shared and open approach. His experiences from his previous school had coloured this understanding, as there the staff had been quick to take on board his vision, not having faced the same previous ordeals.

Policy

The head teacher signified his support for the drafting of the Anti-bullying policy by ensuring that staff meeting time was allocated (doings) to its development and by attending this meeting (doings) to demonstrate

(sayings) his support. He also added his endorsement by promoting the policy more widely within the school community (doings):

> 'I distinctly remember (deputy head teacher and anti-bullying coordinator) going through it in the staff meeting and asking them all to read the policy. And the policy goes to the governors and then the policy was sent out to parents as well. So they'd got that information.' (Head Teacher)

In his sayings here the head teacher articulates a number of 'doings' facilitated within the material-economic dimension. He enabled time and physical space to produce and promote the policy, endorsing its development (sayings).

He appreciated the local authority support in providing a model policy as a starting point enabling this practice to evolve more quickly, highlighting the amount of time that could be expended on the development of such policies.

The head teacher's actions began the school's journey to achieving the award and to tackling bullying behaviours. Through his discourses, around the topic of anti-bullying and the policy document, he enabled a semantic space (Kemmis et al., 2014) in which thoughts and dialogue relating to the local authority policy and the school's approaches could be explored and refined. Semantic spaces, according to Kemmis et al. (2014) are realms in which shared discourses, language and ideas are used to find, develop and share common understandings in practices. Coupled with the head teacher's support within physical time-space, where he facilitated the time and other resources necessary, the head teacher empowered the coordinator to oversee the development of the policy document and the initial enabling of practices.

The school Anti-bullying Policy was, in the first instance, drafted in consultation between the school's anti-bullying coordinator and

representatives from pupils, parents and school staff, following their attendance at a local authority run, anti-bullying workshop. Through his doings, the head teacher enabled this process, providing his backing, arranging for the time to release the involved staff and providing the space to accommodate the group during the process. The recommended procedure of the local authority was for a similar committee to review the policy annually but the practicalities of this in school are difficult:

> 'Initially when I was really looking at the latest policy, ……. which I will be reviewing this year, it was very much a working party. Then we took it to the governors and did it that way. And when I review the policy. It won't be, I don't think that those workshops are running any more, so its cuts and things, so I will, very much, involve parents. We see parents at parent's evening and I'll ask them to take it and comment, take it to governors and involve those. I don't tend to involve the head very much 'cus, this is my thing. And staff who are interested as well, I'll just get them to review it. It won't be all re-done totally because I don't think it needs it this year.' (Anti-bullying Coordinator)

In this extract the coordinator talks about involving a range of people, as part of a working party, promoted by the local authority. The local authority consultant had 'delivered' the policy development day facilitating the production of the initial policy document. However, this collective approach to policy development does not seem to have been influenced more widely and the above extract might indicate that the coordinator, in actuality, was the main architect. Her choice of vocabulary in this account is focused on 'I' and on her involvement in both the initial writing of the policy and its review, which may indicate her feelings of ownership, and overall leadership in this area. Her intention to distribute the draft policy to only parents attending parents evening and to interested staff, might limit the affect and potential engagement. It should also be noted that the children are discernibly absent from her sayings in the extract above. Her more individualistic approach stands in stark contrast to the local authority's

recommendation, the head teacher's approaches to sharing power and the literatures that promote a community approach to policy formation (Smith et al., 2008, Smith et al., 2012, Roberge, 2011). Her approach could go some way to explain why, according to questionnaire results during this research, the majority of children did not know that a policy was in place and most parents and half of staff respondents reported that they were not represented or consulted in the formation of the policy.

The policy itself was an aggregation of the results of the initial discussion (sayings), reflecting the school's approaches, and the exemplar provided by the local authority. It had been re-drafted, by the coordinator, in order to produce a child friendly version and a version aimed specifically at parents. This was the only research site where a specific parent version was produced. In returned questionnaires from this research, parents and staff all knew that a policy existed and that it was accessible via the school office and on the school's webpage.

A definition of 'aggressive behaviour with intent to hurt' was provided and responsibility for enforcing the policy was shared across the whole school community. Support for the perpetrator, however, was not mentioned, nor was the fact that adults could also be involved in bullying behaviours. This could have sent a message to staff, parent's and children about the lack of expectation that perpetrators might need to understand their actions and that about expectations of who could be involved (sayings).

Overt Anti-bullying Practices

At Willowdale School the children were enthusiastic about their Buddy system for dealing with playground issues and were confident that issues were dealt with quickly. The Buddies themselves took their responsibility very seriously and were well supported by the coordinator, who was, in turn, supported by the head teacher (doings). The head teacher enabled the coordinator by provided resources (doings), including her own time and

time out of class for the Buddies, along with training and direct support with problems that arose, as is evidenced in the following extracts:

> 'If there's something coming up regularly if, at the end of break they feel that there's been an issue that they've not resolved then, because the Buddies are Year sixes, then I'll give them time to go and see the class teacher' (Anti-bullying Coordinator)

> 'And they have training as well and they have meetings, they had one this afternoon for example. But they have regular meetings. They record anything that crops up in a book so its all there and, and they're trained in ways of, I can't think what the word is, calming down, situations and things.' (Teachers)

The head teacher ensured that the Buddies continued to have a high profile, talking to Buddies (doings and relatings) in the playground each day and including their activities in school assemblies and newsletters (doings). As a result the Buddies were proud of the positive contribution they felt they made to the life of the school and were aware that they were appreciated by other children and staff. In the following interview extract the children expressed satisfaction at helping others and helping to make the school safer for everyone;

> 'They could find you a friend and just talk to you. Like if you don't want to do much you can just stay there and just talk to them all playtime. They give up all their playtime just to help you …….. You can just sit with the Buddies sometimes and the Buddies tell the person to stop it. If they don't stop the teachers get involved and the head teacher. ……..
> That means … they'll put your situation down in the Buddy Book. They know what to do, they look after you….' (Children)

Observations in the research journal, further evidence this pride and enthusiasm, showing how the cultural-discursive arrangements helped to enable the practices of the Buddies:

> 'They were very enthusiastic about their training and the use of their skills in conflict resolution…….
> They were keen and enthusiastic, willing to explain their role but also continually scanning the playground for potential issues.'

And from later in the same month:

> 'The Buddy stop was very busy today, lots of entries in their book. These were mainly for children with no one to play with and/or for name-calling. Most of these they dealt with. One or two incidents they intended to report, for example a child who was pushed off a bench and the 'pusher' wouldn't talk to the Buddies. The boys were very good at listening to the younger children and I heard them tell a couple of children to just walk away from the problem and come back to them if there was a repeat incident.' (Research Journal)

The sayings and relatings shared in these extracts were evidenced in the doings of the Buddies, as demonstrated through their continually scanning the playground, talking to pupils with no one else to talk to, challenging bullying behaviours and escalating issues to staff if required. The approaches established through the Buddy scheme enabled the respect, collaboration and caring needed for an anti-bullying culture to develop.

These potential bystanders were empowered through the social-political arrangements to act and the support they received from school staff, including the headteacher, gave them a feeling of self worth and agency. Other children reported that the Buddies were helpful and valuable in supporting children with playground issues and also as a friend to talk to at playtimes. The extent to which such programs reduce bullying is

inconclusive (Cowie and Jennifer, 2008, Smith and Samara, 2003). However, the children of this school placed great faith in the system and overwhelmingly reported that they would report incidents to the Buddies, counter to research findings which would suggest that less than a quarter of young people who have been bullied would report it within the school (Newman et al., 2001, Olweus, 1993, Smith, 1999, Pepler and Craig, 2000, Haataja et al., 2016). The children's faith in the school's reporting system may be down to the very visual manner in which the staff, including the head teacher, demonstrated their support for the Buddies; introducing and including them in assemblies (doings), providing tabards and hats which demarked their involvement (doings), providing a designated staff point of contact (doings) and displaying their information prominently (doings). The presence of this scheme positively contributed to the general ethos of the school;

> '..,. it is not so much that the existence of a peer support service reduces bullying and violence by its presence and the actions of the peer supporters. Rather, it is the awareness that peer supporters are there to help that enables students to perceive school as a safer place.' (Cowie, 2008, p102).

In Cowie and Jennifer's research (2008) students reported that mentoring schemes help to make the school feel safe, they also reported a growing sense of belonging and acceptance and the feeling of being treated with respect; sentiments echoed by the children in the current research project.

The Buddy system was only one element of the wider strategy to develop a comprehensive anti-bullying program at the school. The advancement of this culture encompassed both internal school engagement and expertise of external bodies, consultants and awards, such as the Anti-Bullying Award and The Stephen Laurence Award. An external provider had been commissioned to further support the establishment of the Buddy scheme;

> ‘Last week she bought in a Buddy training provider (Apple Pie). He apparently used to work for the council and is now private as the LA have disbanded all such support (Research Journal)
>
> The head teacher signified his endorsement for these anti-bullying approaches by facilitating the range of strategies and interventions. He appointing a SMT member to the position of anti-bullying coordinator, a staff member in whom he visibly placed categorical trust, and by resourcing anti-bullying comprehensively; in time, facilities and artifacts, including staff and pupil training.’ (Research Journal)
>
> ‘She (the coordinator) said that the HT was keen and supportive of such initiatives and OFSTED have said this is a good aspect of the school. He will always agree finances and resources but there is no need for anti-bullying to be on the SIP as the school is deemed good, so it isn’t a priority area. For this reason there is no specific budget set for anti-bullying.’ (Research Journal)

These extracts demonstrate the doings of the head teacher in supporting the coordinator to further the anti-bullying agenda at the school. He signified the importance he placed on anti-bullying by appointing his deputy head teacher as coordinator (doing), somebody of positional authority and whom he held in high regard (relatings) and by resourcing her actions in this area (doings), despite there not being a designated budgetary commitment.

The head teacher had fully endorsed the implementation of the SEAL program (doing), which provided the school with a structured, *‘whole-curriculum framework for developing all children’s social, emotional and behavioural skills.*’ (DfES, 2005, p5). The SEAL program incorporated the anti-bullying message into the wider social education agenda:

> ‘At Willowdale children are taught strategies for dealing with bullying through their support of Anti-bullying Week and the Social Emotional

> Aspects of Learning (SEAL), National Strategies program (DfES, 2005). The skills promoted by SEAL resources contributed to helping children in a range of ways, including moving from a bystander role to being an 'upstander' (Research Journal)

If bullying is a social event (Pepler et al., 2010, Fitzpatrick and Bussey, 2010, Frey, 2005, Harel-Fisch et al., 2011, Orpinas and Horne, 2009) it would stand to reason that the kinds of connection with social education described in this extract would impact on the number of incidents and the way in which the school community engages with these incidents. The school's approach echoes research findings that discovered that 74% of school staff believe that SEAL had reduced incidents of bullying at school, increasing staff awareness and understanding of social and emotional influences on children (Hallam, 2009). The increased understanding and awareness (sayings), in turn, impacted positively upon how staff related to children and how they dealt with incidents (doings).

Resourcing a positive culture through material-economic arrangements was a high priority for this head teacher. He could find funding for both resources and time when requested (doings);

> '……but its very much whatever I want I can get, in terms of time not just money.' (Anti-bullying Coordinator).

The types of resources and initiatives he supported indicated the importance of the processes he valued in developing relationships and pastoral aspects of school life (relatings). These determined the practice architectures that he was influencing; the social-political, material-economic and cultural-discursive arrangements that hang together (Kemmis and Grootenboer, 2008) to create the way we do things around here (Deal and Peterson, 1999). He managed to find release time regularly for the coordinator to undertake SEAL and anti-bullying work (doings).

One aspect of this resourcing was the attention paid to developing the school's physical environment.

School Environment

Teachers and children regard a calmer, quieter learning environment as favourable and desirable (Flutter, 2006). There were plenty of examples from interviews and observations to evidence the head teacher's emphasis on this aspect of the environment with positive, respectful relationships and his high expectations of behaviour, supporting its growth. This emphasis was in concert with his approach (sayings) to the school culture in general. Intervening for anti-bullying was perhaps less important than developing a respectful, supportive and positive school culture, where everyone was valued, integration was the norm and high expectations were universal (relatings, sayings and doings). The following interview extract demonstrates this approach:

> '……. its about letting people have the **opportunity** to **fly** with things, really and give them some opportunities to do that.' (Head Teacher)

His sayings, in bold in this interview extract, demonstrate his commitment to a positive school culture, where people were supported (doings) to take their chances and develop their practices. He modeled his awareness and belief in this, communicating (sayings) it through his emphasis on high standards of behaviour, emphasizing the small things:

> 'Children are always told to tuck their shirts in so its the small things that mattered to us because they need to be presented smartly and if they were worried about their shirt hanging out they weren't worrying about, other things…….' (Head Teacher)

His 'walk-abouts' (doings) supported his ongoing observations, as demonstrated in the interview extract above, of the school's happenings but

also gave him the opportunity to engage others in conversation (relatings), in his gentle, quite manner. This 'doing' demonstrating both the importance to him of others and the importance of treating others in specific ways, clearly linking his doings to his 'sayings' and 'relatings'.

Displays, newsletters and assemblies (sayings), served, not only to communicate information but also to nurture a more positive culture, to influence the choices made and to aid an understanding of the rights of everyone, whilst highlighting that these rights also have responsibilities, for both self and others (Deal and Peterson, 2016). This view formed an umbrella concept for the school, infiltrating the values, beliefs and assumptions: the 'way we do things' (Deal and Peterson, 1999).

Pupil engagement in the development of their own learning environment has a positive influence upon their sense of ownership and, consequently, upon their engagement and well being (Killeen et al., 2003, Flutter, 2006, Bragg and Manchester, 2016). Flutter (2006) argues that teachers and pupils alike can expect 'good physical conditions' in which to work. She suggests that 'poor' physical surroundings send messages to children about the value of education, and, indeed, of students themselves, discussing the need for children to be involved in the development of environments and the improvements that can be made. The head teacher of this school accentuated his commitment to the need for children to be involved as part of his ongoing devotion to the furtherance of pupil voice (doings and relatings), encouraging children to voice their thoughts via the school council (doings) and to impact upon the environment through design projects to enhance their surroundings (doings). This enhancement was clearly evidenced in the outdoor environment where a range of furniture, including planters and benches, designed and situated by pupils, enhanced the spaces. Indoor spaces further reflected the application of this understanding as displays of both children's and staff successes adorned walls and the head teacher encouraged an uncluttered approach to indoor spaces (doings):

> ‘The room is tidy (as are all classrooms) and displays are both working walls and celebration displays. The class rules are clearly displayed and a Childline poster is attached to the inside of the door.’ (Research Journal)

The message sent to staff and children included the value of intrinsic motivation (Killeen et al., 2003), personal worth (Flutter, 2006), respect and responsibility.

Employing the Right Staff

When interviewing for new staff, candidates were carefully considered to ascertain whether they would ‘fit in’ with the vision of the head teacher (doings). He had withheld appointments in some instances until he could appoint staff in whom he felt confident (doing):

> ‘Although he acknowledged the importance of high staff to pupil ratios at lunch times, (he) was prepared to appoint fewer staff, with the right outlook, and continue to advertise, rather than lower his expectations.’ (Research Journal)

His vision was for staff teams who consistently reflected care and commitment to the school and his vision for the school, and who could and would collaborate and build trust within and across the school setting, using his ‘doings’ to enhance the ‘relatings’:

> ‘And by that I mean everything that’s going on in school and alongside that you need staff who actually really want to work with the children, who work hard, have the best interests of the children at heart, want every single child to do well and do better and actually get on and work as a team.’ (Head Teacher)

The ‘sayings’, in this interview extract, of consistently supporting the ‘doings’ and ‘relatings’ of staff recognised the need to appoint staff who reflected his ‘sayings’ in the form of his vision for the school.

Inheriting a staff that incorporated some ‘toxic’ elements, part of this was his drive to convince staff members who resisted change or created disquiet, of the value of his approaches (doings), or to see them removed (doings), and to integrate others who chose to situate themselves at the periphery:

> ‘That’s changed really, partly because a member of staff has left who created a lot of negative feeling within the school’ (Head Teacher)

> ‘He now has two staff who work as a job share, refusing to have anything to do with me, convinced that he is colluding with the acting deputy to move them out of the school’ (Research Journal)

These two staff members remained suspicious and aloof, impacting upon their capacity to engage with the wider staff team. The head teacher found this difficult to comprehend but, through his ‘doings’ and ‘sayings’, modeled trust and respect consistently in his dealings with them and continued to promote a more positive approach, encouraging them to get involved (doings) through consistent positive conversations and direct personal invitation (relatings).

Developing Staff Competencies

The head teacher of this school frequently encountered circumstances that required him to change his approaches (doings), understandings or ideas (sayings) in order to accommodate new challenges and situations as he attempted to build, promote and support a more democratic, equal approach to leadership:

> ‘With the teachers I’ve tried to give them responsibility and let them prepare, let them be able to go and do stuff. If something’s going well I don’t need to intervene I just need to check that its going Ok. So I don’t always need to know every single thing that’s happening. Its about giving them some opportunities to do that……... The problem here is that not enough people come forward to do things and that’s changed, partly because a member of staff has left who created a lot of negative feeling within the school. And partly because people could actually see that its OK to have a go at something and succeed with it.’ (Head Teacher)

This interview extract demonstrates how, in some circumstances, he was happy to step back and relinquish control, something that the literature review suggested, not all head teachers find easy.

For his school this multilayered, more distributed approach to sharing power was somewhat unorthodox because of the history of the school:

> ‘There wasn’t the accepting environment where the support was there. But I think now I’m more willing to take a risk because I do trust people more and I think that’s changed a lot
> Cos you go into that defence mode, don’t you? You go and protect yourself and I think that’s what people did a few years ago. And I think that’s slowly starting to unravel. I think people are now more trusting and more willing to have a go and know that the support’s there if you need it.
> The staff are happier. They don’t feel that people are looking over their shoulder. They feel very, as you say, willing to take a risk, have a go.’ (Teachers)

The school’s history, alluded to in this interview extract, had broken down staff trust and the head teacher worked hard in his ‘doings’, ‘sayings’ and ‘relatings’ to enable the development of this trust. The head teacher believed that trust would empower the staff and enable them to embrace his vision,

something supported by recent research (Day and Gurr, 2013). This was largely achieved through his modeling; 'walking the talk' (doings) (Day and Gurr, 2013 p157).

The head teacher's consideration of the needs of the school, the staff, the team and the individual was, therefore, a paradigm shift for some staff members. They had been more accustomed to a more autocratic leadership approach which, some felt, bordered upon bullying and intimidation. This head teacher expressed a commitment to a 'values-led, people-centered, achievement-oriented, inwards and outwards facing approach' to leadership (Day and Harris, no date, p1-2). However, he struggled at times to comprehend why this was such a problematic and prolonged process, relating situations to his previous position:

> 'One of the problems when I was at my previous school was actually stopping people from doing things and actually putting people on hold because so many people wanted to do so many things. The problem here is that not enough people come forward to do things.' (Head Teacher)

Whilst being actively encouraged to take a lead (doings), no one was forced into doing so. In interviews with staff the head teacher was reported to have assured all staff, during staff meetings, that they didn't need to fear failure (sayings);

> "(the head teacher) says we can all take risks. He said that the risk I don't like taking is getting a kid to run over in front of some cars. He said that's a daft risk. But then there's risks, he said, that really, at the end of the day you can learn from it. But if, if it all goes wrong, he says, if it all goes completely, excuse me, tits up, he said you actually probably learn from it more than anything else. And give it a go, he says, if half of things that you try, you fail, it doesn't matter. Some of the things might be really good. Some of the things there might be aspects of it that are good. I know a lot of people are wanting to do

things. A lot of people have been to him and he's like 'Yeah, brilliant, give it a go.' (Teachers)

The approach discussed in this interview extract was something that some of the staff were experiencing for the first time and were taking their time adjusting to. One of the teachers summed up the relationship between this whole school leadership approach and her personal understanding by saying:

> "Its a **collective**, we have a collective responsibility to educate these children and its not just 'well so and so didn't do that' or 'well they're not doing that properly'. Its not to do with that, its **supportive**, its 'right. so P says **you've got the time to do it'**, **whoever it is who's leading**."

The sayings in bold in this interview extract demonstrate how, whilst taking overall control as an accepted part of his position (doings), the leadership approach the head teacher preferred was one that was shared and that encouraged others to take supported risks. He was making efforts to engage everyone in this (doings) and leadership activities were emerging out of the intersubjective spaces, enabled by the head teacher's 'sayings', 'doings' and 'relatings' that engendered social interaction. His hope was that, by developing and supporting the staff, who were more open to taking these supported risks, he could encourage others to see that his message about learning from setbacks was genuine and that retribution/humiliation would not result.

He modeled the process of learning from mistakes through his own ability to re-evaluate and take a step backwards (doings). For example, he acknowledged that he had moved too quickly on the school council development, expecting staff would welcome the concept of pupil-led class councils (as discussed in the section Building Pupil Empowerment, below). Once he realized that some staff were not ready for such a step he was prepared to take a step back (doings), thus showing staff that it was

acceptable to misjudge and/or to make a mistake (relatings). He hoped to demonstrate that learning from mistakes was legitimate for everyone within the school community and that he respected their concerns, acting upon them (doings) (Day and Gurr, 2013, Oduro, 2004). He anticipated that this might encourage staff to explore alternative viewpoints or ways of working, to step beyond their comfort zone (doings). This approach was beginning to bear fruit as staff began to come forward with ideas and to accept that he was genuine.

The head teacher, thus, encouraged (doings) staff to step forward but also read the context and identified the skills, interests and talents of his staff, whilst modeling and monitoring leading centered dialogue and actions (doings). Lewis and Murphy (2008) placed great emphasis on this when they discussed the importance of building social capital in a culture of respect, fairness and sustainable living. They accentuated the need for contexts where achievements are celebrated and where mutual support is articulated in the school's 'lifeworld'. This head teacher worked to symbolise, shape and mobilise the culture he was working towards in order to affect changes in the pre-existing conditions of the school's practices.

Developing Governor/Parent Competencies

The head teacher understood the importance of the role of the school governor, something that he had enhanced in a previous position and a success he longed to replicate at this school:

> 'We tried to involve the governors more in actual monitoring effectively and giving them more information and just generally giving people the opportunity to have a go…… and to lead. But they don't always accept it, they sometime can't, they're reluctant because of the history, not being encouraged before. And most of our governors are busy, they work. I keep trying' (Head Teacher)

He was hampered by the pre-existing conditions at the school, where his predecessor was less convinced of the value of an involved and critically supportive governing body. He recognised that some of his current governors lacked the capacity to engage fully, because of historical events, time constraints or a value system that saw the hierarchical positioning of the head teacher as 'expert' and professional. This did not stop him pursuing their enhanced involvement:

> 'He works very hard on trying to make them more critical. He's come from his last school where his governors were too critical, its a fine line that he walks. I'm a governor as well and at every meeting he's always trying to get them to come in and question. They, our governors, are mostly professional people who work full time and it's very difficult for them and he's constantly encouraging them to find different ways. He's very pro-active with the governors. He's developed a new governor induction pack for them, he tries very hard in that area.' (Anti-bullying Coordinator)

Encouraging this criticality and involvement from his governing body entailed 'doings', 'sayings' and 'relatings' that engendered a positive relationship and removed the concerns of the school's history. For example, as recognised in the extract above, he had developed the new welcome pack for governors and actively sought them out to encourage them to engage more (doings).

This commitment to increased engagement also extended to the children.

Building Pupil Empowerment

Since taking up office the head teacher had been encouraging staff to allow children to become more involved in making decisions by running class councils which the children could take ownership of, fuelling the school council agenda (doings). The school council would engage in decisions or

activities that contributed to the school, but were then undermined by the fact that their actions or decisions were not shared and discussed with peers, limiting its impact.

> 'I still think there's a place in school for class council, but people are reluctant to do that as a general rule……. They're often afraid of what someone will say. I think that sometimes you have to be quite brave about that, and I think they're often reluctant to give the children the head. At my previous school the teachers used to just sit in the corner and the class council used to run itself for twenty minutes a week. Generally at the same time of the day, but that doesn't have to happen. They're reluctant to do it. School council doesn't have as much of an effect as it could do. You have a school council issue and you'll get someone to do something and then it won't go back because they haven't been allowed the time to do that in class.' (Head Teacher)

This interview extract reflects the anxiety and discomfort experienced by some teachers when considering pupil voice and the perceived relaxing of control. The anticipated risks (in respect of control, time available or standards expected) for staff impacted upon their predilection to fully engage (Rudduck and Flutter, 2004, Flutter, 2006, Whitty and Wisby, 2007, Busher, 2005). The head teacher recognised the limitations this placed upon his vision of a strong pupil voice, which, he felt, could have a genuine significance for the school.

Having realised that the introduction of class councils was a step beyond the parameters of most staff, the head teacher had taken a step backwards (doings), giving the staff the chance to see that their input was also valued, a 'doing' that impacted upon their 'relatings'. However, he still anticipated that this would become the accepted way forward (sayings). Even though he felt that the children did not, as yet, have a genuine voice within the school, he was working to develop this through a range of initiatives (doings), some of which are discussed during this section of my thesis. This head teacher

remained convinced of the positive influence of pupil voice (sayings) and was determined to take the concept further, whilst recognising the need to give staff space and time to assimilate the idea in order to embed it within the underlying structures of the school (doings).

Wider Community

The head teacher advocated (sayings) community links but also acknowledged that the development of these links was a slow process. He explored ways to build links with parents and local communities, resourcing links that presented themselves, for example the opportunity to support local charities (doings):

> 'On Friday when we do the harvest, for example, for Framework. We've also supported a number of charities in the course of the time.' (Head Teacher)

He also afforded support for outside providers and groups to come into school (doings), building links that he hoped to subsequently expand upon:

> 'We've had **people coming in last week to work** with year five and six on the **Holocaust**. We get the **people coming in to do DARE**, things like that and **the Stephen Lawrence award**.' (Teacher)

The links highlighted in this extract (doings) were an attempt to address issues identified within or between the local community and the school:

> 'The thing we're doing with the Holocaust, we were picked out as a family of schools because (the area) has got the highest race hate crime. The local authority, are coming in and delivering stuff and they're basing it on World War Two, the Holocaust, and we're actually doing stuff where we're having parents in assemblies.' (Teachers)

This extract shows how the doing of seeking to overcome identified community racial beliefs was an important leadership practice for this head teacher. In an attempt to promote more positive beliefs with the parent group, the head teacher had invited parents to join them in assemblies and in the associated visits (doings). These doings and the consequent sayings and relatings that ensued, raising knowledge and understanding alongside developing PHSE, were influenced by the pre-existing conditions of this specific site. Children were encouraged to act as ambassadors for change:

> ' …….. they were going home and saying to their parents, they were the ones who were changing their parents minds. They were the ones who were educating parents.' (Teachers)

The children were, therefore, instrumental in taking a lead in influencing the wider community, their parents and carers.

In support of wider community links the head teacher acknowledged the importance of ensuring that people believed that he was ahead of the game; being seen at events, making 'public appearances' and 'addressing audiences' as an important part of his perceived identity as a head teacher (doings and relatings). He enjoyed recounting the stories of the school and taking advantage of the opportunity of reinforcing the positive, collaborative image he sought to create (doings). This storytelling is recognised within the literature as being an important aspect of changing and promoting culture (Deal and Peterson, 2016).

Visibility

The head teacher was often in the playground and regularly touring the corridors of the school (doings). He freely engaged with children (relatings), talking about their school day, commenting upon their behaviour and listening to their narratives about what had excited them during their day and what interested them, both within and beyond school. He would visit

classrooms (doings) to talk to children about their work, positively discussing individual children with staff, within their hearing (doings). During the week he would meet with the school council (doings) and discuss issues that interested them or ask for their opinion on aspects of school life (doings and relatings). He talked openly of supporting children in developing the schools TV system (doings), building the capacity for children to upload their thoughts and achievements and run this for themselves.

In this high visibility the head teacher shared and modeled good practice and supportive relationships and engendered camaraderie; a sense of everyone pulling together as part of a whole:

> 'Because our previous head, it was 'you have to make an appointment, you can only come and see me if you make an appointment '. Whereas (head teacher)'s around in the morning and parents come in and they'll have a chat. And he's sort of quite open as well and willing to sit and to listen and I think, that helps and that's changed things as well.
>
> I think they don't see it as being hierarchical, but it was always a bit by the office kind of thing whereas now its a lot more relaxed but there's not that kind of 'I'm seeing the head' kind of thing. He is more willing to listen, sit down and listen to things.' (Teachers)

In their sayings here the teachers acknowledge that the head teacher was cultivating the conditions (doings) for a more collegial, trusting approach. The head teacher, in his sayings, demonstrated a need to approach things differently from the expectation of the site, to affect the relatings of leadership across the school. His visibility was an important part of the process of developing trust and sharing leadership (Day and Gurr, 2013, Fielding, 2006, Hargreaves, 2013).

The midday supervisors, who also appreciated his high visibility, further evidenced this developing trust;

> 'The head headteacher comes out every time in the playground at lunch time, walking about, talking to the children, talking to us ladies as well. I've noticed he's eating his apple while he's walking round, showing the children that they can actually eat fruit as well. He provides a role model He kicks the odd football, he's talking to the little ones if they're crying and the little ones are running up to him and telling him their problems in the playground.' (Mid-day Supervisors)

They saw his visibility at lunchtimes as support for them, as a sign that he was approachable and that he valued their role (relatings). In the social-political dimension of this practice the head teacher took care to be visible and supportive (doings), enabling a shift in the relatings that the midday supervisors valued.

Relationships

The anti-bullying coordinator identified the head teacher as not 'a people person', although in his approaches he was supportive and open (relatings). He would engage with members of the school community (doings) but gave the impression, from observations, that he was much happier interacting with the children then with adults. The anti-bullying coordinator, who, at the time of the study, was his acting deputy head teacher, identified this as an issue. She regarded herself as, very much, a people person and valued his leadership and his vision for the school. She believed that together they worked in tandem to execute and develop practices.

As indicated in previous extracts under Developing Staff Competencies, the other staff did not, necessarily, have the same perception. The midday supervisors accredited the head teacher with relational caring, seeing him as a 'father to the school':

'He's like a father to the school
The kids do love him
The little ones come running out to him.' (Mid-day Supervisors)

This perception would be in accord with the underpinning culture of care and respect that he was advocating (sayings).

He communicated his desire (sayings) for such a caring, respectful culture and these social-political arrangements were reflected in his approaches and relationships; his visibility around the school and his efforts to forge more open relationships and a collaborative culture (doings). During interview he expressed a commitment to developing more open, positive relationships (relatings), not an easy process as this did not reflect the school's history, and staff avouched to this during interviews. The midday supervisors valued the time he dedicated at lunch times to patrolling the playground (doings), engaging with both themselves and the children.

Teaching staff embraced his visibility and more supportive approach, which was in stark contrast to the approach of the existing site histories and this was impacting on practices.

The staff appreciated the importance of cascading this to children, something the head teacher actively encouraged and modeled (doings):

'I think the children must see that we do work effectively as a **team** and that we are willing to try things and do things.
And I think they must pick up that vibe
They see us talking to each other. **Not being teacher robots** who're just in the photocopy room, it is a much more ……. the whole atmosphere that we just seem to have here.

> When we listen to each other in assemblies and things, we actually give a **lot of detail about ourselves to the children**. And I think that makes a difference because they see us as **real people**.
> I think that makes you **more of a person** and I think that's why they can approach us and I think that makes a big difference.' (Teachers)

In this interview extract the social-political dimension was being realized in the sayings, in bold, supporting the ensuing relatings.

The staff, with the encouragement of the head teacher (doings), shared their personal lives with each other and with children, demonstrating their human (none teacher) side, social closeness and modeling close ties and friendship. This discernable social closeness, in turn, was seen as fostering social development in the children.

The head teacher attested to his growing awareness of the school and his vision for a culture built upon trust, teamwork and collaboration. Within this he also held great esteem for 'acceptable' behaviour and manners, in both staff and children:

> 'I think it comes over in the behaviour's always been very strong. The conduct of the children, the way they've related to one another has been strong. I think some of those have strengthened over time since we've been here so I think there's a far better sense of belonging now then there ever was when I came.' (Head Teacher)

Here the head teacher recognises the way that the relatings have been shaped and reshaped by practices (Edwards-Groves et al.,, 2010), in this case, those of children and himself as the positional leader.

This emphasis on relatings and on the doings of behaviour also applied to staff:

> '(Anti-bullying coordinator) was wearing trainers today. The other staff giggled and commented and the HT joked about appropriate dress. She has had a verruca treated, a regular treatment but staff are not encouraged to wear trainers, they are expected to be smart and professional, setting an example. This is evident in the way that children are reminded of uniform and about tucking in shirts.' (Research Journal)

The doings of behaviour and respect were, therefore, high on the head teacher's agenda (sayings). The staff used praise consistently, whilst also highlighting unacceptable behaviours, dealing with these swiftly, as advocated and modeled by the head teacher (doings). Respect for others was encouraged, between staff and children, between children and between staff. This was an aspect that the head teacher held in high esteem. He worked hard to promote this alongside his staff team, particularly his senior management team (doings),

The positive behaviour approach, supported and developed through the head teacher's leadership, was promoted throughout the school (doings) and was well established. He encouraged the staff to address (doings) the 'little' details, as discussed previously, believing in the vitality of this and its potential to support wider issues;

> 'Children were always told to tuck their shirts in so its the small things that mattered to us because they needed to be presented smartly and if they were worried about their shirt hanging out they weren't worrying about, you know, that was very ……' (Head Teacher)

The little doings of the positive behaviour approach, such as tucking in shirt tails and being calm and orderly moving around the school, were expected to impact upon other practices in the school, such as the doings of teaching and learning and the relatings of building positive relationships. Behaviour of children is improved if they are enabled to take some responsibility and if

the relatings within the school are positive, caring and supportive (Nooruddin and Biag, 2014).

Examples of how the distinctive sayings, doings and relatings enabled and constrained the practices of anti-bullying .

	Examples of sayings in semantic space	**Examples of doings in physical space time**	**Examples of relatings in social space**
WILLOWDALE	The ideas expressed and language used referred to change, trust and team building: ‘‘team’, ‘trust’, ‘support’ and ‘encouragement’ ‘Engage more with parents’, ‘We had to change’, ‘You’ve just got to treat people…, in a certain way’, Staff who ‘really want to work with children’. Assure staff don't need to fear failure, Collective, Supportive, ‘You’ve got the time to do it’, ‘whoever it is who’s leading’	The head teacher’s actions encouraged staff autonomy and the engagement of others: Deliberate selection of ‘the right’ staff. Invite parents into school. Staff meeting time was allocated to policy development. All staff and parents knew of policy and how to access it. Head supported buddies: facilitated training for them, ‘uniform’, time and engaged with them. Regular slot in assemblies for bully buddies. Engaged with further award schemes and outside organizers. Head provide resources and funds, including regular relief time for coordinator. Head teacher visibility high. Children design, build and position outdoor furniture. Instigated school council Invited parents on educational trips targeting equality. Head teacher participating in local events. Positively discussed children in their hearing. Head meet with school council. High expectations of behaviour	Positive relationships were being forged: The head teacher encouraged staff to take a lead. Engendered supported risk taking. Valued everyone. Gave staff ‘opportunity to fly’ Engaging others in conversation. High profile to pupil voice. Model trust and respect. Prepared to admit he hadn't got it right and change direction. Proactive governor involvement. Engaging with others regularly around the school. Listened to teacher's thoughts and opinions. Visibly supported mid day supervisors who saw him as a ‘father figure’ for children

Ashpark Primary School

Leadership

To share leadership with others head teachers need to feel secure in their own leadership identity (Duignan and Bezzina, 2006). The strength and confidence they need to develop this security grows out of their evolving understanding and actualisation of leadership practices in situ and their ability to facilitate and engage others in seeing their beliefs and vision (Duignan and Bezzina, 2006). The leadership identity of the head teacher at Ashpark was, on occasion, not strong and this influenced her perceptions that her staff did not wholly trust her, or that they didn't always work in the way she expected. The latter was demonstrated in her request that I 'keep an eye' on one of her teaching assistants during my time at the school. This request might call into question her perception of my role, as has been alluded to in the discussion of insider/outsider positioning in the methodology section.

If trust is important for creating a harmonious atmosphere that enables positive working relationships and a shared approach to leadership, (Oduro, 2004, Hallam et al., 2015, Day and Gurr, 2013) this head teacher's capacity to share the leadership role was restricted. Roles that she trusted to others to undertake would be undermined when she took the reign during meetings or took back control (doings). Ideas that she did not entirely support caused her some unease and this lack of trust impacted upon the likelihood that she could authentically encourage and reassure the staff to take supported risks (doings) or to accept mistakes as something from which they could learn (doings).

During interview the head teacher struggled to articulate her vision (sayings) for herself and, as a consequence, also struggled to articulate it for staff. In her first headship and feeling unfamiliar with the position and, thus, insecure, it was almost as if she expected the school community to naturally

hold the same vision, without this being formed, articulated or discussed. She saw her vision as being something obvious and assumed that everyone held the same vision, which was nebulous in nature. As a recently appointed head teacher it could be inferred that she was navigating the still unfamiliar landscape of 'head-teacherdom', very much learning on the job (Cottrell and James, 2016) and unsure of her role and authority (Tschannen-Moran, 2014). Her appointment had come at a time when there had been cuts to the Local Authority's education budget and support for developing the skills and competencies of new head teachers had been, largely, withdrawn.

The head teacher's professional insecurities and concerns (sayings) around mistrust were reflected in a lack of self-belief to perform the particular role in this particular school, clouding her vision and passion. During interviews with focus groups she would enter the room to make drinks, locate resources, or deliver messages (doings) and she verbalised a mistrust of other, local, schools:

> '……of course we're **competing** with local schools, and I don't want them to **know all our weaknesses**.' (Head Teacher)

In the sayings in bold she is clearly expressing her view that other school leaders are not trustworthy, hinting that they might even prey on the identified weaknesses of other school leaders. This distinct lack of trust had the potential to impact upon the building of relationships within the locality (relatings) and might contribute to feelings of isolation (Cottrell and James, 2016).

Trust and sense making are central to the ongoing processes of identity formation within the social milieu of school leadership (sayings), as meanings are formed in reference to others, and staff struggle to make sense from information about vision, goals and events (Thomson and Hall, 2011, Starratt, 1993, Duignan and Bezzina, 2006). The staff at Askpark were further hampered in their sense making by this lack of trust and the

inconsistencies this engendered. The practice architectures that enabled or constrained practices were far from secure and this impacted upon the developing culture.

Policy

The head teacher had written the policy (doings) and took responsibility for dealing with incidents by placing herself at the centre, ensuring all incidents be reported to, and dealt with by, herself (doing). 59% of staff who returned their questionnaire reported that they had not been consulted and none of them indicated what form their inclusion in its formulation had taken.

The head teacher was uncertain about staff competencies when dealing with incidents of bullying appropriately (relatings). She saw the policy and the handling of incidents as a part of her positional authority (relatings). The resultant anti-bullying policy, based upon the recommended Local Authority policy document, seemed ambiguous in places; not clearly describing the procedures to take when dealing with a bullying incident beyond referring to the head teacher. The staff were left not really knowing how to tackle incidents that they encountered as the following extracts demonstrate:

> 'Talking to them, the children involved and the child, the victim if you want to call it that, and work out if it really is bullying or a fallout. Talking to everyone that is involved, everybody that's witnessed it. Make sure that it's not a case of a one-off incident that somebody over reacted to and said that its bullying rather than something not nice has happened and somebody's just had an off day, start with establishing that before you go a further' (Teacher)

In this extract the teacher concentrated upon children's misinterpretation of incidents that did not match the school's definition of bullying as 'the repeated use of aggression with the intention of deliberately hurting another person' (School Anti-bullying Policy). She could not elaborate

further on procedures, beyond talking to those involved about whether it was, in fact, bullying; almost as though she was justifying the belief of staff that bullying didn't happen at the school.

> 'All staff are made aware when the issue is noticed. Children involved are spoken to at length, all children in the school are spoken to, consequences for those involved and support for the victim from staff.' (Midday supervisors)

This staff member appears to be less quick to assume that it would be a matter of friends falling out. However, there is no indication of steps to take beyond this initial conversation and no link with the policy document's recommendations.

> 'If it begins we use restorative justice but as whole school, creating a culture where it is unlikely to occur. Being a small school it would be noticed.' (Teacher)

The policy document does not mention restorative justice and this staff member could not elaborate on what was actually involved in this process. She did, however, refer to the creation of a culture where bullying wouldn't happen and the school had implemented measures to support this, as is outlined in the next section.

Overt Anti-bullying Practices

The Healthy Schools Award was the catalyst for the school's anti-bullying journey. One major factor was that the head teacher believed (sayings) that bullying was a very rare occurrence:

> 'Its very rare that there's one child who deliberately bullies over a long period of time. I think we do have to watch for it because we've got a

coloured child in class three, you know, nasty name calling and things like that.' (Head Teacher)

In the sayings of this interview extract the head teacher expressed her belief that bullying was rare at the school and that bullying behaviours were those that were repeated over longer times frames. She did reference racial incidents in the form of racial name-calling. Children at the school told a very different story with 50% reporting relational bullying, 45% reporting emotional bullying and 40% reporting physical bullying. According to children during interview, much of this bullying behaviour happened on the school field, away from adult eyes. The children's perception of bullying behaviours would be in keeping with the literatures where prolonged bullying is documented and 'hot-spots' away from adult supervision have been acknowledged (Brown and Wnterton, 2010, Benton, 2011, Boulton, 2013).

During interview the head teacher also expressed her belief that no child was subjected to isolation. When asked about lone children during playtimes her response was:

'We haven't got any. Have you walked out and wandered round?' (Head Teacher)

Her response is in contrast to evidence gathered during this study, which identified several occasions where children appeared to be isolated;

'One boy had been sat on the Buddy bench for most of the time but didn't get to play with anyone.

One boy stood at the edge of the playground watching the others

> One girl sat on the Buddy bench and no one took notice of her. I wondered over and sat beside her and she told me that no one wanted to play with her. Her friend was not at school today.' (Research Journal)

The isolation of children has been found to be the second most common bullying behaviour and is highly associated with children's emotional well being (Benton, 2011).

As she held this belief that there was no bullying, the head teacher had decided not to pursue the implementation of schemes, suggested by the local authority (doings), which might have addressed the issue. These schemes included Playground Buddies and a Buddy stop, which were designed to support anti-bullying and to develop pupil leadership. Both of these schemes had been introduced by a student teacher but had ended when she left;

> 'We had a student come last year and she started it a bit, but they don't really need it. They never did. When she left it wasn't used.' (Head Teacher)

The head teacher's sayings and doings sent a clear message that she had faith in her pupils, that they didn't need such approaches. Both had dwindled in use until they were no longer used effectively. This demonstrates how anti-bullying practices were enabled or constrained by the sayings and doings of the head teacher. She believed that these approaches were not necessary as they addressed a non-existent issue (sayings). As a result, she gave them no support (doings) through promotion or discussion and, as a consequence, they fell into decline.

Her belief (sayings) that her school was bully free, and her understanding that parents appreciated awards provided the incentive, giving her the impetus to sit down and review the school's anti-bullying practices (doings):

> ‘We did the Anti-bullying Award because it was **another award**. And I did think it **didn’t involve a lot of work** and it didn’t really because we’d done a lot of it for Healthy Schools, we’ve got all the policies up to date, and its **not a bad one to have** is it? Parents would like it, **it looks good**, so that was why.’ (Head Teacher)

In her sayings highlighted in bold the head teacher extols the transferability of aspects relating to the Healthy Schools Award and the potential visibility of the scheme. She related the appeal to parents of external awards, with the added capacity for self-promotion and these were, therefore, her main drivers. This, however, may have had the propensity to make anti-bullying practices no more than a tick list, a further example of the employment of the measurable, with limited impact.

The head teacher welcomed the involvement of the local authority coordinator (doings), one element of the award, which indicated her intent to succeed, giving the award status within the school (sayings). The local authority coordinator introduced the criteria for evaluation; the checklist. This checklist formed the measurable structure of the scheme and guided the actions of the head teacher as she led the staff through the practices and procedures (doings). This approach appeared prescriptive, particularly in light of the head teacher’s belief that her school was already almost bully free (sayings). The result was that much of the advice and guidance appears to have been circumvented in the practices. With the belief (sayings) that bullying levels were minimal or non-existent, it was deemed not to apply to this particular school’s circumstances. If practices are not fully integrated into the practice architectures, they remain less effective (Kemmis et al., 2014, Smith et al., 2004).

Staff understandings of bullying and the practices and implications were, thus, vulnerable and inconsistent. This was evidenced by the practice of break-time review (doings), introduced and supported by the head teacher, who would frequently enter the older class during this activity (doings). The

whole class discussed incidents that occurred during break times, those identified as bullying and those generic behaviours that created a nuisance:

> 'In class, immediately following break-times, issues that had arisen were discussed. Pupils appeared to have a good understanding of what was right or wrong, and were included in whole class discussions about approaches for dealing with problems.' (Research Journal)

The head teacher encouraged (doings) staff to use this time to address issues, raising the emphasis on anti-bullying. However, they were aware that this limited time in class, particularly if there were several issues to be discussed. This resulted in a lack of consistency, as some teachers opted to move into learning activities rather than devoting time to these discussions.

The head teacher further symbolised her belief (sayings) in this daily discussion by recounting how some of these incidents were further discussed in whole school assemblies (doings). As part of the Local Authority Award, assemblies were to be a focal point for promoting positive values and anti-bullying approaches (doings). The head teacher would lead assemblies (doings), demonstrating clearly her endorsement of this approach and fulfilling another action on the tick list:

> 'In assemblies issues such as bullying, kindness, sharing were discuss, and, as a Christian school, the children were encouraged daily to relate their experiences and aspects of their life to the life of Jesus and the Bible.' (Research Journal)

This research indicates that the award and resultant practices had raised awareness of both staff and children and the children were confident that most staff would deal with issues regarding bullying. They knew to report to the head teacher if they encountered bullying in school and felt secure that most staff would support them. However, amongst staff there was disparity

in the levels of understanding and in the conviction they held about the occurrences:

> 'To be honest we haven't come across it really.
> I mean there's name-calling, things like that and there's…
> Nothing serious' (Midday Supervisors)

This extract demonstrates how the mid-day supervisors were convinced that bullying didn't occur and were not convinced that name-calling was, in-fact, a form of bullying, contrary to research clearly identifying this as a bullying behaviour (Benton, 2011, Hemphill et al., 2012, Dresler-Hawke and Whitehead, 2009, Thompson and Smith, 2011, Olweus, 1993, Smith, 2014).

The head-teacher and staff shared the idea that the school had little or no bullying (sayings) but the children and my own observations would indicate otherwise:

> 'Because lunchtime's longer.
> And they think they can get away with it.
> When the dinner ladies are there, which is at lunchtime, they just do it.'
> (Children)

In this extract the children clearly indicate that bullying occurs. 40% of children reported physical bullying and the same percentage, but not all of the same children, reported name-calling. They viewed the head teacher as a symbol of authority and expected her intervention but regarded the midday supervisors as a weaker link. This research, therefore, supports evidence in the literatures where children see midday supervisors as less effective and where staff often underestimate the occurrences of bullying in the school (Sharp and Smith, 2002, Boulton and Flemington, 1996, Espelage et al., 2010).

A part of the awareness raising was the school's engagement with Anti-bullying Week, during which children had produced posters (doings). The head teacher had 'judged' (doings) these and those selected as the best three from each class were displayed around the school in prominent positions (doings), symbolizing the anti-bullying message, all of which incorporated the 'STOP' message adopted from the local authority scheme.

School Environment

The head teacher had displayed several of these child-produced posters in various high visibility locations around the school (doings) and these were augmented (doings) by A4 sized, local authority, posters emblazoned with the STOP slogan (sayings): exhibiting both the Several Times On Purpose and Start Telling Other People, messages. However, these may have been displayed in areas that maximised their impact but they were not prominent in their presentation, being un-mounted and, after some time in situ, tired looking. There was also one poster advertising Childline, displayed on the wall outside of the head teacher's office (doings).

The displaying of children's work can create a 'sense of pride and ownership' (Kumar et al., 2008) and children would relate this to the sense of esteem in which the school holds them. As these posters were becoming somewhat tattered, having been in situ for many weeks, the message sent may well have been less than positive (Kumar et al., 2008, Titman, 1994).

A correlation between 'cheerful' and 'interesting' physical environments and children's attitudes and behaviours has been established (Kumar et al., 2008, Titman, 1994). In the classroom for the older age range there was little room to navigate around the tables and tables and chairs had to be moved in order to access storage spaces (relatings: between participants and resources). These storage spaces were small and inadequate, resulting in surfaces being covered in clutter that couldn't be hidden away. Children found it difficult to access resources under the general clutter and often

tidied resources away by simply adding them to the already extensive piles that existed.

By not attending to the lack of storage space (doing) the head teacher, with more pressing issues to address, perhaps sent the message (sayings) that the clutter was justifiable. This message was one of lack of care and respect and children carried this into their approaches, where work was observed as often not being well presented. One example of this is the masks made by this class. Despite much input from the teacher and a lengthy time allowance these were completed with little pride, application or attention to detail. If children interpret lack of respect and care for the external environment as a reflection of the way they, themselves, are viewed, there is a strong possibility that the same principle can be applied to the internal environment. The manner in which their work and resources were amassed into a miscellany of paraphernalia could send them a message about its value and this could impact upon how the children believe they were valued (Kumar et al., 2008, Titman, 1994) with repercussions for their behaviours and engagement.

The head teacher had initiated a number of improvements in the outdoor area (doings) since taking up office. From observation, this was a success in developing a more social, calm area and, perhaps, in sending the messages already discussed. Much of the activity on the playground involved children in socializing, engaging in friendly activities (doings). The head teacher had initiated a zoning scheme (doings) to ensured that the football games impeded as little as was possible on other activities and had purchased a selection of resources to support children's play (doings). The gazebo, built by a pupil's father with the head teacher's backing (doings), was usually stocked with resources to encourage discussion and cooperative play, for example:

> ‘In the gazebo three younger children sat playing with construction toys, building a town together and talking and cooperating.’ (Research Journal)

The head teacher ensured that the gazebo was available for children to play in even during times when the surrounding grassed area was off limits due to inclement conditions (doings). It was not unusual to observe older children playing or reading with younger peers in the gazebo, building cross phase socialisation and giving the older children a sense of responsibility.

A trim trail edged the playground and was always popular when in action, unfortunately this was not during wetter periods as the wooden surface became slippery and, therefore, dangerous. The head teacher, as part of an ongoing strategy to develop the outside school environment, had enabled the resources necessary for the trim trail and for zoning, a number of picnic tables and the gazebo (doings).

She had also requested (doings) that the parent association fund the purchase of a Buddy bench as part of the work undertaken by a student teacher on placement to implement anti-bullying procedures. With no continued support this was not particularly successful:

> No one approached one boy who sat on the buddy bench throughout playtime and he made no effort to engage with anyone else. It may be that he simply needed his own space. However, the absence of approaches from other children and from staff on duty would indicate that he was not being given an option and that no one checked that this was his personal preference. (Research Journal)

Whilst her ongoing initiatives to develop this area afforded a degree of success, they didn’t entirely ensure that the play environment provided the safer setting envisioned by the head teacher;

> ‘Some boys snatched a hat off another and began throwing it to each other while the boy tried to get it back. This erupted when he ran into K and K lashed out with his fist. The hit boy doubled over.’ (Research Journal)

On further investigation this response from K was found to be not unusual as he, reportedly, engaged in such aggressive acts almost daily. The children were very quick to identify this as a bullying behaviour and saw the outside play area as a hotspot for bullying, as was evidenced earlier.

Despite the head teacher’s attempts (doings) to improve the outside area to enable this physical space to reflect the doings of peaceful, collaborative play, this was not yet embedded.

The head teacher was selective in the resources and support she provided (doings). It would seem that her belief in the credibility of awards schemes (sayings) and her insecurities in either her newly acquired head teaching practices, the ability of her staff or both, precipitated developing practice architectures that positioned her own sayings and doings at the centre. She portrayed an approach symbolic of positive relationships and care, developing the outside environment and attesting to shared ideas and leadership, but sometimes found it difficult to take the leap of faith necessary to support others to take a risk. This inconsistency may not be unusual for newly appointed head teachers (Cottrell and James, 2016) but other staff and governors quickly perceived that this was the case, and this impacted upon the way they viewed the head teacher, the relationships engendered and the way in which they engaged. These aspects are further discussed in this chapter.

Employing the Right Staff

All but one of the staff were in place before the head teacher took up her post. The new appointee was a newly qualified teacher, appointed and

mentored by the head teacher (doings). The head teacher had been in post for three years and admitted to struggling, at times, to relate to the existing staff (relatings). She referred to the school's history when discussing this issue:

> 'They don't trust me to support them because I think of the history that went on before, where I don't think the head did.' (Head Teacher)

In this interview extract the head teacher identifies a difficulty with the relatings, determined that the school's pre-existing conditions was the source of the problem.

She had more faith in the approaches of her teaching staff then she did in her support staff:

> 'The teaching staff, I'm confident, I'm less confident with the LSA's and the support staff……
>
> One of the reasons is that they don't come across to assemblies enough, but its because they're busy doing other things, and we need somebody back here to answer the phones, so there's always one left over in school, and I do think some of the messages and some of the ethos of the school that we talk about in assembly, the LSA's miss out on, which is a shame.' (Head Teacher)

In her sayings above the head teacher, thus, identified possible causes for some of the school's problems. However, her expectations of how the time of support staff was to be used worked in opposition to her understanding of how to solve this issue. This dichotomy was a leadership issue as she had decided how the support staff spent their time and she could, easily, have solved this problem. She expressed some concern over the ability of support staff to respond 'appropriately' to issues (sayings):

> ‘I just think they would struggle to deal with it in a sensible way. I think they would, some of them may go in like a bull in a china shop, and you’ve got to be very careful when you’re trying to investigate bullying, you’ve got to encourage children to be open and honest and to realise the error of their ways’

She admitted that no training had been given, but was convinced that teaching staff would know how to respond to incidents. She was critical of them when this was not the case. Whilst this is perhaps not uncommon research would suggest that staff training is vital (Cross et al., 2011, Oliver and Candappa, 2003, Lund et al., 2012, Gorsek and Cunningham, 2014) and training was an integral part of the award the school had recently been bestowed. It would, therefore, be expected that staff had received some degree of training.

The lack of capacity for her to appoint new staff was compounded by the difficulties in building the relational trust that she aimed for with existing staff (relatings);

> ‘They could be working with people who are a lot less open and honest than me. I tell them it as it is. There’s still that trust issue, they still don’t completely trust, because they’ve been let down in the past’ (Head Teacher).

Trust has been described as the glue (Day and Gurr, 2013) cementing the sayings, doings and relatings that enable practice architectures to develop. The lack of trust mentioned in the extract had implications for the way in which staff responded to the head teacher and the resultant school culture.

Developing Staff Competencies

Despite the head teacher’s identification of trust as an issue, she acknowledged the professionalism of her staff members and attempted to

capitalise on their existing skills and knowledge, whilst giving them the opportunity to further develop these (sayings and relatings);

> '(Teaching Assistant) also has a degree in social work, she's social work trained, so that combined with SEN, I mean this is a bit of a generalisation, but often those children who feel intimidated or bullied are often your SEN children. So she has a close relationship with them anyway and has that opportunity to build up their self-esteem and confidence, which is usually undermining their academic achievements.' (Head Teacher)

This was a teaching assistant who had developed skills for empathising and relating to children in a former career, which the head teacher recognised (doings) and utilised to the advantage of the school's specific circumstances. One of the teaching staff had expressed an interest in the Mathematics Specialist Teacher (MaST) programme and the head teacher had supported this (doings). In 'effective' schools head teachers recognised the strengths of staff and promote professional growth and reflection (Marks and Printy, 2003) but this needs to be consistently applied and that was not the case at Ashpark:

> 'The head teacher had requested that the literacy co-ordinator lead the staff meeting, which had a literacy focus:
>
> The HT started the meeting by announcing that it was a reading focus. She then went through a few points of importance: the library were offering training days by an author, there were three to choose from and the HT asked which they thought would be more beneficial. …….. The HT pointed out that some input had already happened in this area and then charged the literacy coordinator, with following this up. Tesco were running a scheme to put together a book of children's stories but the staff was united in refusing this as they are involved with a similar poetry scheme. The HT then produced a register of Epipen training, asking for

> trained staff to sign it. They discussed the impending educational psychologist visit to see two children, and Mothers Day cards for a local newspaper.' (Research Journal)

In her doings and sayings at the start of this staff meeting the head teacher had effectively taken control (relatings). In her doings of delivering administrative messages she was giving a message about the importance of the main focus and by taking it upon herself to discuss the library and children's stories, both literacy items, she sent a message to the literacy coordinator about her importance and to the staff about overall control of literacy at the school.

So far the literacy coordinator had not spoken

> 'The HT then ran through the mock OFSTED visit of Monday, explaining that lessons needed to be pacey and well planned, with evidence of all children's learning. …….. She then asked them to think about how they managed teaching and learning and the staff listed a few ideas, with her support, that they could tell the mock inspector ……. Next week is World Book Day and she asked for ideas.' (Research Journal)

> 'The HT informed (Literacy Coordinator) that she would be attending a moderation meeting …… She told them about the five Kindles donated ……. A box of books sat by the low table in the centre of the room and she asked them to look through them before informing them that she was returning them on Friday as the school couldn't afford them! She distributed the new Literacy Policy for them to read ….. and then handed over to the coordinator.' (Research Journal)

The control established at the start of the meeting (relatings) had continued and, in reality, the head teacher managed much of this meeting (doings), although she had asked the coordinator to take on this role. The coordinator went on to introduced a range of resources for promoting reading before:

> 'The HT then introduced the idea of a library development as it is currently dark and dingy and not well used.' (Research Journal)

This topic took much of the remaining time. The message given by these doings was that, in her sayings, the head teacher endorsed shared leadership and staff development and verbalised the rhetoric behind this approach. However, she found it difficult, in practice, to hand over responsibility to others.

This discrepancy between verbalisation and practice is neither uncommon nor unexpected (Wallace, 2001, MacBeath et al., 2004, Oduro, 2004). The capacity to genuinely share leadership involves trust, confidence and a willingness to encourage people to take supported risks. In an environment of increasing accountability and external drivers to perform, head teachers find themselves with a dilemma: the struggle to fulfil external expectations and pressures whilst creating environments to promote leadership amongst others; being sensitive to their capabilities, whilst relinquishing overall control. This dilemma makes head teachers understandably cautious (Oduro 2004). This head teacher, in her first headship, acknowledged the lack of trust (relatings) and admitted that she did not find the position easy and that mistakes had been made (relatings). However, she also looked to her next position rather than tackling the consequences of these mistakes within her current role:

> 'It hasn't been easy here, there wasn't trust and I've made mistakes I won't make next time, in my next school, I'll be, well, stronger.' (Head Teacher)

Research advocating the sharing of leadership has been explored in the literature review (chapter 3). The moral accountability for including all staff in decision-making and leadership is evidenced in the literatures (Wallace,

2001, Duignan and Bezzina, 2006). In her sayings this head teacher professed to endorse this approach:

> 'I gave all the LSA's a role, one of the issues from OFSTED was that the LSA's weren't utilised very well, so they've all taken on a sort of role. (Teaching assistant) had taken on PHSE, so Healthy Schools fitted within that. She's now gone a step further, now she's SEN.' (Head Teacher)

In this extract the head teacher's sayings clearly highlight her doings of sharing leadership and building upon her relatings. She also sends a message about the importance placed on PHSE and SEN, this teaching assistant was social work trained and had an interest in children's well being. She had transferable skills to approach this role from a base of some understanding. However, she had no SEN specialisation. Her role was extensive and complex as there was above the national average percentage of children registered as special needs children. The head teacher obviously had faith in this teaching assistant and took full advantage of her expertise.

Staff perception, sometimes, seemed to contrast the head teacher's verbalisation of fully sharing leadership:

> 'We haven't got a lot of control over what we do
> We have overall coordinator roles and all the things that go with that that you obviously get involved in and so on. But (head teacher) does keep a reign on it
> Quite a strong reign
> We're free to suggest things and so on but the final say would be (head teacher's). She is the head you know.' (Teachers).

In this interview extract the teachers signify how, in reality, the head teacher reinforced positional leadership hierarchy (relatings). The staff felt that their agency was limited (relatings) and 'read' the culture, interpreting the head teacher's actions as a support of her own positional standing.

The capacity to relinquish control seems to be tenuous with this head teacher (relatings) and she demonstrated (doings) insecurity in her identity as a leader. This created a culture that influenced the empowerment and professional growth of staff (relatings), limiting their appetite for risk taking and innovation.

Developing Governor/Parent Competencies

This positional hierarchy was also evident in dealings with parents and governors as she defended her position of power (relatings) and was perturbed when parents appeared to challenge this position:

> 'I mean, the lady that's just arrived, she called me by my first name. Now **I've never encouraged that**, but because they see me hands on at cross country or sweeping up after the summer fair they get to know me personally and **that's difficult when I have to give hard messages**.' (Head Teacher)

In her sayings emboldened above, the head teacher exhibited a belief (sayings) that parents should acknowledge her hierarchical position (relatings), as well as recognising their own specific role within this positional hierarchy. She implied that, as a professional and lead of the school, she held a privileged position. She felt that this position came with the recognition and resources to be gained as part of her position as head of the school, a position that parents should respect (relatings). Despite the current rhetoric surrounding parent partnership with schools (Busher, 2005, Johnson, 2004) the head teacher viewed this partnership as important but unequal. She may have risked dissociating the parents, 38% of parents indicating on questionnaire during this research, that they did not feel like part of the school community.

This unequal partnership was further manifest when updating policies and making decisions about school issues (doings). Decisions were made internally, usually by the head teacher, and then published on the school web site, where parents could access them. They could then come into school and comment on these if they felt the need to:

> 'We put stuff on the website, I would never send a policy home, if we consult parents about a policy, I tell them in the newsletter and they look at it on the website.' (Head Teacher)

The doings of sharing policies in this way gave parents the opportunity to read them at their leisure and approach the head teacher with any amendments, suggestions or questions. The head teacher expressed her understanding that parents were welcome to come into school if they wanted to raise any points, she didn't need to actively encourage this (doings). With many parents feeling that they didn't always feel like a genuine member of the school community, this might impact upon their capacity to question policy statements. The head teacher kept parents informed and gave them a voice through the website and newsletter but they may not have felt that they were in a position to engage with this voice.

She also felt that governors were well informed and that they worked closely with the school:

> 'We have two curriculum meetings a term, at least, at least two finance meetings. We used to have finance meetings monthly. We have two full governing body meetings a term' (Head Teacher)

Through the semantic spaces of these meetings the head teacher had developed sayings, doings and relatings of site-specific discourses. She was proud of this close working relationship (relatings). In the shared sayings she would share information about the school, through head teacher reports and data, using terms and sayings that were both relevant and familiar, in

order to make discussion clear and easy. One example of the doings of this was the practice of governors having an allotted 'subject area' and the head teacher supporting them (doings) in taking the time to schedule visits to the school in relation to this. The way that the head teacher managed these visits was not always conducive to close working partnerships. Prior to the visit of one governor the head teacher 'briefed' her staff (doings) by pointing out that:

> 'She's a prickly governor, because she's a parent and she finds it difficult to **take the parent out of being a governor**.'

The sayings of this exchange sent a clear message about her opinion on parent governors and prepared staff to anticipate a certain experience from the visit, not necessarily positive. The head teacher alluded to the difficulties of working closely with parents as governors because of their inability to *'take the parent out of being a governor'* (sayings) (Head Teacher). Her perception was that the governor might not appreciate staff approaches, as she looking with the expertise of a parent rather than with training in education. The head teacher considered that she would have to '*back them up*' (doings), 'them' being the staff. The sayings and doings of the head teacher were sometimes at odds with the building of relational trust with staff and with the wider community, and she positioned herself at the centre by implying (sayings) that she needed to justify the actions of staff (relatings).

Building Pupil Empowerment

The social-political dimension in which pupil voice was positioned also reflected the hierarchy of power positioning that impacted upon the head teacher's vision for pupil voice and her own propensity to put this into practice. This was evidenced when the head teacher participated in school council meetings (doings) and directed the aspirations and perspectives of the group, taking control (relatings). As can be seen from the following

research journal extract, she didn't find it easy to hand control to the children. Once the school councillors were settled the head teacher began to lead the meeting (doings) and to control the direction of the dialogue.

> 'She informed them that she had purchased a bird box with a camera in, even though they had not yet had their cake stall to raise funds …….. The next item was the home/school agreement and she thanked them for going through and ticking off all those that had been returned. All of class 2's were now in and they were to be offered a reward as the council agreed last time. She did say this would not be another DVD time! She asked the school council to check the names of the seven children still outstanding and apply **pressure** to them to get them returned.
> She then praised the boy who had made a poster about not putting tissue in the plugs in the toilets but asked that this be re-done because of the lack of capital letters. She praised one child for producing the 'Do Not Run' posters, announcing that one was already on display just outside the mobile. However, she asked if they could be taken down again and '**By Order of the School Council'** added.' (Research Journal)

She failed to model the changes in structures that genuine pupil voice might entail, sending a clear message to the children. The head teacher led the meeting (doings, relatings), engaging the children in little dialogue other than responses to questions that she posed (sayings, relatings). She also set the tone by closing down discussion on rewards earned and through the sayings of 'pressure' and 'by order of', the latter, in itself, suggesting a hierarchical approach, setting the school council above other children with suggested power over them. However, the school council were proud that they had impacted upon the school in a positive way. When the head teacher had requested that the council generate a fund-raising scheme in order to purchase a camera for the bird box, they had planned a cake sale, giving them a limited but genuine voice. The head teacher had then purchased (doings) the camera for the bird box prior to the event, which might imply that children's efforts were not essential to this purchase.

The doings of the head teacher in her modeling of the changes in structures required to develop pupil voice, therefore, gave mixed messages.
Children can became critical if they perceive that their contributions are not being taken seriously, that the exercise is purely tokenistic or that their efforts are being continually undermined (Whitty and Wisby, 2007, Titman, 1994). The inconsistency in the head teacher's doings and relatings could impact upon children's engagement and self-perception.

Her doings in other areas of pupil voice were more efficacious in the terms of the way she enabled or constrained their activities and empowerment. Pupil autonomy was successful in areas where the head teacher's doings enabled them to undertake roles unsupervised:

> 'A year six girl 'banker' was training a year five boy. They sat on the floor and she demonstrated how to fill in the forms for the day's cheque deposits. He donned a cap from the box of resources quite proudly. She talked him through the form recording cheques and filled the first line in before passing the pen to him and talking him through the task for the next line. After this she read the numbers and he completed the form. She then demonstrated how to complete the money strips, showing which denominations went were. She then directed him to complete the strip at the side of the cheque form, while she counted.
>
> Two further year five children, one boy and one girl, filled the water bottles for class 2 at the sink. They cooperated and completed the task before taking the box of bottles back.' (Research Journal)

By enabling the children's doings the head teacher gave them independence and agency (Fielding, 2006, Flutter, 2006, Burke and Grosvenor, 2015, Busher, 2005, George and Wadsworth, 2007). These children appeared to be proud of their roles and conducted them with confidence and a respect for each other, responding well to the autonomy that the head teacher was

allowing them (doings). They seemed to feel that they had agency and that they were taken seriously. Although the head teacher set the agenda for school council meetings, dominated the meetings and seemed to somewhat diminish their efforts, she also gave the children genuine goals that would result in tangible results (doings).

Wider community

In conversation, the head teacher reported that relationships between the school and the local community had been unpleasant prior to her taking up her appointment. Over the three years of her headship she had begun to improve the situation, inviting parents into assemblies (doings) more often and placing an advertisement in the village newsletter (doings) requesting support from local residents. The latter had resulted in two elderly residents offering support; one to take groups of children for sewing and one to support reading within school. Such collaboration and positive relationships with parents and the wider community can have a positive impact on children's learning and well-being (Leithwood et al., 2006, Muijs et al., 2010, Robertson and Miller, 2007).

The head teacher knew that this was 'good practice' that was promoted through outside pressures under the community cohesion agenda of the time. However, she did not find the sayings, doings and relatings of this practice easy, particularly when she saw this as a challenge to her positional authority. The trust that would act to 'glue' (Day and Gurr, 2013) this relationship was embryonic and the head teacher symbolised her difficulties in this area as she endeavoured to develop her skills for sharing leadership more widely.

Visibility

The visibility of head teachers in and around the school and the frequency with which they make contact with those linked to the school, can have an impact on how they are seen and the calibre of trust, relationships and

communications they establish (Waters et al., 2003, Hallam et al., 2015, Nooruddin and Biag, 2014). How visibility is perceived and the quality of relationship and communications engendered rests upon the nature of the visibility, whether those involved see it as low or high risk (Hallam et al., 2015). Low risk encounters are those more social meetings that have no (or very small) risk of judgement or reproach. High risk, on the other hand, suggests control, judgement and evaluation, leaving staff open to feelings of lack of agency, to comment and to admonishment. The doings of this head teacher; the times, frequency and manner of her visibility, enabled both interpretations of visibility, but staff reported more high-risk occurrences.

One 'doing' relating to visibility was the way in which the head teacher was keen to welcome children and parents at the start of the day, a low-risk visibility:

> 'I try and get out there on the yard at the beginning and the end of the day, because that's when they'll tell you little snippets of things. My door is always open and they do come and tell me things, but I'd like to think the best is to be out there on the playground.' (Head Teacher)

The head teacher endeavoured, in her doings, to forge these relationships, insisting that her door was always open. Her door may have been open, but, if parents did not feel comfortable, as was highlighted earlier, they might not have crossed the threshold of that door (relatings).

The head continued the playground visibility at lunch times, when she would usually spend some of her time (doings) with the children outside:

> 'A large Connect Four stood in a corner and the HT **came out** and **chattered** to the four children playing on it before she **circulated**, **talking to several children**.' (Research Journal)

In the social-political space of the playground the head teacher 's doings, in bold, would impact upon the relatings in a positive way. By contrast her approach to visibility around teaching staff, was often perceived by them as of a higher risk:

> 'The HT entered and asked if she could talk about an incident at lunchtime. She stood leaning on the bench at the back of the room, all of the children turned to look at her. She asked what had happened and several hands shot up. She selected a boy who she knew had been involved and he explained that tempers had risen over the football game.' (Research Journal)

In itself the doings of the head teacher, in this extract, are not unexpected or unusual. However, it was also not unusual for this particular doing to occur before this teacher could, herself, investigate incidents. The research journal evidenced more 'unacceptable' behaviour in this age group and it may have been the case that, because of this, the head teacher wanted to address incidents personally. The message sent was that her positional power made her better placed to deal with this than the class teacher, to whom she professed to have delegated the role. It may also have suggested that it was acceptable for those with more positional power to simply enter a room and take over. Her sayings and doings in this instance impacted upon her relatings.

With the above encounter, the teacher was beginning her post play debrief of playground incidents and, although the head teacher asked if she could talk to the children, she did not wait for the teacher's consent (doings). After the activity the teacher spent several minutes following this up, expressing her disappointment with the children. Thus, whilst such approaches to visibility enhanced her relationships and communication with the children, it did not, necessarily, have such an effect on teaching staff.

Relationships

The doings and sayings of encounters can, therefore, impact upon the relationships promoted by the head teacher, who needs to feel secure in her own identity (relatings) in order to share leadership effectively (doings) (Duignan and Bezzina, 2006). This feeling of security and sharing of leadership grows out of a sharing of 'the way we do things at this school' (Deal and Peterson, 1999) within and across the school community (Duignan and Bezzina, 2006). This necessitates a letting go of the 'buck stops here' mentality but in a climate of standards and accountability this is not always an easy step to take (Duignan and Bezzina, 2006). This is particularly true for head teachers who are not secure in their proficiencies and power or in the abilities and competencies of their staff. Under such circumstances the head teacher may not have the capacity or capability to let go (Duignan and Bezzina, 2006). As has been demonstrated, this head teacher was not secure in herself or her staff during the course of this research.

The head teacher's insecurities impacted upon the doings of how she presented herself and the relationships formed. Adult relationships within school play a symbolic part in fostering children's social development (Wallace, 2001) and the doings of this head teacher modeled behaviours that demonstrated her belief in a strong sense of traditional hierarchy. The culture this developed informed the deployment of power and the building of relationships within the social political dimension. The doings in which she managed staff meetings and meetings of the school council during this research symbolised her need to keep control and to have things done her way, maybe because she was less than secure in the ability of others. The way in which she empowered others to undertake leadership roles (doings) did not guarantee that these roles would be taken up in the way she would want. This pushed her out of her comfort zone and impacted upon her desire to relinquish control.

It may be the case that it was her *'…… discretion to hoard or delegate authority…..'*, (Rosenholz, 1991) however *'it is clearly not the case '… that increasing teachers' involvement in decision-making represents a loss of principal control.*' . Her lack of trust was impacting upon the congenial atmosphere needed to build confidence and to promote good working relationships (Duignan and Bezzina, 2006, MacBeath et al., 2004, Rosenholtz, 1991). Staff were not likely to take risks and felt the pressures of accountability:

> ' ….. they were all working hard to prepare for the mock OFSTED on Monday. One teacher came in to ask what I thought would happen and seemed very unsure. She told me that she was dreading the weekend because her husband is getting 'ratty' about the hours she is doing but she knows she has a lot to do. ……. She expressed the opinion that there was far too much happening in school and that three years in a class is beyond anyone's ability to cope with effectively. She also said that she seems to be spending all of her time working, not getting a break all day and working at night and that this was affecting her relationship with her eight year old son with whom she clashes. She felt that he was attention seeking because she has little time for him and he knew what 'buttons to push.' (Research Journal)

The head teacher seemed unaware of the stress caused to this teacher and had not fully engaged the staff with her mock inspection. They saw this as more work and pressure, not feeling that they would gain anything positive from the activity.

The staff themselves worked at building a sense of connectedness and trust between them. They would meet at lunchtimes in a classroom where they could watch the children out at play and discuss both school and personal issues, offering each other advice and sharing stories:

> ‘The staff chatted freely about their children, laughing about the joys of adolescence, the year two teacher adding to the conversation with stories of her younger sister. The LSA talked openly about her first husband and his many hang ups and faults, announcing that the final straw had come when she realised she was waking up each morning with her mother in law! They laughed.’ (Research Journal)

From this extract it is clear that the staff had created their own social space, realised through the medium of solidarity and their shared histories. The head teacher perceived that the staff had not been ‘unified’ since before her appointment and she thought that converting an old storage area into a staff room (doings) would encourage them to meet together at break times. To promote this she provided cakes and biscuits (doings) but they still met in the classroom. One teacher, who was having problems at home, preferring to work through her breaks. The other staff preferred to watch the children out of the window and liked the light; the staffroom had no outside windows, was small and cluttered.

The head teacher did not seem to see that staff were already forming closer ties, which may be suggestive of the relatings engendered. She tried to enforce (doings) the staff room as a meeting point, missing the bigger picture; the staff already had a social space with which they were happy. The head teacher’s doings in her attempts to persuade them to use a separate space resulted in some degree of tension.

During our conversations, the head teacher’s sayings referred frequently to the doings of her initiatives and how hard she worked in order to move the school forward (doings). Maybe this was because she saw me as a colleague head teacher, a confident or because she felt the isolation and uncertainty of many newly appointed head teachers (Hobson and Sharp, 2005). She asked for my thoughts on some issues that she felt were being less effectively addressed, for example the staff room, which were suggestive of the sayings of a professional dialogue between head teacher colleagues.

She was very hard working, often attending school at weekends and staying late in order to complete her work (doings). However, the staff seemed to feel that she assumed a great deal (relatings) and, although she asked for their opinions (doings), she often disregarded these and imposed her own ways of doing things. The staff room conversion being an example of this.

By continually entering the staffroom (doings) during interviews she interrupted the flow of the interview and hampered the participants' ability to talk confidentially and openly. Between her interruptions and her referrals to, and explanations of, her practice, she gave the impression of needing to justify herself, demonstrating a lack of confidence.

The head teacher held high expectations of behaviour as a basis for her relationships with both staff and children. Despite her doings of engaging with the children about acceptable behaviour and of maintaining visibility, behaviour at playtimes often displayed troubled relationships between the children and could be volatile. When asked about behaviour at the school in general, the teaching assistants summed up the issues as they perceived them:

> 'They're quite frisky because its **not like a bad level of behaviour**, but they can be quite lively.
> Just **low level**
> From a **minority**
> Its just an **undercurrent**, if its not kept in hand, it **could escalate**.'
> (Teaching Assistants)

In the sayings emboldened above, the teaching assistants identified how the relatings of children were usually pertinent and cordial, but could become negative and this could escalate. The children affirmed this during their interview:

> ‘Three people that I know were causing some problems. And there’s about three or four people that I know that are doing things.’ (Children)

Misdemeanours ranged from lower level disruption, such as calling out in class, passing notes and whispering rather than listening to the teacher, (as evidenced through research observations) to more serious incidents, for example a pupil who frequently lost his temper on the playground and solved problems with his fists, and included a range of behaviours along the spectrum in-between. These misdemeanours were frequently evidenced in entries in the research diary:

> ‘Three older boys ran down the corridor in a rush to get out onto the yard, knocking several coats off as they ran. These were then walked over by the other children. Some raided their lunch boxes, on a trolley by the secretary’s room, for sweets and snacks, a few leaving boxes on the floor and rushing off.’

This extract demonstrates how the doings of some of the pupils could display a lack of regard for the head teacher’s behavioural expectations and for their surroundings. Such behaviours were not in keeping with the practices being promoted by the head teacher and could constrain the developing practice architectures she was developing.

> ‘She (a village sewing volunteer) struggled to keep them (a group of 4 children) focused as they chatted and fidgeted. She used team points, unsuccessfully, as an attempt to bribe them. She seemed genuinely interested and exhibited endless patience but did send them back ten minutes early expressing that they exhausted her’ (Research Journal)

Once again, this extract demonstrates how the sayings and doings of the head teacher, in promoting a more respectful culture, were being undermined by the doings and relatings of several children.

> ‘A small group were gathered around a boy with a plastic bag containing Moshi Monsters. One boy offered him £5 for one but he refused, hugging the bag to himself protectively. D tried to persuade him to let her have one but he refused, causing her to stomp off with a face like thunder. They discussed swapping them, some offering to swap with the boy but he refused. When one boy tried to persuade him to swap a specific one, he said no because it was his favourite, the boy stomped off and the boy with the bag moved nearer to the midday supervisor. He walked around near her for a few minutes and then moved away. Like pins to a magnet, the others returned to gather around him. He eventually ran off and three chased him, they were all laughing but he wasn’t. He ran up to the midday supervisor and walked beside her, chatting, for most of the remaining playtime. (Research Journal)

Such observations demonstrated the acceptance, amongst children, of behaviours that reflected a lack of care and respect. Some were not predisposed to treating their environment with high esteem, the implications of which were discussed earlier. The low-level disruption and lack of regard for visitors and peers may be construed as reflecting weakness with relationships. Together such behaviours might indicate a lack of connectedness (Elton, 1989). The Elton Report (1989) discussed the need for school leaders who built communities that took a collective approach and responsibility for behaviour. They identified a range of features that could impact upon successful behaviour management in schools:

> ‘We have identified seven aspects of school management which seem to be particularly important for pupils' behaviour. The head's role is central to them all. They are: staff management; establishing and maintaining internal and external communication systems; fostering a sense of community; taking the lead in setting aims and standards; encouraging collective responsibility; supporting staff; and directing overall curriculum and organisational planning. There is scope for positive

action in each of these areas, but effective staff management is the key to success in them all.' (Elton, 1989).

The report placed head teachers conclusively at the heart of behaviour management for their schools by establishing effective communication and relationships, relying on trust, aspects backed up within the literatures (Day and Gurr, 2013, Fielding, 2006, Hargreaves, 2013).

They went on to add:

'Once standards have been set, it is the job of the head teacher and other senior managers to ensure that they are consistently applied by teachers and other staff. Pupils will quickly spot any inconsistency between public statements and what staff actually do. This will undermine the effectiveness of any policy.' (Elton 1989)

Such inconsistencies were identified through observation, some of which have already been presented. During interview the staff also identified inconsistency:

'They know exactly the consequences and they know what is going to happen to them. It works really well with class one. They know exactly what it is and I think through the rest of the school the consistency doesn't carry on and it really needs to, everybody doing exactly the same. They can't get away with it in one class but not another, they get confused and start pushing the boundaries. (Teaching Assistants)

Because of variance in the application of the policy, the children did, indeed, 'quickly spot' the inconsistencies. They came to understand that behaviours accepted by one staff member would not be accepted by another, or that expectations could be different at different times for the same staff. Whilst this is, perhaps, not uncommon, research would suggest that consistency is important (Steer, 2009, Elton, 1989, ;De Nobile et al., 2016).

Examples of how the distinctive sayings, doings and relatings enabled and constrained the practices of anti-bullying .

	Examples of sayings in semantic space	**Examples of doings in physical space time**	**Examples of relatings in social space**
ASHPARK	The ideas expressed and language used reinforced hierarchical leadership and caring and trust that were developing: 'Competing' 'Let them know all our weaknesses' 'Another award' 'Not a bad one to have' 'It looks good' Inability to 'take the parent out of being a governor' 'Apply pressure' 'By order of' Asked me to 'keep an eye' on staff 'Creating a culture where it is unlikely to occur' The head teacher's sayings … sent a clear message that she had faith in her pupils … approach symbolic of positive relationships and care	The head teacher's actions encouraged staff autonomy and the engagement of others, and often demonstrated a tension between her sayings and doings: Took control of meetings Interrupted interview sessions Wrote the anti-bullying policy Personally deal with all incidents of bullying Opted not to instigate buddy's and other LA recommendations Reviewing of break time behaviour Bullying discussed during assemblies Playground developments Support staff to develop specific skills Enabled children's leadership through in school banking scheme Inviting parents into assemblies Enabling village members' involvement Welcome children and parents at the start of the day Converted storeroom into a staff room Provided cakes for staff in the new staff room	The forging of positive relationships was still in early stages as the head teacher struggled to let go of control and trust others: Lack of faith in ability of staff to intervene Mistrust Opportunities for staff to capitalize on existing skills Reinforced positional hierarchy Worked closely with governors Led meetings

Elmhill Primary School

Leadership

The school had several bullying initiatives in their infancy and some of the teaching assistants expressed concern that this was 'band wagon' jumping and too much to expect of staff in such a short period of time. However, the head teacher expected a great deal of not only the children, but also her staff (relatings) and this caused some disquiet, which she seemed unaware of. The new deputy was seen as a conduit and he supported the head teacher's efforts, smoothing over the ripples and passing on staff concerns. The head, in turn, valued this feedback and sometimes adjusted her approaches (doings) accordingly, sometimes she battled through in the awareness that this was the case but that change was necessary:

> '……. **modeling positive behaviour techniques** and when I came there was certain members of staff that didn't believe in that and when I came as acting head I was frowned upon for not shouting and bawling at children, but I wasn't going to be happy with something that I didn't believe in and so I made a really conscious decision to continue with the positive behaviour that I believe in: **allowing children to calm down** before speaking to them, **sorting out a problem**, if two children are in conflict, using **conflict resolution techniques**. I suppose modelling that is a key thing because now all staff take that on board.' (Head Teacher)

This extract demonstrates how the discourses, at the school, around positive behaviour management were realised in the sayings of the head teacher, highlighted in bold. This then influenced her actions as she put such practices into being, in her doings and relatings. The doing of modeling her sayings impacted upon other staff member's sayings, doings and relatings. There were 'non negotiables' but the head teacher was keen to develop staff agency. She gave them a genuine voice, often asking them to take staff meetings (doings), and gave them the social space to do so, through the

medium of power and solidarity, developing relatings, listening if they had ideas or concerns;

> 'People have come to say I'd like to do this and throughout the professional dialogue meetings they talked about things that they'd maybe started previously and would like to develop or where they'd got an interest, but also seeing strengths in people.' (Head Teacher)

Through the sayings of this extract the head teacher's firm belief in her commitment to a more egalitarian leadership approach with a sense of community, shared values and positive interpersonal relationships (Busher, 2005) is expounded. This approach to leadership required a paradigm shift (sayings) to ensure that the needs of the staff, as a team and individually, were taken into account, in order to give power to all participants, distributing leadership throughout (Carter et al., 2002).

Since taking up her position the head teacher had persisted with her agenda (sayings) to ensure that staff stepped up to this challenge (relatings), reflecting this approach in their everyday dealings with others, whilst also acknowledging that this continued to be a work in progress (relatings). She attempted to establish a more problem-solving approach to school development (doings) whilst modeling expectations, like a dripping tap, with the support of her new deputy, in the hope that staff would emulate her approaches:

> 'The development plan is given to staff to see where they have a role to play within that and action plans are then born from that. Its knowing who wants to develop where and helping them to step up, get everyone to join together, a problem solving approach, not just me or my SMT but everyone working to solve the problem.' (Head Teacher)

The sayings expressed in this extract demonstrate the head teacher's desire to change the underlying pre-existing conditions born out of the school's

specific history. She reflected her belief that the staff were capable of stepping up to the bar and taking agency and responsibility to work collaboratively to solve problems.

The staff, in turn, recognised the shift in ethos and welcomed the closer relationships and the chance for both their own leadership and that of the children:

> 'I'm a senior leadership member, so I'm learning new skills that I never got taught.' (Anti-bullying Coordinator)

> 'Definitely, and that has a knock-on effect as children in year six, not just year six, they have responsibility for the whole school. You know, we have lunchtime monitors and we have dinner, play-ground monitors and door monitors. We have them in the bungalow and the infants. Its a really nice atmosphere and we started the whole school reading which is brilliant' (Teachers)

This recognition that staff and children could, and were expected to, take responsibility and try new ideas was evident in the interview transcripts where the sayings of 'team', 'together' and 'leadership' were strewn, demonstrating how the staff had shifted perception and were developing a stronger sense of togetherness.

This developing togetherness evidenced the level of 'relatings' engendered through the doings and sayings of the head teacher in moving the school towards this goal, thus engaging with the material-economic and social-political domains (Kemmis et al 2014).

Although the head teacher was cognisant of the improvements made, she was also mindful of the shortcomings, particularly with regard to parent and governor leadership. Along with her desire to further both staff and child leadership, this was something she was keen to address. She embraced

every opportunity to invite parents into school (doings), working with them to address the language divides that the increasing number of immigrant children engendered (doings). She was, also, working hard to fill the many vacant places on the governing body (doings). However, she acknowledged that there was a long journey to travel before this was actualised (sayings) and that she needed to start where the school was, moving forward at an expeditious pace but one which would not be so swift as to become derailed (sayings).

Policy

> 'Parents would come in, 'my child's been bullied'. With a handful of parents it was that, and when you actually talked about it realized there was an issue in terms of perceptions of bullying. So we've worked hard to make, in contact with the local authority, to try to get hold of (*the local authority consultant)* really. We sent off the old policy, she suggested that we adopted a model policy but, obviously, tweaked for our own needs.' (Head Teacher)

Thus the journey towards developing an anti-bullying policy had begun with the head teacher's response (sayings) to parental misconceptions and the doings of adopting a model policy provided by the local authority. Such policies are '*quicker, somebody's already done the work and also, its probably got everything in it that legally you should have*.' (head teacher).

The head teacher had encouraged (doings) the anti-bullying coordinator to work with the school council on this:

> 'Yeah, Miss G's talked to us…….. and we've got this little leaflet and ……. I think its getting sent out as a letter…….. and we've made it more bright and everything
> It says the different kinds of bullying
> And it has loads of pictures inside if you been bullied and tell the teacher

Yeah STOP, Several Times On Purpose' (School Council)

As this extract shows, the head teacher had enabled (doings) the coordinator to work alongside the school council in adapting the policy document provided by the local authority. The sayings of this adapted policy would, therefore, be more aligned with the doings of the specific site. The resultant social space developed the relatings and gave agency to the children, through the material economic arrangements enabled by the head teacher and coordinator. The school coordinator further evidenced this:

> 'So what I've done is a child friendly bullying policy which is like a leaflet, with the school council, we've kind of worked together to do it and that is aimed at parents to try and explain what bullying is. So we use the 'STOP' slogan and that, well it was mainly the parents, their perception of what bullying is and the definition of it that was a worry. So that's the starting point there, the school council have done it and now it needs to be sort of dished out to parents.' (Anti-bullying Coordinator)

The doings, enabled by the material-economic arrangements of setting up spaces for children, developed their understanding of bullying and enabled the social-political arrangements of policy development and agency. The head teacher had given her endorsement and raised the profile of the writing of the policy, further communicating her affirmation (doings) by discussing it in assemblies with the children and by supporting its wider publication to parents (doings). As a consequence, her hope was that the perceptions of children, parents and staff would be more aligned and reflective of local authority understanding. 62.5% of children who completed the questionnaire for this research acknowledged that children had worked with staff to produce the policy. During interview, the children were aware of what a policy was, linking the Anti-bullying Policy to the school's Behaviour Policy:

> ‘There’s three warnings. The first one is just a warning, first ones a name on the board, the second ones a tick by your name and the third one you get sent out and then (head teacher). But if you bully you might get sent straight to her (head teacher), or another adult, its in the policy, wriiten.’ (School Council)

In this extract the children are aware of the sayings of the policy documentation and the doings that it encompassed, confident in its operation as a working document. In this way the head teacher had given the children ownership (doings) whilst signifying the importance she placed (sayings) upon the anti-bullying agenda and the trust she placed in her coordinator (relatings), raising her profile within the staff.

The policy enabled relatings through the social-political arrangements that endorsed a caring, friendly and safe environment where bullying was unacceptable, seeing bullying as ‘intentional aggression’ (School’s Anti-bullying Policy). Roles and responsibilities with regard to bullying, other than those of the head teacher and coordinator, were not explained, although the fact that adults could also be involved in bullying incidents, was. In its design it was obviously an ‘off the shelf’ document with some sections incomplete, for example the outline of systems for tackling bullying behaviours was not completed but a brief list of actions to take was.

Overt Anti-bullying Practices

Parental misconception first came to prominence at this site during an OFSTED inspection, prompting the policy document development;

> ‘……, it was the behaviour that the parents had seen, they may have seen one incident and when it comes to the parent questionnaires, it was the negative ones that OFSTED obviously picked up on. And it was their perception of bullying, so “my child is being bullied”, OFSTED’s ears picked up ‘What’s happening about this?’ and actually when we looked

into it it's what does a parent see as being bullying.' (Anti-bullying Coordinator)

In her sayings in this extract the coordinator provides the rationale for the development of a response to perceived bullying at the school; reflected in the OFSTED inspection report (OFSTED 2010). Almost a third of parents who responded thought that unacceptable behaviour, including bullying, was not effectively dealt with:

'Relationships are good throughout the school, and pupils are polite and friendly to visitors. Within classes, the behaviour is good and during the inspection there was no unacceptable behaviour seen around the school. Both parents and pupils raised concerns about behaviour and bullying……, it is the behaviour of a small minority of pupils which they identify as needing improvement.' (OFSTED 2010 p5)

In this extract from the inspection report the OFSTED inspectors acknowledge that the relatings of the school appeared to be good but that the doings of some pupils could undermine this.

The catalyst, therefore, for anti-bullying work at the school, was the 31% of parental responses to the OFSTED questionnaire that suggested that the doings of behaviour management were not effective. As a result, the head teacher invited the Local Authority Anti-bullying Consultant into school to advise and work alongside the coordinator (doings), indicating her commitment to addressing this issue and the importance she assigned to it.

One direct result of this was the mother tongue Buddy system introduced by the head teacher (doings), whereby the mother tongue of new pupils at the school was identified and they were paired, wherever possible, with a child speaking the same language (doings). This made communication a little easier and helped children to feel more welcome and safe (sayings and relatings). Observations evidenced that child 'Buddies' were often sent for

by classroom teachers in order to help translate in times of difficulty. In a school with a higher than the national average percentage of children with English as an additional language, as mentioned earlier, this made communicating in general more accessible but also enabled the children to relate to others more quickly.

The children talked openly about respecting each other and accepted that some children found relationships difficult, sometimes because of these language barriers but sometimes because of more complex issues around behavioural circumstances. During interview, and in questionnaires, they were aware of what the school saw as constituting bullying and how this should be approached. During break-times they would watch out for each other, approaching lone peers when they noticed them or when they were prompted by staff and giving a wide berth to peers struggling to control outbursts of anger:

> 'When one boy rushes to the bench, obviously in a huff, she (pupil) tells me he has an 'issue' and has **gone to cool off**, she says this happens often but its good as he's not 'hitting out anymore'.' (Research Journal)

The doings and sayings of the head teacher had reinforced the approach highlighted in this extract. The setting up of 'cooling off' opportunities was part of the head teacher's ongoing initiative to support the higher than average number of children registered at 'School Action' and 'School Action Plus' for special educational needs (doings). Most of these children had been identified for their behavioral needs (Raisonline 2011):

> 'Which is the reason why we took the conscious decision when Think Children, which was a free counseling service to go and use that but also now we have to pay, its such a valuable resource, to carry on with that service and we've put two staff onto it, the counseling course, for ten weeks, um, just to try and boost that a bit more. So we've got somewhere

for children to offload or just have a chat or just boost self-esteem.' (Head teacher)

The sayings of the head teacher in this extract demonstrate her commitment to the doings of supporting the children identified as having behavioural needs. She provided the resources that these children needed, as well as staff training and the space to successfully address this identified need (doings, material-economic arrangements). The trained staff were given the time and space to talk to children struggling with their behaviour and a nurture room, staffed by a teaching assistant, had been developed. As playtimes presented a flash point for these children, as evidenced during interviews and observations, the deputy head teacher was generally to be found outside at break times, conversing with children or shepherding groups of children into a separate area for sports activities. The deputy's doing of being highly visible in order to alleviate pressure was also supported through the doing of children being given the option to remain indoors. Those opting to do this could take part in a wide range of activities being provided to keep children entertained, including quieter activities. These activities were endorsed by the head teacher and had been initiated either directly by staff or through staff supporting children to establish them. According to interview data, the general behaviour had improved and there had been a decline in reported incidents of bullying as a result. This changing behaviour was most apparent during lunch times, as demonstrated by the following excerpt,:

'Because lunch times were a huge problem
And there were always children kicking off
And climbing over fences
And running away' (Teachers)

Playgrounds are the areas most identified by children as places where they are likely to encounter bullying behaviours (Craig et al., 2000, Frey, 2005, Monks et al., 2009) particularly when midday supervisors are seen as being

less effective at tackling such behaviours (Sharp and Smith, 2002, Espelage and Swearer, 2003, Smith et al., 2008). Lack of training and the perceptions of staff are contributing factors to these problems (Wilson, 2009). The head teacher's decision to appoint a TA as the new midday supervisor (doings) further supported her recognition of this issue:

> 'We currently know of one member of staff, who's currently on maternity leave and isn't coming back, so rather than appointing a midday supervisor we've approached a TA to see if they will carry on their hours to 1'o'clock, just so we've got some support in the playground for the children but also some support for the dinner staff. Obviously the TA knows the children better and is, how shall I say it, is more skilled in dealing with the children and possibly other staff' (Head Teacher)

In her doings identified in the above extract, the head teacher had ascertained that social spaces could be problematic. She moved to devote resources, in the form of a teaching assistant, to overcome the identified problems.

At the behest of the head teacher, assembly times, R Time[4] and PHSE lessons had been used to support anti-bullying (doings). The teachers felt that this had been successful, promoting a better understanding of what constitutes bullying behaviour and how to deal with incidents:

> 'Assemblies, themes and chats about what bullying is, what it truly means. An odd bit here and there is just unkindness, its not necessarily bullying and I think they've got a better grasp of it.' (Teachers)

These doings in the form of general raising of awareness and directed, targeted intervention, as part of a whole school improvement on behaviour and relationships, was, according to interview data from this research,

[4] A Personal and Social Education program that emphases respectful relationships, problem solving and collaboration, using random pairing

having a positive effect in tackling the perception and the number of incidents. This awareness raising was now being targeted at parents (doings), with meetings organized with the support of the local authority coordinator, at pupil's online presence:

> 'We're doing different parts of bullying, it's like cyber bullying, we've got the local authority consultant who does the anti-bullying. She's been in to do a parent workshop on supporting children with cyber bullying, because we went through a phase with Facebook being a big problem ……. and we do have anti-bullying week in November alongside everybody else and we focus, not necessarily on the national one but on what are the problems with our school.' (Anti-bullying Coordinator)

This excerpt demonstrates how the head teacher encouraged the doings of engaging, annually, with the national focus on anti-bullying (doings). However, she was keen to ensure that they focused upon their site-specific needs (doings). In the school's Anti-bullying Coordinator the head teacher had a strong ally in furthering her vision for a more collegial approach and it was the coordinator who was the spearhead for the anti bullying agenda at the school.

Despite the coordinator's input and guidance, some staff still appeared to struggle with accepting that bullying was occurring at the school and what behaviours could be deemed as bullying behaviours:

> 'When, in actual fact there's been nothing.' (Teachers)

In their sayings here the teachers appeared to be in denial about the existence of bullying behaviours per se at the school and:

> 'Not letting me play, in the game, it's not bullying
> (Teachers)

Here the deputy head teacher was explaining his understanding of a 'right of passage' that most children experience, that of being left out, or isolated by peers. Being left out is more highly associated with emotional wellbeing than any other form of bullying (Benton, 2011), there is, thus, cause for some concern when a member of the senior management team does not acknowledge the consequences of such acts.

In their sayings, the children themselves recognised the many changes and the decrease in incidents under the new head teacher. But they also recognised that some bullying still existed:

> 'Sometimes there's bullying but the teachers always sort it out ….. We've got a bullier in year one, because E keeps smacking everyone and bullying everybody.' (Children)

This extract demonstrates that, despite staff belief that bullying no longer occurred at the school, the children were aware that incidents still transpired. However, their faith in the teachers was absolute, which is in stark contrast to much of the literature on bullying (Boulton and Underwood, 1992, Hui et al., 2011,James, 2010). Despite the fact that telling someone has been identified as the single most successful response (Paul et al., 2012, Haataja et al., 2016) many children don't report incidents to adults for fear that this will only make matters worse (Banks, 1997, Waasdorp and Bradshaw, 2015). The relational trust suggested by the children's faith reflects the positive culture that the head teacher engendered: it was also recognised by OFSTED.

School Environment

If the attitudes and behaviours of children are influenced as they 'read' their environment (Titman, 1994, Kumar et al., 2008, Kasal and Dogan, 2010) the environment of this school leaves children in little doubt of their importance:

> ‘Facing the door as you enter are two display boards, one with the word TEAM and the other with an attendance tree, with leaves depicting classes and displaying the percentages of school attendance for the previous week. A leather two-seater settee rests in one corner, beside a large potted plant. The walls are adorned with large, framed, professional looking photographs of children at the school and a large TV screen runs photographs of the school children and their work and pipes soothing music into the entrance area.’ (Research Journal)

The doings of head teacher’s approach to collaboration, respect and teamwork was enabled by her investment in such material-economic arrangements at the school. Her approaches were announced symbolically through the foyer (Bush and Glover, 2003, Lewis and Murphy, 2008, Wallace, 2001). The foyer design enabled the head teacher to clearly announce her belief in the importance of teamwork and of school attendance, which she was trying to improve. She had designed the entrance to be welcoming and calm, placing the children at the heart with the large, professional looking photographs and videos depicting children at the school enjoying their activities and achieving. She was saying that they were important and they could ‘read’ this from the surroundings. Children, parents and staff were observed using the large, soft settee in the foyer, as they engaged in conversation, both school related and personal. The material-economic setup had implications for the way sayings, doings and relatings hung together in this area. In classrooms and communal areas the head teacher encouraged a mix of working and celebratory wall displays, which also placed children centre stage (doings) and she was observed complimented these on passing (sayings). Many of the communal areas held interactive notice boards intended to engage the children:

> ‘……the HT introduced the new Wonder Wall and Maths investigation wall.’ (Research Journal)

Children, and, frequently, adults, were observed interacting with these walls and engaging in conversation about them. These displays were well used, with comments and questions left by pupils, parents and staff, as is evidenced below:

> 'Three girls were sorting the Wonder Wall and Maths Challenge board, they told me that they were really messy and they had decided to tidy them so people could use them again. They discussed whether to arrange the Post-it notes into questions, working out and answers or comments. One girl asked what would happen to the comment left by one of the fathers.' (Research Journal)

Thus, on a limited budget the head teacher provided a welcoming environment (doings), believing that this could impact upon her school in a range of ways (sayings).

The following excerpt demonstrates how she was developing (doings) the external environment in tandem with internal school areas;

> 'Our biggest issue at the moment, I would say is lunch time still and whether that's just because the children perceive dinner staff as being different to teaching staff or support staff or whether its just because attitudes. I don't know. We know that is one area we can improve but also, so many running around together, the unstructured play, its such a long time, where more problems occur, which is the reason why we've introduced the colouring club, we're looking at children that read to other children at lunch time, the young sports leaders and utilising children a lot more to support younger children's play. ' (Head Teacher)

The doings of developing a more harmonious lunchtime has strong links to the previous section where bullying behaviours were discussed. The head teacher had taken action (doings), involving both children and staff, to develop the environment at lunch times in order to tackle this problem.

Demands on the limited space had been alleviated by a selection of indoor clubs and the intervention of the deputy head teacher, who took groups of children out of the playground and into a separate area. The head teacher had worked with the school council and staff (doings and relatings) to re-design the playground area, installing a gazebo and several smaller, zoned activity areas which incorporated a range of playground equipment and surfaces, with shading and seating to provide for both active play and quieter activities (doings). She provided for those children who preferred quieter time, as well as those who needed space to be more active. When she added in training for the midday staff, the impact on lunch times had been to build a calmer environment (doings). However, she acknowledged that there was still room for improvement:

> 'We were looking to **employ a play leader** at lunch time and then Play Services folded. So, that is probably one area we could actually look at if we didn't go down the TA route for lunch times completely because **they could be trained**. I think possibly the way I would feel **more comfortable going would be down the TA route** at lunchtime.' (Head Teacher)

The head teacher's sayings, emboldened in this extract, demonstrate how she wanted to improve the lunchtime experience for children and was prepared to commit the necessary resources. She was, however, categorical in the importance of the right appointments for the job in hand and would rather not appointment then take on the 'wrong' person.

Employing the Right Staff

Having advertised a lunchtime position and been disappointed by the caliber of applicants, the head teacher was not afraid to re-advertise, or look to alternative solutions, if she felt that applicants were not suited to the role or team (doings and relatings).

This team was important to the head teacher and she expected that the staff could and would become a team (relatings) that could be a force for change for the school. This was her first headship and she was determined to support all staff to grow into their roles and was positive about the ability of the staff to become a coherent unit (doings and relatings):

> 'As a new head teacher my biggest task was to support all staff by **showing** them that I was interested, give them **chance to blossom**, I suppose. But get them **working together**, thinking about what to do and then give them **things they might need**. Its **building a spirit**, a **vision for working together** and **accountability** that wasn't here before.' (Head Teacher)

In the sayings of this excerpt the head teacher demonstrates how she uses her doings, in the form of the emboldened words and phrases to enable the sayings of thinking about practices. These would be bundled together in intersubjective spaces in order to affect changes to the pre-existing conditions of underlying structures. She determined the gaps in her staff and then identified the person who, she felt, would complement her team, and had the skills to fulfill the requirements of the position. Because of this her selection process for new staff included a visit to applicants in their current setting wherever possible:

> 'When choosing personnel I took the decision to see them all before short-listing so the visit became part of the short-listing procedure. And, I think, that was a big strength because then I actually saw them within their own setting and got an inclin' of what they were like with their own children.' (Head Teacher)

Her decision to take the time (within the material-economic dimension) to visit new applicants in this way enabled her to (through her doings) select staff she considered to be 'right' for the school. These were staff she felt could reflect upon the sayings, doings and relatings she wanted to promote.

Some of these new positions had been created as part of her problem solving approach to school development, which included existed staff in identifying and addressing issues (doings), one of which had been the poorer lunch time behaviour of pupils (relatings).

> 'We're hoping that we can use it as part of the lunchtime package. We've discussed it together and agreed it could work, with training.' (Head Teacher)

Through her doings of engaging staff in the sayings of decision making in this way, the head teacher had enabled them to engage with the issue and there was an increasing possibility that they would take more ownership, promoting enhanced success of these actions (Leithwood et al., 2006, MacBeath et al., 2004, Roffey, 2008). Out of the appointments made she was most confident and satisfied with her new deputy head teacher. In him she quickly deduced that she had the right person for the job:

> 'The deputy head was a good choice, he's very visible, gets out there, my eyes and ears and works so hard.' (Head Teacher)

The head teacher was content that the doing of this decision was felicitous and from this approach felt that the relatings were enhanced, not just with the deputy head teacher but with other staff and children. Visibility is key to the success of this role, the visibility of the deputy head teacher building trust with others. As her 'eyes and ears' he could, and reportedly did, smooth over minor dissents and enabled the head teacher to judge how the practice landscape was being engaged with. She clearly demonstrated, in her doings, sayings and relationships, her belief in the staff to address the schools many issues, not doubting that she could form them into a team and support each one to 'blossom'. The practices and underlying structures that forged this into reality were, in fact, 'blossoming' as the overall culture of the school shifted and people moved to reflect her underlying vision.

Developing Staff Competencies

Alongside the selection of 'the right' staff, the head teacher was committed to the underlying principle (sayings) that interaction and shared expertise was more likely to result in a systemic change than to have individuals work in isolation;

> 'The professional dialogue is basically around **what they felt their strength was** this year, or **what they're most proud of**, you know, **where do you want to be** and **how do you want to improve** and **where do you see yourself**, those kind of questions, separate from performance management.' (Head Teacher)

The developing of shared leadership presents itself clearly in the head teacher's sayings, emboldened in this extract. This augmented earlier examples where she had talked about 'support all staff', 'give them a chance', 'blossom', 'building a spirit' and 'working together' through 'trust' to 'develop a professional dialogue'. In these extracts she verbilised her doings for creating a culture of collegiality where there was shared vision and belief enabled through caring relationships built on trust. For her vision of a more problem solving, collaborative approach to be realised, trust was pivotal (Hairon and Goh, 2015, Day and Gurr, 2013, Brownlie Boljang, 2010, Duignan and Bezzina, 2006, MacBeath, 2005).

In pursuance of this more democratic, equal approach to leadership across the school, she often encountered circumstances which required that she adapt or change her understandings (doings), ideas or approaches in order to contend with challenges and situations. However, the weight of external pressures moved to constrain this;

> 'We need to look at what OFSTED want, raise standards, better behaviour but its about creating that expectation that improvement is

everyone's responsibility, and making sure they know its a whole school thing, no blaming one person.' (Head Teacher)

External to the head teacher's desire (sayings) for developing her vision and giving agency to others were expectations in accord with wider societal understandings of teaching and learning alluded to in the above extract. The meta-practices of OFSTED and Government directives were evident in interviews as these became part of the intersubjective spaces of practices of the school. Awareness of these external drivers is clear in the sayings of the teachers in the following extract, particularly in the sayings that have been embolded:

'We're all made aware as staff, **what situation the school's in**. I think previously we were oblivious to what was going on behind the office door and results and what was expected of us and where we were truly at. And when it first hit us, **how OFSTED wouldn't be pleased with our results** if we carried on, we were all a bit like where's that come from? Since (head's teacher) been here, we know our children inside out in **terms of levels** and **where they are** and **where they need to be next** and having the **focus on the children,** as a whole staff, its **not just year** 6. That has been a massive shift.' (Teachers)

OFSTED criteria were, therefore, part of the professional dialogue (sayings) of staff for perhaps the first time and they accepted this need to change. This increased 'transparency and accountability' extended to the development of a more open, shared approach to leadership across the school which was at odds with previous leadership approaches. The head teacher acknowledged that, sometimes, this was not a smooth road to travel:

'A lot of staff would come forward with ideas. There's a key member of staff that I can see her strengths and was wanting her to do the subject leaders work. So I put her forward to go to the meetings to find out about that……. So its a bit of both really. People have come to say I'd like to do

this and throughout the professional dialogue meetings they talked about things that they'd maybe started previously and would like to develop or where they'd got an interest, but its also seeing strengths in people.' (Head Teacher)

In her sayings the head teacher recognised and advocated her vision for promoting staff efficiency and building on their strengths. In her doings she was in a position to enable or constrain this vision through the utility of shared leadership (Harris, 2004). This more diverse, dispersed approach to power sharing and the team approach were somewhat incongruous within the leadership history of the school. It was, however, something the staff were aware of and appreciated:

'(Head teacher) made a **huge impact**
Much **more open** I think, and **friendlier**
Its less 'this is my class, my results'
'This is what I've done'
Its more open, in it **together**' (Teachers)

In this excerpt the sayings of 'more open', 'friendlier' and 'together' signify recognition of staff to this shift and the 'huge impact' made by the head teacher's doings in promoting these changes to the practice landscape.

In her sayings and doings, the head teacher took account of the interests and needs of staff, alongside the needs of the school. This approach was a paradigm shift for many of the existing staff after a more reticent leadership approach, which kept them uniformed of issues and out of leadership responsibility. Whilst fully acknowledging the primacy of her position in her sayings, she conveyed her commitment to leadership that embodied a values-based, achievement in her doings and a people focused approach in her relatings.

She facilitated, in her doings, continued development and training opportunities for all staff in order to further develop their competencies. One example of this was the buying in of external training for the midday supervisors. Midday supervisors talked enthusiastically about training on more positive approaches to lunch times and about their anti-bullying training:

> 'I done a more in depth, I didn't go on yours cos, with being a supervisor, I did another one. And yeah, it is good because your surprised in what you missed really …….. Its like they taught you how to don't go in at the first moment. Wait to see what happens first, let the children solve it.' (Midday Supervisors)

What is of particular interest here is that the 'supervisor' (self identified in the extract) felt the need, in these sayings, to promote her own positional standing, she had undertaken a slightly different course. However, she recognised the importance of training in developing the doings of tackling bullying behaviours, as did the others.

Teaching assistants also undertook training, both in house and external, some of which impacted upon their leadership capabilities:

> 'The HT had asked her to set up a nurture group and sent her for training but the group was not run as a nurture group[5] and she was trying to get the HT to see that. The group was populated by children who had been awarded a golden ticket for really good behaviour and ran at lunchtime from 12:30-1. She was hoping to be able to persuade the HT to make this a genuine nurture group once all her training was completed.' (Research Journal)

[5] Nurture groups are designed to develop the behaviour and academic achievements of children, highlighting the importance of social environments and relationships. Staff are specifically trained to model expectation and to promote healthy relationships and mental well being, alongside learning. Children learn through practical activities and social interactions, developing social skills.

This journal extract demonstrates how the TA was confident that she could persuade the head teacher to take a more informed approach to the nurture group and was absolute in her belief that she had a voice that would be heard and a leadership role to play.

In her doings the head teacher was comfortable to give the reins to other staff if the situation warranted it and this TA was just one example. Staff could request that they took control of staff meetings and the head teacher would work with them to facilitate this if they needed her support:

> 'The head teacher took a back seat, letting the teacher take charge from the beginning as coordinator. After ten minutes most staff had arrived and she asked the presenters to begin. The presenter, a mother of a child at the school, took charge and was very monotone losing staff interest. The coordinator intervened with staff, asking one TA to stop talking as she found it distracting.' (Research Journal)

As this extract clearly demonstrates, the head teacher, in her doings and relatings, would allow staff control in circumstances where they took the lead. She remained to offer support (doings) should that be needed and to demonstrate her participation as a learner alongside staff. She also recognised the strengths and empowerment of the coordinator by not stepping in.

The staff responded positively to this approach and confidently discussed the resultant changes in the culture of the school. They acknowledged a growing awareness of the children, school and the wider community and recognised the advocacy of the head teacher and deputy in this.

Developing Governor/Parent Competencies

Historically governors had not played an active part in the school and staff were not used to working closely with them;

> 'The governors are not involved in the school really, at all I would say, there's probably one governor that I see, but I don't really liaise with her.' (Anti-bullying Coordinator)

The lack of collaboration and the disempowering of governors referred to in this extract was part of the existing pre-existing conditions of the school. It was something the head teacher was working to overcome in her move to enable a more collaborative, shared leadership approach. She had inherited a governing body with many vacancies and was struggling with establishing a working group that could present a quorum in order to make decisions:

> 'We're desperate ……. Massively struggling. One community's moved house to Lincoln. One community's got health problems and I've got one parent governor teetering on the edge of resigning…. The quest of finding new governors isn't doing very much. The local authority governors, well that's nigh on impossible. We went out to parents, no body wanted to do it. I've brought it up at every meeting I've been to in the community. Its gone into the Methodist church newsletter. I've tried to tap into business and I've contacted our local council offices.' (Head Teacher)

This lack of governor numbers, despite the extensive doings of the head teacher in her quest to appoint to the school's governing body, as demonstrated in the extract, constrained the potential of the group to make effective decisions and to challenge and support the head teacher. With the external pressures of OFSTED to further governor involvement in school leadership being ever evident, this lack of numbers created a perplexing challenge for the head teacher. For those governors that were in positions the head teacher tried to encourage a more active role, inviting them to staff

meetings and to visit the school (doings). However, her efforts were not well received and the head teacher continued in her endeavours to build a workable group.

Building Pupil Empowerment

The head teacher had also undertaken a number of activities (doings) aimed to develop pupil voice within the school and this was having an effect on pupil behaviour, expectations across school participants and on the ambience of the school (relatings):

> 'We have lunch time monitors and we have dinner, play ground **monitors** and door monitors. We have them in the bungalow and the infants. Its a really nice **atmosphere**' (Teachers)

The teachers in this excerpt recognise the impacts that these 'monitor' roles were having on the 'atmosphere' of the school. The staff supported the doings of the head teacher in her desire to give the children a voice in this and in other ways, and to develop their leadership opportunities within the school. One example of successful pupil initiated, and staff supported, activity was where pupils were given the opportunity, through head teacher doings, to identify things that mattered to them and problems that they felt could be addressed through specific action on their own part;

> 'She's set up her own reading club
> Reading club
> With the little ones, you know' (Teachers)

This successful reading club had emerged when older children, in particular one year 6 girl, had recognised that there was an opportunity to engage younger children in stories whilst also providing a quieter area for them during playtimes. The head teacher's doings had enabled the material-economic arrangements that had given agency to children and had

facilitated the pre-existing conditions for them to take such action and leadership. She encouraged staff (doings) to endorse this sort of initiative amongst the children, setting up a suggestions board (doings) for children to request clubs run by peers, which were then discussed through the school council. The result was a plethora of clubs, many of which are named in the extract below, that were either fully run by children or were run by staff but engaged children in the running (relatings):

> 'We have clubs down in key stage 1; craft, cookery. We've got a film club every week. You've got kickboxing, colouring, craft and reading, its just endless, sports, chess, absolutely endless the clubs. We take part in every event that's going
> I'm not just talking sport, I'm talking, well, you know, anything
> Singing competitions
> Singing, choir. That is a massive strength.' (Teachers)

In these sayings the head teacher gave importance to these extra curricula activities, particularly at lunch times when she saw them as one way to combat behavioural issues, whilst promoting pupil leadership (doings to enable relatings). This was evidenced during her interview (see earlier in this section.)

The head teacher saw pupil involvement at lunch times as a way to support the acquisition of skills and self-confidence in children who had been identified through Raiseonline, as largely from challenging backgrounds. According to OFSTED two-fifths of pupils were disadvantaged and one in five spoke English as an Additional Language, which, in itself, presented challenges for the school. The head teacher was aware of the needs of the local community and the need to develop pupil voice (relatings) as a way of promoting the needs of all of the children. During this research project one staff meeting was an introduction for staff to the Investors in Pupils Award[6],

[6] The Investing in Children Award is given to schools demonstrating the capacity to engage with children in active dialogue and to involve them in leadership and genuine change initiatives.

symbolising her commitment to this facet and this encompassed a number of aspects, as demonstrated in the following interview exert;

> 'Pupil voice is something that the children here would tell you if they've got a problem but there's always going to be children that possibly wouldn't, so we continue to promote the worry boxes within key stage 2 classes and the school council. Playground mediators, is something that I'm asking for application forms for at the moment from children we can train up to be our mediators. I have some kind of mechanism with TAs to make sure that that's monitored but also there's a feedback to a member of staff if there's an issue' (Head Teacher)

Pupil voice has many positive effects for children and for the school (Sellman, 2011, ABA, 2008, DCSF, 2007, Flutter, 2006, Burke and Grosvenor, 2015). The head signalled to the children that their thoughts and efforts were important enough to warrant support from staff. The school council recognised this:

> 'Last year we went round in the classes and thought of some new rules cos some people wasn't following them. And they went round the classrooms and thought of different ones, rules and then the school council got up and decided which rules they want and it got announced in assembly.' (School Council)

In these sayings the children demonstrated an awareness that their views were taken into account and that their engagement was more than a token gesture, they had a genuine impact within the school. Through further development, including the Investors in Pupils award, the head teacher was planning to further this agenda:

> 'I hope to get a child leadership team in place for next academic year so they take on board looking at school priorities in terms of the

development points, bringing it down to child level. I almost think that they could have their own development plan where they see children working and I feel it could tie in quite nicely with being an anti-bullying mechanism. Because it, yet again, its a pupil voice mechanism.' (Head Teacher)

This extract illustrates how the head teacher was developing the underlying structures that would 'hang together' (Kemmis and Grootenboer, 2008) to inform the practice architectures and set the way things were done at the school. This development was an evolving, bi-directional process. As the underlying structures developed and influenced participants they would modify their sayings, doings and relating and, as these came to amalgamate as practices, they would be remodelled and adapted by those very same participants, guided by the head teacher.

Wider Community

The Head Teacher also evidenced, in her sayings, an understanding of the wider community, expressing her understanding that community links were important and demonstrating this through her actions:

'We have links with the children's centre ….. We have good links with the church down the road, which is about developing links. And we would seize any opportunity to develop links with people, I think its important' (Head Teacher)

As this extract from interview demonstrates, the head teacher actively sought out wider community involvement, furthering the curriculum, for example a Pizza Express visit (discussed later), inviting community members into school, as with the local minister and promoting vacancies on the governing body (doings). This school was located in a lower social economic area with a high number of immigrants, mainly from Eastern Europe (Raiseonline). The head teacher's doings and sayings built relations

with the wider community, relatings that sometimes proved difficult to navigate and maintain. She recognised that the wider community influenced the lives of children (sayings), including their school lives and that the way in which that community viewed the school was important. In her doings she tapped into the resources of the wider community, building relationships.

The Foundation Stage children visited the local Pizza Express, during the research period, to make pizza. This was an experience that they thoroughly enjoyed, as they explained to the head teacher when she met them at the school gate (doings) on their return, her visibility endorsing the educational visit.

The doings of this provided an exciting educational experience for the children and forged links with the wider community. During the walk to the Pizza Express premises passers-by greeted the children and commented to staff about how 'well behaved' they were. This activity, thus, raised the positive profile of the school. The head teacher's visibility (doings) on their return symbolised the importance of such activities (sayings) and strengthened her relationships with the children, staff and supporting parents.

In cooperation with her new deputy she initiated a school newspaper (doings). This was run by the children and included school news, views on community events and interviews with local celebrities. The responsibility for overseeing this was given to the teaching assistants, providing a leadership opportunity (relatings):

> 'The kids have started up their own newspaper called The Swan, its written by them and they interview prominent figures in the community. They interviewed the town mayor last and they'll write it up, its their own newspaper that they've written with help from some of the TAs.' (Teachers)

The head teacher had, thus, reached out to local community organizations and churches (doings). She had also sought out and welcomed links with other schools (doings) within the vicinity and with wider educational establishments:

> 'We're part of a CPD network where we did an audit of needs and strengths. We're working through that now and importing, like speed dating, people together to support each other. And its economies of scale in terms of applying power. We've got twelve schools who can buy into something. It is about network building now the local authority have gone, hence the reason why keeping my finger in the National College pie is quite interesting because you get contacts through that as well.' (Head Teacher)

At a time of uncertainty as reorganization had seen a reduction in local authority consultant support for schools, the head teacher recognised the advantages of collaboration with other schools to share expertise and develop staff competencies (Coldron et al., 2014) (relatings).

Combining these community links to her visibility (doings), the head teacher formed many links personally, or supported such links with her presence (doings). The doings symbolically indicated the importance that she placed on such endeavours (sayings) and was likely to raise their standing with staff as well as promoting the school within the wider community.

Visibility

In her doings, therefore, the head teacher worked hard to develop positive relationships with community members, both within and beyond the school. When in school, she could be observed meeting and greeting carers and parents (doings) in the playground with a smile on her face. As carers and parents arrived and waited for school to begin she would wonder amongst

them (doings), talking to adults (sayings) and children alike, answering their questions, addressing concerns or just involving them in friendly chatter. She had gently encouraged other staff members to emulate this and modeled the behaviour (doings), which teachers had then replicated and now saw as a strength of the school:

> 'Another strength of the school is we go out in the morning, in the night and wonder the playground talking to parents. Chat, not just, well I certainly don't just chat to parents of my own class, but, well, you know, that's a strength.' (Teachers)

The head teacher's doing of modeling this action had enabled it to become a part of the pre-existing conditions of the school. There can be little doubt that this action resulted in not just her increased visibility with parents but that of her staff members (doings). By modeling (doings) her expectation she impacted the actions of staff, who replicated this behaviour, building better relationships with parents and children, who responded positively:

> 'The head teacher was talking in the entrance hall with a very pregnant mum, discussing how her KS1 son was as he is currently off with chicken pox. The relationship was relaxed and open and the head teacher came over as genuinely caring.' (Research Journal)

The above doings, sayings and relatings show how the head teacher actively sought to develop the ethos of care. This ethos was enabled through her practices to develop a positive culture that would impact on the school culture and community feeling of well-being (Muijs et al., 2010, Noddings, 2005, Pauley and Pauley, 2007, Griffiths and Davies, 1995).

The head teacher often engaged with children and adults in the corridors and, at intervals, in classrooms (doings). With children she would complement their behaviour, appearance or achievements and always had a ready smile (sayings and relatings). She would sometimes join the staff for a

drink towards the end of the lunch hour, or wander in to the staff room for a variety of reasons, and join in the friendly banter (doings):

> 'The head teacher wandered in to warm her lunch in the microwave and joined in the discussion, commenting to me that the staff were earning a reputation for partying, they mock groaned and defended themselves and she left laughing.' (Research Journal)

Through such doings the head teacher enabled personal relationships with staff to flourish alongside the more functional relationships (Fielding, 2006). She joined in with the friendly banter of staff (doings), as an equal, feeling comfortable enough in this relationship to comment and used humour to further enable the closeness (relatings). The closeness she established appeared to be genuine and enabled a shift in power relationships that had been hierarchical in the school's recent history.

She also engendered a close working relationship (relatings) with her newly appointed deputy, in which he occasioned high visibility and supported her in her actions and communications with others. In conjunction with the head teacher, the visibility of the deputy was regarded positively by other staff as shared and modeled good practice and as supportive of improving behaviour in children, particularly at break times:

> 'He's, not been here very long but he's had a big impact on the children
> They absolutely love him
> He involves himself in the football at lunch times
> Doing athletics now, aren't they?
> He's done a lot of activities with them after school and its what they need' (Mid-day Supervisors)

With the encouragement of the head teacher, the deputy had quickly formed positive relationships with children in the outside spaces and had, indeed, had a 'big impact' that other staff saw and acknowledged. The head teacher

met with him daily to discuss issues and practices (doings and relatings). Theirs was a close relationship of mutual respect, friendship and professionalism that was openly modeled to the rest of the school, demonstrating the practices that the head teacher was promoting.

Relationships

The close relationship between the head teacher and her deputy was, thus, of importance to her in her pursuit of a closer, collegial staff team (sayings and doings). In her doings, sayings and relatings she held both behaviour and relationships in high esteem and had worked hard to improve both aspects. As a consequence, historical practices seem to have shifted and relationships appeared to be improved from the initial comments of parents. Pupils were polite and friendly to visitors, in every area except the entrance corridor where there seemed to be a feeling that they could muscle and push their way through. The head teacher was, in her doings and sayings, working to counter this, encouraging staff to tackle it positively and modeling expected behaviour. In classes the children mainly behaved well, in accordance with the school's policy. Particular children had been identified as having difficulties with challenging behaviours, including anger. They were afforded the opportunity of withdrawing to their 'safe, quiet' place if they felt that they were losing control:

> 'It's a lot more, there's a better feeling around
> I was only saying the other day that the children that were notoriously the ones that would kick off. I don't even remember.
> When you think I haven't heard about them for a while.' (Teachers)

In this extract the teacher's sayings show how children who frequently came to staff attention for the wrong reasons were now infrequently mentioned. These social-political arrangements enabled the relatings of participants and the children presented to me as being confident that adults in school cared for them and were ready to look after them. This confidence, in turn,

enabled the relatings of the pupil population who appeared to enjoy school, treating each other with friendship and respect:

> 'This afternoon one of the boys was twiddling the girls hair, wasn't pulling it but was just fascinated by the fact that her hair was curly. So he was twiddling her hair and she started to cry
> Her friend put her arm round her and went 'Oscar don't do that look at her face, you're making her very sad' and he stopped. They can do that, you know, it's that being able to say, 'Well no, you're making her sad, don't do that.' ' (Teachers)

In this extract the social space enabled the relatings of care and respect between these children and an understanding that it was acceptable to be a supportive bystander (Salmivalli, 1999).

In her actions, substantive and spoken, the head teacher demonstrated her belief in the potential for collegiality within the staff team. When interviewed she clearly articulated this belief, whilst acknowledging that they still had a way to go:

> 'I suppose that's been a frustration when you think that they've actually got it and they're with you and then there'll be a comment that lets you know that we're not quite there yet …… Its building a spirit, a vision for working together and accountability that wasn't here before.' (Head Teacher)

In the sayings of this extract the head teacher articulates the direction of her move for the pre-existing conditions of practices at the school, but also acknowledges that this would take time (Kemmis et al , 2014). She uses the term 'accountability' to identify the need for the school to be accountable to the government and the wider community in the sense of outside drivers to raise standards but also, in a more fundamental understanding, accountable

to one another, as colleagues, in their relatings. Her commitment and impact were recognised by staff:

> 'I think that the children sense from the teachers that there's a togetherness now
> You know that there's a team.' (Teachers)

This accountability and inclusion stood in stark contrast to the school's history:

> 'I think it's more our previous head was a lovely man……. you felt like you weren't moving forward, things weren't being put in place that should be put in place, we were just coasting, and we all knew it, but because there was no sort of pushing from above, people just coasted, and every time you wanted to do something, you wouldn't really do it, because you weren't encouraged to. Whereas now, we feel a bit more listened to as a team.' (Anti-bullying Coordinator)

The head teacher, in her sayings, doings and relatings, demonstrated her belief in her school and her staff, and awareness that they could achieve what had previously been beyond their grasp. Staff and children alike read the messages she symbolised and responded positively. The importance of staff coming together was substantiated as she adjusted lunchtime arrangements to enable socialisation (doings), which had begun to spill out beyond school:

> 'I mean we didn't used to have a staff room together, so having a staff room together has sort of sewn us a little bit tighter, having the same dinner time has sewn us a little bit tighter, so its little things like that.' (Anti-bullying Coordinator)

> 'They chattered and laughed discussing the teachers' night out and the game of pub golf this had entailed. There were many comments about

> the shorts and the decreasing state of the women involved on the photographs. A TA pointed out that they needed a night out together and a date was put on the white board for people to put in their diaries. The same TA began a discussion of the merits of the bars in (two local areas) and the attributes of men in both places.' (Research Journal)

As evidenced from these extracts, the head teacher had maneuvered staff break times to bring these times in line, enabling a social space in which relationships could flourish. The staff had grasped this fully and the relationships enabled were both functional and personal (Fielding, 2006). A closer relationship had, therefore, begun to permeate the staff, bringing them closer professionally as well as personally, and had been noticed by the children. Interviews, observations and questionnaires all supported the head teachers understanding that this was impacting upon the school's underlying structures, changing the culture.

Examples of how the distinctive sayings, doings and relatings enabled and constrained the practices of anti-bullying .

	Examples of sayings in semantic space	**Examples of doings in physical space time**	**Examples of relatings in social space**
ELMHILL	The ideas expressed and language used referred to change, trust and team building: 'Modelling positive behaviour techniques ' 'Allowing children to calm down' 'Sorting out a problem' 'Using conflict resolution techniques' 'Helping them to step up' 'Respect' 'Working together' 'Give them things they might need' 'Building a spirit' 'More open' 'Friendlier' 'Together'	The head teacher's actions encouraged staff autonomy and the engagement of others: Adjust approaches as necessary Problem-solving approach to school development Engender the leadership of staff and children Invite parents into school regularly Enable anti-bullying coordinator to work with the school council on a policy Discussed anti-bullying in assemblies Introduced mother tongue buddies Provided resources for children to 'cool off' Enabled staff CPD Highly visible, Deputy head high visibility and pupil engagement at break times Enabled range of extra curricular activities Anti-bullying education for parents Appoint TA as mid day supervisor Forge links with community and local schools Break times enable positive social spaces	Positive relationships were being forged: Get everyone to join together I'm learning new skills that I never got taught Child agency Expectation that staff would become a close team Faith in staff team Culture of collegiality Trust Head teacher allowed others to take the lead Ethos of care Enabled social relationships amongst staff

Oakwood Primary School

Leadership

The head teacher was considered by the staff and parents alike to be the heart of the school. They anticipated that she would impose high expectations, practices that she saw as non-negotiable and boundaries as to what would and wouldn't be acceptable in terms of sayings, doings and relatings. However, at the same time, they also expected her to establish a positive, nurturing environment through feelings of warmth and care that she radiated. In response to this, the relationships with (and between) staff were close, warm, and supportive.

A part of this was the way in which she supported leadership across the school population. Leadership no longer resided purely with the head teacher as the positional leader. This had not always been the case, and staff and parents accepted that the overall power and influence still resided with her, as the customary positional leader:

> '……ultimately, the person who needs to make the decision, (head teacher), will make it. It does help that (head teacher) allows us to teach in the way that we teach because we are all very different people in that way. We've got lots of similarities but we do teach very differently and I think that helps because then there is no tension of someone being told to change or told to do something differently because that can create tension between people……. So we all come to work really happy and we are able to play to our strengths. But she also has the final say if things don't go so well.' (Teacher)

The teaching staff express their acceptance, in this extract, that the head teacher has overall say, as positional leader. However, they indicate their trust in her in allowing them discretion to utilize their strengths and, also, her trust in them to fulfill their professional roles. This mutual trust

underpins strong positive relationships. Such trust improves the culture of schools and allows staff to embrace the head teacher's vision (Hallam et al., 2015, Day and Gurr, 2013).

> 'I think there is a **flow of dialogue** and so she's not dictatorial although that is not to say that she can't be. She does sometimes say 'no we're not doing that. Leave it to me'.' (Parent)

This parent also recognised that the head teacher, in her doings, held that positional power through establishing a 'flow of dialogue'. The positional power she held was evident and transparent within the social-political arrangements. The head teacher created a balance of power through her sayings, doings and relatings. In this trust and collegiality were evidently encouraged and power was shared. However, their power emanated from her sayings, doings and relatings (Starratt, 1993, Ainscow and West, 2006) and she was prepared, if the circumstances prescribed, to step up and take back control. The head teacher herself admitted that her leadership style was adapted to fit the circumstances of the school at any specific time, i.e. contingent not fixed, as discussed in Chapter 3.

> 'When I was a new head this school was in a big mess so there were lots of things that individuals needed to do in their classroom ……. I needed to get a handle on what was going on because when you are a new head you don't even know where the paper clips are. You're in charge and you feel so stupid because you don't even know where the paper clips and stuff are. So, initially, I guess the leadership was by example and by working myself silly because you just want to get a job done and you don't want to put it onto anybody else, you don't feel that you can ask someone else to do a job that you wouldn't do yourself. …… Whether it be that you're mopping the floor because somebody had been sick or weed on the floor or whatever or you're doing the dinner duty because someone's away, or if you're teaching because someone is ill and its how you speak to somebody when they're facing a drama, how you speak to

someone on the phone when they say they're ill. Cos you say 'Ah, never mind, you get better, get a video and …' (laughs). But you get off the phone and you think, 'Oh, no, that means I'm teaching and I had this big list of stuff I was gonna do tomorrow and now I'm teaching and I've got to find something to teach that class' …….. But you get on and you do it and you don't witter about it, you don't moan about it and it just builds to where you are then given the leadership as opposed to just having the title.' (Head Teacher)

Contingent leadership (Leithwood et al., 1999, Bush and Glover, 2014) was a vital part of this head teacher's arsenal. It enabled her to respond to the school's very particular needs as they changed and developed and to symbolise to staff her caring, hands-on approach.

The head teacher's role had evolved over the 3 years since her appointment. She portrayed a much more traditional, positional leadership role at first (relatings), but, gradually, established a more shared approach as others recognised and replicated her dispositions and routines. In this way she developed a better understanding of the situation and her interactions with others progressed, giving the culture firm roots (relatings). She demonstrated her commitment and her predilection to take on any role (doings) and work diligently for the sake of the school (doings). Her competence as a leader was, thus, clearly visible and her enthusiasm and trust modeled daily as she fostered her vision for the school, setting respect, trust and positive relationships at the core (sayings).

Policy

The anti-bullying policy encouraged victims and/or bystanders to notify a significant other in the event of repeated incidents of behaviour that upset a pupil/pupils and where the perpetrator refused to cease. The notified person was then held to have responsibility to listen and respond appropriately. This encouragement was intended to capitalize on the doings

of bystander behaviours (Salmivalli et al., 2011, Catanzaro, 2011, Smith, 2014).

The definition of repeated, unacceptable behaviour was provided, including examples to aid in identification. Responsibility to support victims was presented as being the expectation of everyone, as a generic group rather than separately and bystanders were mentioned as people who could step in to aid the victim. The policy was worded in the first person, addressing the reader as 'you', making the message seem more personal.

Support for the perpetrator was recognised, as was the fact that adults could also be involved, and that this was also unacceptable.

From questionnaire data in this research it was apparent that parents and staff all knew that a policy existed and that it was accessible via the school office and on the school's webpage. Only 50% of staff reported being involved in its formation, although the percentage of parents who recollected being involved was higher, at 80%. This involvement was higher than for other sites in this research and would indicate that the head teacher had positively promoted policy formation.

The head had taken the advice of the local authority consultant and formed a small working party from the school community, including parents and herself, to develop the policy based upon a local authority exemplar. The policy was then circulated to the school community at large, for comments and discussion before being finalized.

Overt Anti-bullying Practices

An amalgamation of the data collected during this research demonstrates that collaboration, agency, rights and responsibilities lay at the heart of Oakwood School. The head teacher promoted, modeled and developed the overall strategy of mutual support and respect in her sayings, doings and

relatings. As an integral part of this the children reported a champion scheme in place to directly address identified bullying behaviours:

> 'If somebody thinks that they are getting bullied or somebody is not being very nice to them they will tell them and then the bullying champion will try sorting it out.' (Pupils)

However, this was negated as they later added:

> 'Basically we just all play together and make sure that no one is left out.'

In the sayings of these extracts the children signify their faith in peers to support each other, making this the collective responsibility rather than just the onus on a few. The head teacher in her doings, sayings and relatings had enabled the social spaces that facilitated this wider support of peers. The approach of all children supporting each other in their relatings was evidenced in observations where, in the playground, this did, indeed, seem to be the case. This approach is evidenced from research journal extracts:

> 'Bethany had been sat on the bench watching the others for a few minutes so I went over to talk to her. She told me that no one would play with her as they were all busy and that her mum wouldn't let her bring her Diablo[7] in case someone else took it. When I asked who she had approached to play with she shrugged her shoulders and told me that everyone had a friend to play with. As we chatted the 'horse girls' galloped up to ask her to make a four so they could have two horses and two riders, she smiled at me and galloped off.'

And on another occasion:

> 'Sam, an older boy, was walking around the periphery of the playground with his hands in his trouser pockets, looking a little forlorn. I was just

[7] A juggling prop, comprising of a bobbin that spins on a rope connected to two sticks

about to make my way over to him when two boys rushed up to him and asked him to join their game of chase and shooting, two minutes later he was racing around laughing loudly and 'shooting' bystanders.'

These extracts demonstrate how, in their doings, the children seemed to deal with peers on the periphery, who had no one to play with. At no time did I observe any bully champions at work, but on numerous occasions I observed children spontaneously supporting each other. The children felt that this was part of a wider approach, which encouraged them to get on with everyone:

'Every Monday in our class **we change partners** and sometimes we do this maths thing where you have some cards…… Say you didn't really like that person as much as you did another person and then they had someone that they didn't really like as much as someone else, if they had to sit next to them then they'd probably get along more……. You have **responsibilities** …….. **Rights** are things you should do really……. **Nobody can treat you as a minor** because **its your right** because **you know different.'**

In the sayings in bold above the children are articulating their understanding of the relatings within the social time space of solidarity and power (Kemmis et al. 2014). They engaged with and enabled the social-political arrangements, building a connectedness through their rights and responsibilities. Such approaches contributed to keeping bullying incidents at a minimum and involved the entire school population in a culture of care; ensuring bystanders became 'champions'. Only one child responded positively to the question in the current study's questionnaire 'I have had no-one to play with at playtime', demonstrating that this approach both worked and was acknowledged by the pupils.

The approach of rights, responsibilities and caring for each other was a deliberate stratagem by the head teacher as a response to circumstances

when she first embarked upon her position. There had been a culture of cliques and the bullying of children who did not belong to them was embedded. The head teacher identified that this came '*from outside the school gate …. that certain children it wasn't OK to play with'* (head teacher), this tended to be those from lower social economic groups who were not included in the prevalent 'social grouping'. Parents and pupils alike identified these children as not possessing the economic capital, or, as a result, the social capital of the majority:

> '…..it (the school culture) was almost, **kind of reinforcing to those children who didn't have** the badge on their jumpers and the t-shirts were a bit grey by the end of the year and were passed down through families. They almost **stood out as no go areas**, they have to be able to work together with everybody else, and ability **groups are recreating that clique** that's outside and they were making it difficult for some children…… . But by working together and by being praised for kindness and how they treated another person, the child who perhaps couldn't write so well actually got some praise because a sentence was written between them and she'd contributed to it and made something there.' (Head Teacher)

In this extract the head teacher identified how the pre-existing conditions, historically embodied at the school, enabled the more affluent children to bond together; *'kind of reinforcing to those children who didn't have'.* She identified how these children, who could benefit from the relationships they developed that enabled their access to the resources of the school community, constrained the access and relatings of those who could not; *'stood out as no go areas'* and '*groups are recreating that clique'*. In her sayings and doings she became a change agent and worked with staff to better balance this access and initiate a culture that would nurture everyone, modeling her expectations.

Children, in questionnaires and interviews during this research, supported this positive approach. They took the approach to heart, accepting that mutual respect was both a right and a responsibility. The children maintained that they really enjoyed school, staff were approachable and would help them, that they felt safe at the school and felt that the school was a friendly school. These positive perceptions would indicate that they were conscious of the developing culture.

The anti-bullying message was further promoted through assemblies, where the head teacher encouraged children to empathise with a range of characters (doings), encouraging staff to follow this up in PHSE, where themes of equality, care and respect were promoted (doings). Whilst I was in the school one such message was addressed when a local theatre group gave an anti-bullying performance during an assembly. This doing was enabled by the head teacher, through the material-economic arrangements at the school. As part of the performance of this they asked a range of questions and it became clear that the majority of children were aware of bullying and the importance of intervening:

> 'The majority thought that words can hurt and can be seen as bullying.
>
> Three quarters knew that there was a difference between teasing and bullying. Bullying is several times on purpose and is aimed at making you feel bad. They believed that teasing is more of a joke and stops on request. A Y1 boy said it was best dealt with by walking away.
>
> About a half thought that bystanders needed to take a share of the responsibility.
>
> The storyteller had them shout out, 'Bullying stops with me.' And they did, with gusto!' (Research journal)

This extract provides an indication of the children's understanding of the rights and responsibilities of everyone and the importance of bystander behaviour (Crapanzano et al., 2011, Cowie and Colliety, 2010, Craig et al., 2000, Salmivalli et al., 2011). Teachers, support staff and pupils, each expressed that they thought the school was, substantially, bully free (5% or less children indicating that they had been bullied) and could express procedures for dealing with incidents:

> **'…… I don't think we've ever had any bullying**.
> I'd speak to (PHSE coordinator) or (head teacher) straight away to ask them for advice.
> But I'd probably speak to the person saying that they were being bullied and find out exactly what had happened.
> I'd just remind myself how to approach them when I question them because **we very rarely have any bullying here.**
> What I would call low level bullying – where they are a bit unkind to each other - that is immediately stamped on and so there is not an opportunity ….. when I've had somebody new in my class and she was not really in-tuned with us and she was rather saying some unkind things so I immediately said to her 'read the rule: we are kind to each other' and that clicked straight away. Its not allowing little things to get out of hand.' (Teachers)

The sayings of the teachers here in the opening sentence of the extract and in '*very rarely have any bullying here'* shows the belief that there was little bullying at the school and this was supported in their questionnaire responses during the research (figure 5). The teachers could verbalise steps they would take, but not those promoted by the policy to tackle bullying behaviours, indicating lack of familiarity with the school policy and approaches. They used infrequency as an explanation of why they couldn't recall the school's steps.

Such evidence would suggest that the head teacher had successfully navigated the pre-existing conditions of the school and supported staff in developing a culture of respect and care but that the policy itself was not a working document that supported them in this. She had also provided training for anti-bullying in order to help staff and children develop their understanding and these doings were evidenced in the extract. In her doings she raised the profile of anti-bullying by supporting Anti-bullying Week annually, by providing resources (including classroom time) to support the message of respect and anti-bullying (doings), by enrolling the school on the local authority award (doings) and by appointing herself as the coordinator and ambassador for promoting anti-bullying (doings); indicating the importance she attached to this as a concept (sayings). Undoubtedly staff and children 'read' the messages in her actions and emulated the sayings, doings and relatings promoted during these actions accordingly.

School Environment

The head teacher understood that the physical conditions of the school could impact on the building of respect and belonging by influencing;

> 'social behaviour and attitude; the development of a new ethos of care for the place and the people in it; increased levels of community interest and involvement.' (Titman, 1994 p13).

Children see school grounds as a reflection of their own importance within the school and being involved in the design and development of them advances a sense of belonging (Flutter, 2006, Titman, 1994, Johnson et al., 2011, Burke and Grosvenor, 2015, Kumar et al., 2008).

The head teacher encouraged the whole school community to get involved and make suggestions (doings) about the school environment and how it could be developed in a positive way. Annually she arranged for parents to work alongside children to create the many hanging baskets and planters of

flowers that adorned the school's exterior (doings) during the summer term. These added to the aesthetics of the exterior of the school, which was bright, tidy and well maintained, providing an inviting façade. The head teacher ensured that the physical environment was regularly updated, providing the financial resources necessary (material-economic arrangements, doings).

She invited the children (doings) to participate in the designing of playgrounds markings and encouraged staff to discuss (sayings) this within their classes to ensure that all children had a voice, handing the ideas and final decision to the school council (relatings). Her approach encouraged involvement and ensured that children would 'read' the environment as an outward display of the school ethos and their place within it.

The head teacher directed many of the school's resources to developing these outside areas (doings) and resourced them in imaginative ways that would support her belief in collaboration and practical involvement (sayings);

> 'During the afternoon a delivery arrived, a set of wooden building blocks for use in the outdoor environment. They are the larger blocks. As the boxes kept coming (the head teacher) was laughing that she might have ordered the wrong set, apparently expecting a class set to arrive. This is a school set! She doesn't want to put them out until they have a large grit bin to be housed in and until staff have had staff meeting time to play and explore for themselves.' (Research Journal)

The blocks referred to in this extract were for teaching time in the EYFS and KS1 area but were also intended for break times to encourage children across the school to be creative together. Her insistence on staff exploration time further emphasised the importance she placed on these activities, both for children and staff (doings).

In support of break times, the head teacher employed one of her teaching assistants as a midday supervisor (doings), believing that the relationship she already had with children, her training and position and her understanding of the ethos, would be of value in supporting other midday supervisors and children during this time. Her investment in this countenanced her underlying beliefs and the symbolism was interpreted and enacted by others (sayings).

Employing the Right Staff

The emphasis on relationships was essential to the head teacher's approach. She was very positive about her school and obviously very proud of it (sayings).

Getting the right staff (doings), who shared her vision (sayings) and who could fit in with her team (relatings), was fundamental to her approach. From the application process, which included visits to their existing school (doings), she identified staff that she wanted. She took full account of their classroom credentials but, also, whether they would fit in with her existing staff team (relatings) and the school ethos of Oakwood School. By including teachers in this selection process (doings), she demonstrated to them the importance of their opinion and their input (relatings).

> 'I think they try and **make sure that the staff do get on well** and (headteacher) is the **same with everyone** and when I had my interview we had to spend time in each class to check that everyone got on with everyone ….
> I think **she would have listened** if somebody had said 'Oh my God no! Do not get that person'' (Teachers)

In the emboldened sayings above, the teachers indicated that they had a high level of trust in the head teacher's positive approaches to personal relationships. The head teacher demonstrated the importance of the staff

and her trust in their judgment and they felt respected and competent in their position. The staff structure continued to thrive as a coherent unit with people who supported the culture of the school and who worked in the way that reflected the culture at Oakwood School.

Developing Staff Competencies

The trust that the head exhibited was apparent (relatings) in the way that she handed teaching staff some of the control to direct their own learning and development in the form of research days (doings). They were allocated a day a term away from the classroom to research any educational issue that was of particular interest to them (doings), on the understanding that they would lead some sort of staff development as a result: this could take the form of a discussion paper or staff meeting. Through this strategy the head teacher was building a climate of professional learning (relatings) and developing staff confidence, building their security in their identity as researchers, leaders and valued members of the school community.

The collaborative learning community she was building was a shared communal phenomenon. She developed a clear structure (doings), with clear expectations and accountability, investing time and resources in the leadership capability of others. Leadership at the school became the property of the staff group, engaged in collective action, developing their own identified interests alongside those identified through scrutiny of evidence from the setting, making it site specific and relevant:

> 'We did it like a research thing, we'll try this and **we'll talk** about how it works. We know it works in English, **we'll try it** in maths and you've got L saying' 'Well guided reading's the only place I'm not doing it. I might as well try it there.' I want to look at National Leadership of Education and see what that brings in and maybe that will support, because if we go with that then the whole staff have to be **prepared to share** and **to do things**…….. So we just sat down in the staffroom and said well these are

> the **leadership opportunities within school** rather than worry about subject leadership…… So R didn't report back, she's doing Olympics, she didn't discuss it with me because I thought its fine, **let her run with it** and, because it's not a problem, **I trust her**, **she led the staff meeting** on the Olympics and presented her ideas and **people then chipped in more ideas**, other things that they wanted to do.' (Head Teacher)

In this extract the head teacher's sayings, emboldened for identification, emphasise the importance to her of trial and error, of supported risk taking and of being 'prepared to share'. This is one example of how she was working to create a culture based on trust (sayings), where leadership was established through knowledge not position (relatings). A part of this was supporting staff in taking risks (doings), developing their collaborative problems solving capabilities, so that they all exerted an influence. Lewis and Murphy (2008) argue that distributed leadership involves three important tactics: modeling, monitoring and dialogue. What is missing here are the relatings that support these three aspects, however, this head teacher managed to invest herself in modeling, monitoring and dialogue in order to support and develop relationships and the leadership within her team.

The head resolutely invested in her vision for the school and the principles that underlined it (sayings). Her quietly enthusiastic practical involvement, combined with her emotional investment, were evident from the way in which she enabled the development of a whole school community promoting respect, equality and a devotion to shared, enquiry based learning for all (sayings and doings that enabled relatings). This enthusiasm and investment manifested itself in both the obvious and subtler modifications to practice arrangements; research days for teaching staff and flexible, reorganised staff meeting arrangements illustrated a change in the accepted preconditions underpinning the school's practices. The initiatives opened up the cultural–discursive arrangements and enabled a shared CPD, often based upon the personal interests of the staff, facilitating the social-

political development of respect and improved relationships. This enabled a greater sense of collaboration and collective responsibility across the school, transforming teacher's learning and leadership practices.

Developing Governor/Parent Competencies

The head teacher ensured that her vision of a culture of respect and positive relationships was threaded through every aspect of the community, including, where possible, home life (of both staff and children), school and relaxation. This vision included giving a credible voice to children, staff and parents. During the research period a parent governor co-lead the staff meeting after school and was very much treated as a part of the team:

> '(Teacher) has taken the lead on Learning Outside of the Classroom. She is working closely with a governor. They had printed off standards for an award scheme and staff worked in pairs to assess if criteria were met, identify possible evidence and pick out areas and ideas for further development. The governor then lead a review of ideas and (teacher) jotted down the ideas to make an action plan. They were joking with the head teacher about the level of outside involvement and how they have something on every week. She went through her diary to prove them wrong, resulting in hilarity, as they were right! They only found 1 totally clear week this term. The meeting ended with everyone laughing.' (Research Journal)

This extract demonstrates the close, affable ethos ubiquitous at the school (relatings) and it was not unusual to observe parents being included at many levels (relatings). The doing of enabling the parents to take an active lead sent a clear message of empowerment and of bringing the whole school community together. Such an approach emerged from the head teacher's doings, not from her positional role, although, as head teacher, she could enable or constrain such developments. She invited parents into school at every opportunity (doings) and modeled (doings) her vision (sayings)

consistently. Parents supported the many celebrations and activities (doings) at the school, both during school time and out of school and often suggested and ran activities themselves:

> 'After going through the rules she (the teacher) invited one of the mothers, to explain what they would be doing. The mother told them a little about Victorian garden produce, things they would plant today and asked what fruit they might like to plant in future weeks. The teacher then chose half of the class and invited them to line up at the door. They lined up, chatting excitedly and then moved to the garden area…….. Once in the garden the mother split them into two teams standing either side of a raised bed.' (Research journal)

In the doings recounted in the extract one of the mothers was enabled to take the lead in an activity that was conceived and developed by herself. The teacher facilitated this doing, enabling the social-political and material-economic arrangements established by the head teacher.

Parents recognised this inclusive approach:

> 'My wife is chair of the PTA and she helps to motivate them and **give them direction** because she's in the know because **she's the expert in the field**. So she (the headteacher) gives them guidance but they then **take the lead** and so they are **empowered by her**. (Headteacher) is always encouraging parents to help out whether its for a school trip or whatever. So parents **feel included** and they help out with lots of things, **they can all help out'** (Parent)

In the emboldened sayings of this extract this parent is further expressing how the material-economic and social-political arrangements enabled by the head teacher, gave parents the opportunity to share their leadership and expertise. They could for example make suggestions for further school developments. These opportunities built their efficacy and supported the

positive relationships that the head teacher promoted. This was synchronous with a sense of respect and agency, giving parents and governors a voice in what occurred, rather than having everything imposed from the top in a hierarchy.

Observation and interview data gathered during this research would suggest that the events outlined in this section were a genuine attempt to improve collaboration and agency across the community (relatings).

Building Pupil Empowerment

The head teacher was sensitive to the myriad of voices and range of perspectives within her school, including those of the children. She was convinced of the benefits of pupil voice, rooted in the school's policy and practices and endorsed by the wider school community (sayings). In support of this, she affirmed the work (doings) of the upper Key Stage 2 teacher in organizing the school council in such a way as to give every child a fair chance:

> 'Everybody's entitled to be in the school council because I didn't want a school where the governor's children moved onto a different grouping and were chosen every single year to be on the schools council and certain other children never got a look in and never got a chance.' (Head Teacher)

The expressed equality in the social-political arrangements indicated in this extract affirms the equality and empowerment that the head teacher proposed for the school community. She worked with staff (doings) to encourage children to develop a voice and they felt that this voice was heard. This commitment to children's voice was articulated during interviews;

> ‘They all have an **opportunity** to stand for chair and vice chair etc, and they have to do a presentation to the children and we do a voting for the whole school and so the **whole school** will vote on who leads the school council. And then it happens in lesson time. **Everybody does something** and **everybody makes a contribution** and the children understand, very clearly, that that’s **their responsibility** to make a contribution and to **lead something**…….. The children invented the behaviour system with the red card and the yellow card. I know that’s a loose invention because just about every school across the country invented it, but they DID invent it! They did **talk about** the rules and the behaviours that we expected.’ (Head Teacher)

In the sayings in bold above the head teacher shows how the doings and relatings of the school council were enabled by the social-political spaces she had enabled. They were expected to collaborate and to take responsibility for decision making and leading in specific areas, supported by the staff who modeled these behaviours.

The parents interviewed recognised this as one of the head teacher’s many strengths:

> ‘I think (head teacher) makes the children the absolute key and so they are involved in the decision-making. So it revolves around the children rather than the grown-ups telling the children that this is what you do. And part of that is the school council because the kids can make decisions and they feel included.’ (Parents)

These two extracts show how allocating lesson time to school council meetings and handing the council responsibility for specific tasks clearly demonstrated both the importance that she placed in the children, specifically the school council, and the confidence she had in them to undertake assignments with conviction and independence. Children consider ‘jobs’ which impinged on their break times as ‘boring’ and this

diminishes their impact on connectedness (Titman, 1994). The children at Oakwood School undertook a number of responsibilities but the head teacher ensured that these didn't unfairly impinge on their free time, demonstrating to them that she held them in high regard.

This high regard was also demonstrated in the way in which the head handed the school council the annual task of reviewing the rights and responsibilities of all school members (doings). The entrance hall was arrayed with posters proclaiming the roles, rights and responsibilities of all school participants (sayings). The head teacher had initiated this, establishing them in collaboration with the children, giving them a voice (doings). Once established, she passed the task of reviewing them to the school council, with her support (doings). These formed the underpinnings for the culture of the school (sayings), influencing the way everyone engaged.

Wider Community

The head teacher had a very relaxed and cordial relationship with members of both the school and the wider community (relatings). She consistently gave the impression that she had time for visitors and a genuine interest in her school and extended stakeholders (doings that enabled relatings). She smiled widely and greeted (doings) those she knew by their first name, if she knew it, getting to know more about them quickly:

> 'I think she really gets to know her children and the parents and I think she instills that into the staff as well.' (Parent)

> The parents address her by first name, she also addresses some of them in the same manner. One 3 year old wandered in with his mother and came into the office with his Buzz Lightyear. One EYFS boy came in with dad to report that he had been well behaved for mum during the morning. The head teacher gave him lots of praise and a well-done

> sticker. She is supporting mum in improving the boy's behavioural issues at home. (Research Journal)

These two extracts indicate how the head teacher ensured that the school had strong links with families and the local community (relatings). Younger children were accustomed to wondering in and talking to her and parents felt comfortable to approach her about issues with children both within and beyond the school. A thriving parent teacher association (PTA) and parent's forum blossomed from this approach (doings relatings). The head teacher handed them genuine responsibility. During my time at the school, she had asked them to help plan a suitable community celebration of the school's OFSTED report. The OFSTED rating was something that she was, rightfully, very proud of and this task, therefore, was significant.

Main links with the wider community seemed to be those around rituals and ceremonies, for example celebrations, either generic national events, such as Bonfire Night, or village events, such as the annual village litter pick:

> 'The school council decided to collect at the village bonfire for 3 charities, they also decided that each class is to make a Guy to enter into the village competition' (Research Journal).

Such links to rituals and ceremonies are important to developing cultures in schools (Deal and Peterson, 2016). The extract above confirms the head teacher's doings in enabling the children to take the lead, in this instance in the shaping of wider community involvement in a village bonfire celebration at the local public house (pub). The local pub was the hub of the village and the school usually supported social events planned by the landlord. The head teacher usually attended (doings) these but placed no expectation on staff to do so, in recognition of their day-to-day workload. Her attendance symbolised her interest and commitment to the village and was something she had cultivated deliberately in order to improve links with the village (relatings), which had not been strong prior to her appointment. She took

the time to very visibly speak (sayings) to all parents who attended, including those of lower social economic status, signifying her acceptance of everyone. Her open engagement with all parents was a powerful symbolic gesture in a school where middle class values and prejudices had been known to impact negatively on school life.

The head teacher deliberately set out to build stronger links and challenge prejudices (doings); inviting outside speakers into the school, with invitations to attend extended to parents (doings). She demonstrated her conviction by encouraging a member of staff to develop her interest in a School's International Award (doings). This staff member then led staff meetings and developed resources and links with schools internationally and in differing local areas. The sharing of expertise in this way furthered staff understandings as the staff member worked with them to create a very visible, whole wall display in the hall on diversity (doings). This very visible, centrally positioned display formed the launch pad for assemblies and curriculum activities and acted as an aide memoir (doings).

The head teacher, therefore, acknowledged and included the wider community in her school wide promotion of tolerance and respect and this included forays into a more global community (doings).

Visibility

A central part of this community engagement was the time the head teacher spent outside (doings) of the office engaging with staff, pupils, parents and wider community members (relatings). Seeing this as pivotal to her role, she, thus, knew what transpired within her school, and, quite often, within the local village community.

She worked hard to maintain a visible presence (doings) around school, both inside and out. Each morning she greeted carers and their children , either on the playground or in the entrance hall, often chatting on a more

social standing, discussing their children, the village or news items. This was a smaller part of her regular visits to all areas of the school campus (doings), where she would interact with adults and children with ease (relatings).

Taking the time to notice and engage with the children and adults (doings) was important to her.

> 'I **spend time talking** to them and one in particular, (parent), will come in and she always takes leaflets every day and **we just have a little laugh** about which leaflet are you having today. So its about **knowing individual children** and **what they are like** and what **their needs might be**. And then, with the parents, its knowing that most or all parents are **wanting to do the best for their children** so, even though they don't get it right all the time, they are doing their best and **its about understanding** that. **Taking the time to get to know them'** (Head Teacher)

The sayings highlighted in bold in this extract reflect the head teacher's doings in modeling a caring approach in which she understood the needs of the school community. She focused upon the importance of caring relationships, building a sense of connectedness through the social-political spaces. As well as building positive relationships and modeling expectations (doings), she also considered this as a way to identify any issues that might be accumulating, enabling her to address them quickly and effectively (doings);

> 'So she is this figure of authority and she doesn't bend to everybody who comes in to see her but that is exactly what you want. Her strength is that she can take the knocks and the hassle which, in a little school, can get personal and that is hard because you do know every parent and you know their child.' (Parent)

In this extract the parent acknowledged the complexity of such relationships and of the head teacher's hierarchical position (relatings) in that she would support others but was prepared to make the more difficult decisions as necessary (doings). The head's approaches encouraged the development of positive relationships, fostering mutual trust and respect (relatings). Her approaches influenced the pre-existing conditions that constrained or enabled the practices of collaboration, agency and solidarity (relatings), thus, influencing the sayings, doings and relatings of significant players within the field that were promoted by such practices.

Staff, pupils and parents almost certainly saw her high visibility as a demonstration of her interest in them and the school (relatings), increasing the levels of trust they had in her (Hallam et al., 2015). The way in which head teachers spend their time is an important aspect of the way in which they evince their support and this is something that head teachers are, in general, aware of (Leithwood et al., 2006). Those associated with the school read these doings and acted upon their interpretations.

Relationships

The head teacher clearly communicated her vision for the school through her approaches and relationships; her emotional commitment to the staff and school was distinctly manifest in her doings and sayings, impacting upon relationships. During interview (sayings) she clearly expressed her commitment to developing positive relationships, both functional and personal (sayings) (Day and Sammons, 2013, Fielding 2006):

> 'I always **do everybody's birthday**; I always **do something at the end of each term** and the staff always **get a Christmas present** and an **Easter present** and **a summer thank you** present and I always give a **personal letter** to them. I always think what is it this term that I really **need to thank** this person for? So what is it that they might **need to hear**? So L prides herself on meeting the needs of every individual and

she works so hard to do that and that is something that you don't necessarily say thank you for all the time but it is **important to her** and so **its knowing what is important** to that person that you **say thank you** for. Its making sure that you **value what they do**.' (Head Teacher)

In the sayings highlighted in bold in this extract the head teacher elaborates upon the importance to her of exhibiting a nurturing role, where she takes the time to ensure that staff feel valued. The doings verbalized here were some of the ways in which the head teacher symbolised her belief (sayings) that building personal relationships goes beyond the workplace (relatings) and that recognising both the personal and professional persona is important (relatings). The writing of personal letters (doing) is one example of where this head teacher made a special extra effort to show her support and appreciation (relating). Staff are more likely to go the extra mile for head teachers who display such support (Tschannen-Moran, 2014). This head teacher invested herself emotionally and saw this caring approach (sayings) as a process of transmutation, modeled by herself (doings) and, in turn by staff, and taken on board by the children, a point recognised by the parents:

'When somebody transitions into the school it becomes everyday practice to make them **welcome**, **hold the door** open or to **help somebody** get a knife and fork or whatever. So I think if that kind of ethos is there in everyday situations then the children continue to build on it.' (Parent)

In the sayings in bold the parent recognises the head teacher's awareness of her school and the way in which she built a sense of connectedness in everyone involved, developing a culture shaped by positive relationships (relatings). The head teacher made time and space for staff to meet (doings), often providing cake (doings) and encouraged staff to socialise beyond the school context (doings). The staff, with her encouragement (relatings), openly discussed their friendships, demonstrating to children their social

closeness and modeling these close ties; fostering social development in the children.

She was very open about her school (sayings) and its workings, handing me folders of evidence (doings) and agreeing to sort out any documents requested. The folders she presented were comprehensive with SEF areas supported by evidence and she informed me that I was welcome to examine any folders and documents I needed, at my leisure. She also made it very clear that she would prefer if they were not taken out of the building (doing) because of the confidential nature of the contents. This openness and trust was customary in the manner in which the head teacher related to others in general (relatings). Trusting, positive relationships were embedded in the structures that underpinned the culture of the school (relatings).

To further cultivate these positive relationships random groupings were used in classrooms in an attempt to ensure that children had the opportunity to work alongside a range of other class members in collaboration;

> 'We went to a culture of random seating, which changed every week……. it really was quite random. ……. working together and being praised for kindness and how they treated another person.' (Head Teacher)

In this extract the head teacher highlights the practice of random seating established in classrooms. This was one of the practices promoted by the head teacher (doings) and discussed by staff who incorporated it into their daily routines in order to improve relationships across the school. Teaching assistants appreciated the importance of this process in building closer ties, as demonstrated in this extract:

> 'The children, in classrooms are almost always moved around a lot so there's a lot of sharing. They don't get to sit next to one person for a whole term and form a tight little unit.' (Teaching Assistant)

The children appreciated the ideal behind this approach:

> 'Because it makes you get on with everybody. Basically you get to know people.
> Say you didn't really like a person so much and then you had to sit near them for a little time then you might like them and get along more.' (Children)

As the preceding two extracts demonstrate, staff and children, who recognised the importance of relationships in building the caring climate that the head teacher promoted, recognised and valued this practice. The staff held the pupils in high regard, genuinely caring for them, modeling this in every interaction, in much the same way the head teacher did in her interactions with both staff and children (doings), as evidenced in the preceding discussion. In turn children developed respectful, positive and friendly relationships (relatings) with others as was evident from observations made:

> 'When one boy was creaming his butter and sugar and the bowl was sliding around on the table, his partner held it without being asked. Two girls were trying to scoop marg from the tub with a huge wooded spoon, the boys next to them intervened with, 'No, no, you don't use that spoon.' One pair did leave their table in search of scales only to return and find their wooden spoon had gone missing, they asked the pair next to them (who claimed not to know anything), discussed the problem and decided that a large metal spoon was probably just as good. Two girls were having trouble with the scales and another pair intervened, showing them how to reset the scales, causing an issue because they had already begun weighing out. They simply asked for help and it was sorted (the scales were broken!).' (Research Journal)

> ‘J went to sit down and was told by the boy he sat next to that he couldn’t sit there as he was saving the seat for a friend. He looked upset and moved to another place, on his own. Two other boys came to sit with him and he cheered up.’ (Research Journal)

In the doings described in these two extracts the positive relationships between children is evidenced and this is likely to impact upon connectedness and children’s well being (Roffey, 2008, de Souza and McLean, 2012, Harel-Fisch et al., 2011, Richard et al., 2012). Building good relationships does not happen by chance and the head teacher’s sustained efforts were a contingent aspect as the major influence on the school (Day and Gurr, 2013, Fielding, 2006).

Examples of how the distinctive sayings, doings and relatings enabled and constrained the practices of anti-bullying .

	Examples of sayings in semantic space	**Examples of doings in physical space time**	**Examples of relatings in social space**
OAKWOOD	The ideas expressed and language used referred to collaboration, trust and team building: 'She also has the final say' 'Responsibilities and rights' 'Nobody can treat you as a minor' 'Make sure that the staff get on well' 'Prepared to share' 'Let her run with it' 'Give them direction' 'Feel included' 'Empower' 'They all have an opportunity' 'Everybody does something' 'Everybody makes a contribution ' 'We just have a little laugh' 'Knowing individual children' 'Do the best for their children' 'Taking the time to get to know them' 'Need to thank' 'Important to her' 'Value what they do' 'Say thank you'	The head teacher's actions encouraged staff autonomy and the engagement of others: Allowing staff to utilize their strengths Adapted leadership to circumstances Head teacher took on any role readily Random partnering Welcome outside expertise Provided resources Whole school community involvement in developing outside environment Employ TA as mid day supervisor Staff input into new appointments Teacher research days Staff meetings run by staff and by parents Engage in supported risk taking Defined responsibilities for school council members School council lead development of charter of rights and responsibilities Highly visible presence, Enables staff socializing Personally thank staff at the end of term	Positive relationships were being forged: Mutual trust Mutual support and respect Pupil have faith in each other to be positive bystanders Respect Allow time for visitors to school Make visitors feel welcome Head teacher engaged with community celebrations Supporting each other

Beechview Primary School

Leadership

At the start of her headship, this head teacher was prepared to take on most responsibility for any operational activities, projects, roles and everyday tasks herself. However, the realization that this was not sustainable was soon apparent:

> 'When you've just got one person its a **bit stuck**, isn't it? I mean, I've now got four people, then we'll have six people and its just, it will help.' (Head Teacher)

In her sayings of being a 'bit stuck' and needing more leaders, this head teacher aligns with the literatures that recognise the growing complexity of the role of head teacher (Harris, 2013, Gronn, 2002, MacBeath et al., 2004).

If we accept that schools are primarily environments conceived of interaction and interpersonal exchanges and that *'…….. a culture of collective trust is an essential social resource that enables school professionals to maintain an effective and efficient operational core'* (Adams, 2013, p376), then it follows that, in sharing leadership, the necessity of building trust is integral. Cook et al., (2005, p31) maintain that *'……. trust is grounded in the interactions of the partners over time.'*

Developing this trust was proving challenging for the Beechview head teacher. She was in the process of appointing her, hand selected, leadership team (doings); her partners in leading the school. At the same time the Local Authority were supporting her in pursuing several competency proceedings against existing staff (doings):

> ‘The head teacher needs to move 11 of her teachers out of school as they are unsatisfactory and refusing to up their game. 4 new staff members began at the beginning of this term.’ (Research Journal)

The process of improving or removing staff was causing discord with a number of staff groups (relatings) and leaving her staffing situation very vulnerable. There was a reliance on supply staff and the head teacher accepted that the consistency of such staff was an issue. Those who came to know the school, children and practices were not always available and those who didn’t had an impact on the culture and learning in classrooms. Supply teachers inevitably understand the culture less, and this has implications for the way they approach their role and the consistency of practices (Sebba and Robbinson, 2010)

The head attempted to address some issues by assigning leadership roles to existing staff (doings). Unfortunately, not every staff member wants to be a leader, or steps up to the role competently:

> ‘I think that at the moment the Anti-bullying Coordinator needs to raise her profile far more, at the moment she is doing the anti-bullying things that I tend to go to her with and she is doing the things I mention to her about. But I think she now needs to be more high priority, ……... that’s the conversation I need to have with her. Up her profile around the school, ……. could be but have I maybe not chosen the right person? The person that’s doing this has to have a real passion ……. If someone’s doing it but doing it because it matters as opposed to ‘this is just part of my job’’ (Head Teacher)

As this extract indicates the head teacher had demonstrated her support for both this staff member and for the importance of anti-bullying policy across the school (doings). She said that she had identified strengths in this particular teacher that might develop further if supported and cultivated (relatings). The coordinator had been appointed (doings) in an attempt to

further her development and to raise the profile of anti-bullying. Unfortunately her appointment and subsequent practices were not having the desired effect.

The head teacher, recognising that this teacher needed support in order to develop her understanding and skills (relatings), had appointed an outside anti-bullying expert to mentor her (doings), developing her leadership skills (relatings). She had taken a strategic decision to develop and support both this area and this staff member (doings). However, the coordinator tended to leave the expert to take the lead and did not seem to be mastering leadership skills, in fact she commented upon the unwelcome increase in her work load that this additional role afforded. The competent professionalism, effectiveness and caring approach of this staff member, as identified by the head teacher, did not translate into a leadership role (relatings).

If, as the NCLS (2010) suggest, head teachers and senior school leaders should take responsibility for leadership collectively, this head teacher was working steadily towards actualizing this: building her own leadership team whilst promoting leadership with her existing staff (doings). However, as can be seen here, this is a complex task and needs careful application and monitoring (NCLS, 2010). Once in place her selected team was then expected to engage others, both within the school and beyond, in supporting her vision.

Policy

The process of developing an anti-bullying strategy had begun with a school policy and with the development of rules, expectations, rights and responsibilities on the back of this. The head teacher, on taking up her position, quickly discovered that there was no existing policy but that bullying was an issue that needed addressing. She recounted how she had developed the first version with staff members (doings);

'……. we worked together as a staff on the anti-bullying policy in its first version and then I worked myself, cos I did the school council at that time and I did the anti-bullying, pupil friendly version with them. That all came from the local authority.' (Head Teacher)

The school policy was, thus, remarkably similar to the document promoted by the local authority at the time; this was taken onboard with few alterations. Whilst this may not have posed an issue and other head teachers discussed the ineffectiveness of 're-inventing the wheel', the written policy signals the individual school's intent and the wider community should have the opportunity to ensure that it relates to this (Smith et al., 2008). Two versions of the school policy were produced (doings). The first was aimed at the school population as a whole, formulated with staff input:

I think the draft was put together
The draft first
And then we tinkered with it a bit
That was last year.' (Teachers)

A second, simplified version, aimed at children, was produced in conjunction with the children of the school council (doings). The local authority recommendation of a committee of stakeholders to produce a policy was not wholly applied as the head teacher felt that there was some urgency and wanted a speedy result with which to move the anti-bullying agenda forward. She had asked for staff to comment on the document once produced (doings) and had involved children (doings) but a fuller consultation was deemed to be too lengthy a process at this point in time (sayings). The lack of parental involvement was reflected in the questionnaires returned by parents. They acknowledged that the school had an anti-bullying policy but only 20% felt that they had contributed to its inception. This low percentage rate is despite the fact that, on the policy document, it clearly stated there had been parental involvement and this

reflects the more limited whole school approach discussed in the literature review.

The head teacher gave credence to the policy by introducing it in assembly (doings). Her hope was that children would be more aware of what constitutes bullying behaviour and how this was to be tackled (sayings). However, neither document was evident on display in the school or on the school web page, nor, according to interview data, was it discussed more widely.

The children did not appear, in interview, to understand what a policy was, continually returning to posters when asked:

> 'Well we did posters around the school saying stop bullying
> And after that teachers chose which ones
> The best one and then they stuck em up
> Everywhere, round the school
> So we have a policy' (Children)

It is significant that both interpretations of this policy discuss bullying in the context of child/children involvement, neglecting the issue of adult related bullying. This omission could be symbolic in itself, conveying a message about who can be involved in bullying behaviours (sayings), but with both observed and reported incidences of adult bullying behaviours at the school this omission was particularly noteworthy.

Overt Anti-bullying Practices

From the data collected for this research, the approaches to anti-bullying, and changes to the underlying structures necessary to support these approaches, seemed less well established at Beechview School than in other schools within the study. But this was a head teacher who, from her appointment, had been fighting her battles on many fronts:

> 'My very first staff meeting at the school …….. I sat there at 9 o'clock, and they all **carried on talking over me**, And I turned round and I said, 'Is this normal in staff meetings?' and he said, 'Oh yes.' They had **their back to me** and I said, 'Its 9 o'clock. Its my first day of business. Can we crack on? I'd like to welcome you all, its the training day.' So they just **carried on talking**. So I stood up and I said, 'Its a staff meeting everybody please stop talking and come and sit down.' So they all turns their chairs just **a tiny bit**. I had to stand up and say, 'This is a professional meeting and you need to stand up come and sit around. This is a staff meeting.' They nearly all did **but four of them didn't**. That was my first and well **some of them haven't changed at all**. They were **really nasty** and ……... I still have **anonymous**, someone on the staff writes to County Hall anonymously, **saying that I'm a bullying head**.' (Head Teacher)

This extract demonstrates, as evidenced in the sayings in bold, how, on the first day of taking up her position, the head teacher had encountered antagonism from staff members. She had quickly recognised that tackling bullying at the school was an imperative, classing the above experience as an example of bullying behaviour within the staff:

> 'When I first came here ….. the school was not involved in any way whatsoever, erm, there was no anti-bullying policy. Basically there was nothing to do with bullying at all. …... So as an emergency measure, I brought in the anti bullying team from (Named County).' (Head Teacher)

This extract clearly shows that the head teacher had, in the first instance, taken charge of this herself (doings), symbolising the importance she placed on her anti-bullying agenda (sayings). She had, more recently requested that the anti-bullying coordinator and outside expert follow the local authority award scheme as a way of developing good practice at the school (doings) and of building the coordinator's expertise (relatings):

> ‘The children come and talk to her and I asked her if she would like to be considered to become our anti-bullying champion. She still knows she’s got quite a lot of training to do, that’s why I got P in, to help her. He’s been her mentor’ (Head Teacher)

In the doings in this extract of identifying the coordinator and appointing her as the anti-bullying champion, identifying her need for development and support and appointing this support, the head teacher had aimed to develop the material-economic arrangements for tackling bullying. She demonstrated the centrality of her commitment to tackling bullying and developing staff leadership potential (sayings). As a combination of the head teacher’s initial input (doings), the outside expert and the current award scheme, a range of practices had been introduced:

> ‘…… to get this award you had to have a file with all this evidence and that’s with things like doing training with a certain amount of children and doing playground Buddies ……. And training staff to make sure there’s training, the staff are always up-to-date with policies and things at the school and that’s ongoing now. I’ve just started putting up a rota …….. The children know that they can tell their own class teacher about things as the class teacher knows about the severity and they can come to me, which would then be forwarded to (head teacher). ……..... Through the STOP code, there’s Several Times on Purpose and the Start Telling Other People. Through the assembly we have every year and the constants through the Bully Blockers poster. Every classroom has one and they know that they only sign if they are fully following the anti-bullying policy that we have in school. That bullying is something that happens more than once and that its upsetting another person and we look at the different types of bullying in assembly and within the classroom. We do anti-bullying week, that’s another thing that’s ongoing. Everyday at lunchtime, at the end of lunchtime I find myself spending 10 minute dealing with, ‘So and so won’t play with me.’ I always find at this

> level its hard to get the children to understand what bullying is, rather than just falling out (Anti-bullying Coordinator)

In this interview extract it is clear that the head teacher made available the necessary resources to support the coordinator (doings), including the outside expert, who supported the coordinator on alternate Tuesdays (doings). He was already supporting other local schools, including the main receiving secondary school. The head teacher also provided time and funding for the coordinator to develop anti-bullying across the school (doings) and for the expert to support groups (doings) approaching transition to the next key stage. The expert supported individual children experiencing emotional difficulties, including the victims of bullying. Together the coordinator and expert had introduced the anti-bullying charter, the Bully Buster. This was, however, the expert's development, drawn up by pupils from the secondary school and adapted for this school. The use of a charter developed at another school had implications for the children's ownership, an ownership the head teacher was keen to develop. The charter was not applied as universally as the coordinator implied in the interview extract above.

In fact 46% of classrooms visited had no charter displayed and in 37% of rooms where it was on display, it had not been signed. Only in 18% of rooms was it both displayed and signed, in line with her expectations.

This low take up was symbolic of the general approach to anti-bullying practices within the school. The head teacher had supported the development; providing resources (doings) and promoting the importance of initiatives (doings) through initially taking on the role herself and then supporting the coordinator, often leading assemblies (doings) with themes linked to anti-bullying. But without her direct intervention the 'doings' of anti-bullying became adhoc and lost some of their agency. Kemmis et al's (2014) theory of practice architectures would suggest that this was indicative of the way the actions were a response to motivation that had not

yet become part of the underlying structures and, therefore, were not yet impacting effectively.

Staff were of the opinion that bullying was not an issue:

> '**But that doesn't happen very often**
> I would say that it doesn't
> I think its **nipped in the bud'** (Teaching Assistants)

> 'I think there's quite a few children that **think that they're bullied**. There is, even though we've done the whole Several Times On Purpose a lot, I think there is still a lot of children who think that if they fallen out with their friends and their friends don't want to play with them on that day then **they think they're being bullied** ……. you can never be 100% sure as to what actually happening, as to how its being interpreted, or whether the behaviour is actually bullying or whether its **just an unsociable child** that's there not meaning to bully but they just **don't know how to react around other children** and so it a social situation that they're unsure about.' (Teachers)

In the sayings in bold above the staff indicate a belief that bullying was uncommon and that the source of complaints lay with the children's misconceptions about what constitutes bullying behaviour.

The evidence collected by observation and interviewing of children suggested otherwise:

> 'Four KS1 boys were swaggering around the playground, one with his hoody hood up, rolling their shoulders, 'like the bigger boys', one boy told me. As they swaggered around they pushed children out of their way and laughed at any who stumbled, fell or complained. Two other boys were standing behind a clump of bushes hiding, to stay out of the way of

the four. They informed me that Playleaders are on duty on KS1 playground, only at lunch times' (Research Journal)

Here the four boys were involved in behaviours that the school policy document identified as bullying: *''.... a bully is someone who hurts someone more than once by using behaviour which is meant to hurt, frighten or upset another person.*' (Anti-bullying Policy). The responses of the children in hiding would suggest that this behaviour frightened or upset other children and this behaviour was repeated. The amusement of the boys at those who fell could be construed as behaviour meant to hurt.

The following extract constitutes a further example of repeated behaviour intended to hurt and, as with the four boys, does not seem to have been 'nipped in the bud'.

'Some people make fun of me because I've got a cows lick
And what happens then? (Researcher)
I just go and tell the dinner ladies but it never stops so they always carry on doing it.' (Pupils)

Observation and interview evidence, therefore, determined that there were bullying behaviours amongst the children. Several children with behavioural special needs were inclined to regularly intimidate other children but staff saw this as a symptom of their needs rather than as bullying behaviour. Such actions were frequently ignored as attention seeking behaviours, often at the cost of the victim:

'K sat on the carpet behind an Asian boy. He began to whisper into the boy's ear and pull faces behind the boys back.' (Research Journal)

This observation of a specific child was not isolated, he frequently behaved in this way, particularly to this child. He reduced one girl to tears during one lesson but the teacher insisted he wasn't bullying. She interpreted his

behaviour as a manifestation of his behavioural issues and inability to interpret social situations. This behaviour seemed to be against the school's several times on purpose edict.

It may have been the case that this child failed to understand the social element of his behaviours and was less socially adept. He may not have perceived his actions as bullying but the action of staff, of taking no action, left other children upset and did little to equip him to come to an understanding. The child's lack of understanding, and staff's lack of action, might have been addressed through more social, whole school, approaches and CPD for staff.

Part of the head teacher's professed anti bullying approach was staff CPD (doings) and the coordinator assured me that this had occurred. However, 80% of staff who responded to the questionnaires in this research indicated that they had not undergone any training in this area. This response was very much at odds with the coordinator's claims but could be interpreted as congruent with their obstructive behaviours. It may be that this CPD had not, in actuality occurred, but, as it was one of the success criteria for the award, the coordinator may not have wanted to acknowledge this. Or it could be that the less contented staff members were being liberal with the truth and had used the questionnaire to further their own agenda, biasing the result.

School Environment

Another aspect that the head teacher had invested both time and financial resources in (doings) was the development of the outside environment of the school to make it a calmer and more appealing environment for the children. Children feel 'vulnerable' when sitting on benches in more exposed areas of the school environment (Titman 1994). It is interesting to note that children at this school concurred with this during interview, complaining

that older boys had commandeered the amphitheatre and gazebo in order to play fight and play chasing games;

> 'The children in the amphitheatre were climbing all over it, jumping from the wooden palisades and walking along the top. A group of boys were play fighting on the Astroturf at the center, very aggressively pushing, kicking and thumping each other. ……... There were benches around the edge of the playground, but no one on them. In the gazebo on the KS2 playground, a group of boys had sticks which they were using as swords, fighting some medieval battle.' (Research Journal)

This extract shows that the more enclosed social spaces developed by the head teacher (doings) were, therefore, not accessible as quieter areas in which to sit and the seating available was positioned in the more open spaces around the edge of the playground. The children interviewed were obviously distressed by the way in which the more enclosed areas were treated:

> 'People climb all over that and the play fighting. Is that all allowed?
> The amphitheatre
> ……..
> We've been playing rugby in there since we've got the activities, the tags and things
> ……...
> I think its like the play equipment because then they, there's a tree that Miss Andrews grew when her son died and
> People climbing on the amphitheatre and grabbing hold of it and swinging off it
> ……..
> It belongs to someone
> Going to snap
> And it belongs to someone' (Children)

In providing the areas discussed in these two extracts the head teacher's doings of developing the outdoor spaces is acknowledged. However, lack of respect and ownership of this area for children, lack of head teacher visibility and the failure to intervene or react by some staff, including the midday supervisors, meant that her enterprise (doings) was less than successful.

Children may interpret such an assault on their school environment as a comment on themselves, an affront to their self worth as the school grounds are seen as a reflection on how much value is placed on them (Titman, 1994, Kumar et al., 2008, Rigolon and Alloway, 2011, Flutter, 2006). Such actions also bore some reflection on the way children interpreted the actions and authority of the staff who seemed powerless to put a stop to this indignity.

The needs of many of the children were not being fully met and, for some, playtime was less than pleasant. They were aware that some staff, particularly the midday supervisors, lacked the authority to intervene:

> 'I just go and tell the dinner ladies but it never stops so they always carry on doing it. If its not bad then you can sort it out yourself.' (Children)

In this extract the children express their lack of trust in staff to intervene, accepting that they might have to tackle problems for themselves. It became apparent that children in the school were aware of the positional status of midday supervisors, rendering their ability to exercise genuine authority dubious, as the more astute children used this understanding to manipulate them. With the disquiet expressed by midday staff at this school and their perceived lack of status within the school per se, they struggled to identify with wider staff and felt unsupported and unable to tackle poor playground behaviours:

> 'They just fight
> Its the play fighting that goes out of control

Yeah but they start that from
You tell um and you tell um and
It just goes in one ear and out the other ……
You can talk to (head teacher)
(head teacher)?
The head teacher
In which case, talk to her, it ain't happening.' (Mid-day Supervisors)

In this interview extract the midday supervisors felt inadequate when it came to dealing with persistent mis-behaviour. They didn't feel supported by the rest of the staff and, as can be seen above, some didn't even recognise the first name of the head teacher despite this being the accepted term of reference by all staff members. Even though they had undergone training (doings) as part of the head teacher's vision for improving behaviour and building the capital of staff overall, this had not become part of the embedded doings of the school and remained superficial and, thus, ineffective.

Employing the Right Staff

With so many supply staff it was difficult for the head teacher to provide consistency with the structures and systems of the school and with interactions and relationships; impacting on the sayings, doings and relatings. Supply teachers tend to be less aware of the school's structures and systems, which need to be embedded to be effective, impacting upon the way in which these are supported in the school context (Sebba and Robinson, 2010).

At this school supply teachers were seen as a short term, but vital, solution to a vexing problem.

'(Assistant head teacher) has been working to develop a more creative curriculum and has tried to include pupil voice. This is **very slow** and

has **been taken up better by some staff than others**. It is not helped by **high number of staff absences, supply teachers and high staff turn over……..**

The result (**not all staff engaging/being competent**) of this is that the head teacher has had to build her team by careful selection of staff to replace those leaving, making team building **slow and disjointed**. There was **unrest** in the remaining staff who **felt threatened** and, often, **unappreciated**. Many of the existing staff perceived her approaches as **being a criticism** and there was **much gossip** amongst them about her approaches to leadership, who might be the next to be removed and of her many absences. ' (Research Journal)

This extract from my research journal demonstrates how the doings of the head teacher in building her team was slow. The doings of team building and the removal of many staff members were read as negative by some of the existing staff and impinged on her relatings, making it difficult for her to build the social-political space to underpin further development.

The head teacher recognised the adverse consequences that this was having on the school and on her vision:

'Its very difficult getting the message to supply teachers. So that's very hard but we are appointing new people so that's then **developing the strength in that team**. We've got absent teachers but we've also got supply but the agendas are making sure of the accountability but also the ownership and also the success of what we're having.' (Head Teacher)

'We had intended to have stability from September with new people but then I knew that I had other **people that were under performing** and, as ahead, I've got to tackle it.' (Head Teacher)

Because of the number of supply teachers, the 'under-performing' existing staff and the slow development in building the 'strength in that team' it was difficult for her to implement her vision for the school. Shared educational thinking and understanding and the commitment of staff were difficult to secure, as supply staff were not fully engaged due to their transient nature. This had implications for the social-political arrangements in existence at the school with regard to policy enactment, leadership patterns, power and agency.

The head teacher was aware of the predicament that the resultant lack of consistency produced but wanted to appoint the right people (doings) to her permanent team in order to build strength and success. Her determination to appoint the right people necessitated tackling incompetency head on (doings) and tolerating the current situation in the short term in order to achieve this longer-term goal.

There are multiple time demands on all head teachers but this head teacher encountered additional demands on both her time and leadership that were damaging her credibility with many existing staff (relatings) and frustrating her attempts to promote her vision for the school (sayings). Poor teaching was creating adversity and the process of staff dismissal (doings) was impacting on her relationships with existing staff. These relationships were paramount for her in gaining the trust that would enable the staff to fully embrace their role in supporting her, upholding and modeling her beliefs, values and vision (sayings). The head teacher understood this and was working deliberately to address her staffing issues and appoint people (doings) who were in line with her own view of the school's lifeworld, safeguarding her approaches and building capital (relatings).

Developing Staff Competencies

The head teacher's narrative was one of developing staff competencies, supporting them to develop skills, understanding and knowledge (sayings),

whilst becoming reflective practitioners. She had to combine the furtherance of some of her existing staff with moving those found to be 'incompetent' out of the school (doings):

> 'The difficulty I have is the nature of the situation I'm in at this school with the fact that I'm having to **challenge performance**. So it's sometimes difficult to get all the staff on board because they're cross because of the situation we're dealing with, with some people. So as a head I've been on my own but now I've got my new management people in place so there's more of us spreading the work together. They can get the message and that team work feeling from the team meetings cos they're guiding it more and actually building a team together so its actually being cascaded to more people. Until we've got more people to do that, spreading that thread, that thread will get tighter.' (Head Teacher)

In her doings of 'challenging performance' the head teacher was encountering problems within the social-political arrangements. Because of the lack of support she had inherited in many of the existing staff, as mentioned in the extract above, she had been in the situation of having to slowly build a like minded team to carry her vision. These were, as recounted, beginning to cascade her message, to those who would hear it.

She was working closely with local authority Human Resources personnel to collect relevant information and to support, or remove, staff identified as less than 'satisfactory'. This process was sending a message to staff, that was interpreted in a variety of ways and which was causing unrest and some level of dissention.

The discord engendered was reflected in some of the discussions between staff members, manifest in the following journal entry:

> ‘Four staff were planning collaboratively for next weeks lessons. G was trying to make sorting cards based upon a Powerpoint of the Great Fire of London. Another staff member interfered, becoming very critical and addressing G in a demeaning manner, talking down to him as if he was a small child struggling to understand a simple concept. The friction was palpable between the two and the stress of the interfering teacher could be felt. Eventually he stepped in and forcefully took control, showing exactly what he wanted, speaking to G like one of his pupils.
>
> This same male teacher exclaimed ‘Woo hoo,’ when one of the other teachers in the room announced that the head teacher would not be at a meeting. The others shshed him, saying he would get the sack if she overheard him. He then announced quite vociferously, that she needed to appreciate that staff needed weekends. They then discussed an assessment checker that they had looked at during previous PPA times. He was very unhappy about the time wasted, when an LSA announced that this was not going to be used after all. The LSA who had taken the lead on the Christmas fair, walked in carrying a plant bought as a thank you from the head teacher. The disgruntled teacher pointed out that the head teacher had left the price it, expressing that this was on purpose, announcing that ‘when you’re in, you’re in.’ He pulled a face and expressed that he wouldn’t pay ten pounds for it, voicing his feeling that this was favouritism and that he was surprised that the head teacher had even written on the card. He then suggested that she should get her dog to pee on it.’ (Research Journal)

This extract demonstrates how disgruntled staff were undermining the head teacher’s leadership, causing disunity and engaging in bullying behaviours of their own. They were not engaging with the head teacher’s vision, in fact their actions would indicate a desire to actively undermine her approaches.

The head teacher had made it unequivocally clear why changes were necessary (sayings): the school was in special measures, they needed to get

children's standards up and there was an unacceptable degree of challenging behaviour, including bullying.

Much of her approach related to improving teaching and classroom skills (doings). Staff knew how the head teacher was addressing these issues; increasing/improving teacher competence, removing incompetence, appointing specialists, trying out new approaches, bringing in outside agencies; to name but a few (doings). She had her vision and passion for the school, and she was very passionate, but some staff didn't fully understand the changes, they struggled to make sense of their changed circumstances, feeling unappreciated and, for some, resorting to bullying behaviours between themselves.

There is the possibility that this impacted upon their collective and individual confidence as they struggled to make sense of the new situation. They perceived that she had a lack of belief in their capabilities and a lack of trust in them as team players. As a result they failed to engage with the emerging practice architectures, with the institutional culture of the school. This perceived lack of trust was bi-directional and appeared to impact upon identity formation and relationship development, both of which are important to situated sense making (Weber and Glynn, 2006, Thomson and Hall, 2011). Without this trust there was little engagement with the sayings, doings and relatings being enabled, or constrained, by the changing practice architectures within the wider setting. The capacity of these staff members to mutually engage with other participants within the field and, therefore, to build positive professional relationships with them, was diminished. The lack of trust and perceived lack of fit with the new 'regime' resulted in a reduction in their willingness to engage and an inability to invest in the head teacher's vision, the 'project' (Kemmis et al., 2014) of the school.

The head teacher invested time and resources to help staff (doings), particularly middle leaders and subject leaders, in developing skills and leadership potential. By doing so she hoped to develop their skills and

approaches so that they could better support the senior management team to improve behaviour, teaching, learning and progress for pupils (doings). Unfortunately, she found some of these staff were not up to the challenge and had a high percentage of resignations and competency proceedings to negotiate (doings). This meant that, although improvements had been made, this remained contentious, inconsistent and challenging as some staff 'read' her 'sayings' and 'doings' as imposition, favouritism and disingenuousness.

Developing Governor/Parent Competencies

Much of the current research in the area of school leadership emphasises the importance of policy makers listening to parents and governors, stressing the position of parents as more than passive consumers and evidencing their strong influence in children's education (Millar and Wood, 2011). The head teacher at Beechview School was committed to this concept but battled against a history of lack of engagement under a climate of active discouragement:

> '(Head teacher) said that parents have historically not been encouraged to become involved in any way and that last year's parent's evenings for some classes, involved only half a dozen parents. At the last parent's meeting in late October, which was much publicized to encourage attendance, of Y3-5, approximately 150 children, only about 20-30 parents attend. Parents only seem to come into school to complain and are surprised if asked to come in to help or to learn/find out about their children's learning. ' (Research Journal)

From this extract it is clear that the head teacher was battling with a history that was not conducive to the involvement of parents that she saw as a vital element of her vision for the school. She accepted that she had to start with the current pre-existing conditions and move forward from this but she struggled to do so as parents struggled to accept their potential efficacy.

She would model a more inclusive approach (doings) to further her vision and affect change. In order to promote this she had enabled a plethora of openings for involvement, as demonstrated by the doings of the chart below:

Aspect	Action	Evidenced
Visibility See separate section for further development	'The HT was greeting parents this morning, she greeted each parent with a smile and chatted readily about the weather or the children.'	Research Journal
Instigating activities for parents	'The parents have got to design a party hat in the design of a traditional film that comes out at Christmas, like The Snowman. That's the Parent's challenge.'	Head Teacher interview
	'Eight parents, all mums, entered the hall and sat by the resuscitation dummies. They chatted to each other, laughing about the dummies and about the nativity and children. The Learning Support Assistant started chatting to them, asking how they were, if they were ready for Christmas etc'	Research Journal
Engaging parents in	'One of the Y 3 /4 classes	Research Journal

celebrations and school events	has a class assembly today, 27 parents are sat at the back of the hall waiting.	
Opportunities to air their opinions and ideas	'…..one of the governors had a table with any ideas for improvement and they will put in a box, confidential, and I think (Steph) looked at those, what the parents want to do.'	Anti-bullying Coordinator interview
Forging links between staff and parents	'He supports parents, giving advice and a point of contact. Often going to home's of children after an incident if this is the only way he can get to see them.'	Research Journal
Disseminating information	Sharing information via a newsletter and the web site:	Web site and newsletters

In these doings the head modeled her belief (sayings) in the importance of parental involvement in the life of the school. With a number of children identified as special needs for behavioural issues, her intention was to support families in dealing with at risk behaviours, as well as enabling their engagement with the school, building a wider support network (Busher, 2005, George and Wadsworth, 2007, Laluvein, 2010, Leithwood et al., 2006) As well, in these doings, her practices sent a message that parental involvement was important. Some of her staff, particularly her newer

appointees, were taking this onboard and following her example by greeting parents and welcoming them into the school, doings she modeled when in school herself.

However, her ongoing staffing issues and absences from school had impeded the progress of her vision in this area:

> 'I took on a new management person to lead parent partnership and parent partnership has a big anti bullying message, really thinking they would link up with H (Anti-bullying coordinator). Its trying to get the Leading Parent Partnership Award[8] and its been brilliant. We started the audit and the bullying was a big part of their action plan linked into that, to do with raising the awareness with parents, parents training, that's the thing. And I did have a lady take it on who's given up that role, so, at the moment that role, the situation with my staffing, is that we're still working on the Parent Partnership Award, its been sort of suspended slightly until after Christmas because then I'll have the capacity to pick it up again.' (Head Teacher)

Partnership with parents was not historically embedded and it could be the case that these parents had, therefore, little understanding of their role within the school and educational process as a whole. With the more hierarchical approach to leadership of her predecessor, parents saw school staff as holding more power, which engendered a barrier to participation. One staff member believed that this was not just historical, but was also indicative of the local area:

> 'He (the mental health support) said that many of these children have **poor parenting** or are **not really cared for** (or even wanted) at home. The area has high deprivation and behaviour in the community is also

[8] The Leading Parent Partnership Award is a national award that encourages the school to look at the ways in which they engage with and support parents and then helps the school to develop this.

aggressive, with much **drinking and swearing in public**.' (Research Journal)

In his sayings in bold this staff member highlights a cultural gulf between school and home lives and demonstrates the negative attitudes of staff towards the locality and the parents in general. He maintained that these elements continued to impact on the engagement of parents and was one reason for the lack of take up of parent governor roles. The head teacher continued to show her commitment by her continued dedication, through resourcing, dialogue and this staff member's role within the school (doings) to support parents and those pupils exhibiting unconventional or challenging behaviours.

With time, the head teacher hoped to build trust between school and stakeholders, particularly the parents who did not, readily, trust teaching staff:

'They're more likely to talk to us if it's something they're a little bit worried about
They don't want to make a big fuss, they talk to us first before they raise it with the teacher
I think they see the teacher as a bit more of an authority figure and we are more likely to be looking at things on their level
And we are more caring in that way' (Teaching Assistants)

Here the teaching assistants appear to have taken on the role of parent advocate, building these community links. Hargreaves (2003) would assert that as the head teacher shares her leadership within the staff, she will be increasing and mobilizing the school's social capital. Through this she can identify her champions (doings), those whom she will reward and recognise, encouraging them to promote key practices (doings), such as partnerships with parent. Interestingly the head teacher did not seem wholly aware that teaching assistants were performing this function (relatings). She was

hoping to encourage parents to approach the anti-bullying coordinator or assistant head teacher:

> 'She is going to be writing a little bit for the newsletter and I think that will raise her profile as the parents will need to be signposted to her to start with any problems. I don't want her to be inundated with hundreds but I think you have to actually say that parents can do that because then they actually know that they have **somebody they can go to**.' (Head Teacher)

The teaching assistants would seem to indicate that the parents already had 'someone they can go to'. If teaching assistants already had this role, the head teacher could have been missing a valuable opportunity to 'mobilise' their 'social capital' (Hargreaves, 2003), particularly if the teaching assistants were right about parental mistrust of teaching staff.

Parents at this school engaged less eagerly with this research, only 18% returned their questionnaires, than those at other schools. Of the 18%, 42% felt that the school failed to engage with parents, illustrating their lack of engagement with the head teacher's vision for collaboration with parents and her assessment of this as a need.

Building Pupil Empowerment

The head teacher's ambition to develop engagement also encompassed the children. For pupil voice to be effective it needs to be more than a tokenistic exercise, or one off/short term project, otherwise pupils will 'read' this as indicative of the fact that their views are not important enough to be taken seriously (Flutter, 2006, Fielding, 2006, Burke and Grosvenor, 2015, Lewis and Murphy, 2008, Muijs et al., 2010).

The head teacher recognised this and her vision was to develop pupil voice:

> 'We've got the **school council** which has a really strong voice and they

> are brilliant. And recently we've introduced **Buddies for them to talk to, understand their needs** and their talk…… I **try to be involved** with the children. Its lovely that **they can come in here** and just read a poem. That's what its all about. Up until recently I always ran the school council and if I'm honest, it was more effective, but my deputy's now doing it. But I'm going to have to pick that up again now while they're off sick because that stopped and the eco-team has gone defunct because that person's off as well. (Head Teacher)

In the sayings highlighted in bold above the head teacher demonstrated her belief that voices of children should be heard. She indicated her commitment in this through the doings of taking control of the school council when she first took up her position, appointing a member of the senior management team to continue the role and by being prepared to re-engage with this role under her current staffing difficulties.

Here too, the head teacher's staffing issues and absences impacted upon the efficiency of the implementation of her vision for the school. This problem with implementation of her vision was compounded by the fact that she had not got the full trust or approval of staff (relatings), as was recognised by the outside mental health specialist:

> 'He believes several staff are very scared of giving pupils a voice in case anarchy rules as a result. The school has apparently moved forward a long way in the last year and he feels the new head teacher has a hard job to do, with little internal support.' (Research Journal)

In the sayings of this staff member the perceived impact that pupil voice could have on power relationships (Busher, 2005) within the social-political arrangements of the school was recognised. The head teacher had promoted pupil voice (doings) but had been swimming against the tide of staff opinion. Her newly appointed staff were more supportive of pupil voice and the culture of the school, and power relationships within it, were beginning to

adjust.

Despite the head teacher voicing her opinion that the Eco team was also 'defunct' the introduction and sustainability of the Eco team had, in fact, been slightly more successful. Despite the lack of leadership, because the staff member was absent, the children tried to maintain some of the lead for this team:

> 'One Y3 girl was emptying the contents of the recycling bins into brown bin bags. She asked for my help in holding the bag while she filled it and examined the rubbish as she worked, taking out bits of card that she felt she might find useful. She chatted about how teachers can be wasteful.' (Research Journal)

> 'The Eco-group are in charge of the greenhouse that they're building and the energy-saving because we got that nice little post-it notes
> Yeah please turn off the lights
> I only left the classroom for 3 seconds I don't want to turn off the lights and they turned the lights off. I'm running after them shouting 'But I'm still in here'' (Teachers)

As these extracts depict, the doings of the Eco Group were less threatening to the power relationships and were easier for children to pursue unsupported. The head teacher praised this group of children when she encountered them (doings), introducing them to me enthusiastically (doings) and mentioning them in assemblies (doings), actions that demonstrated her support and boosted their morale (relatings). She had requested that a teaching assistant step in to take over the lead temporarily (doings), signifying her endorsement of their continued commitment, and was waiting for her to respond.

Other staff were beginning to develop child leadership in other ways with the support of the head teacher (doings). One of the newer staff members

appointed to the senior management team had developed a scheme for supporting younger readers:

> 'At tables in this library area, several KS2 children sat with KS1 children reading. These are reading Buddies and they hear readers twice a week on a rota. As the younger ones read the older children helped with sounding words and chatted about the book before writing a short note in the reading Buddy book.' (Research Journal)

The head teacher sanctioned this activity and openly supported it by speaking to the 'Buddies' at lunch times (doings) when she was in school. The children were sent the message that this was a genuine task and not tokenistic (relatings). They wrote in the reading diaries, much like staff would, and the head teacher engaged warmly with them.

The head teacher, with the support of the outside expert, had enabled the anti-bullying coordinator to set up play leaders and playground Buddies (doings). In the material-economic arrangements financial support was given to provide for resources, and appoint the outside expert, (doings), indicating that this was a significant development (relatings):

> 'A group of four, very excited, older Y2 girls, in black fleeces marked 'Play Leader' came charging into the library and threw open a classroom door. They then gabbled about how wonderful it was to be a play leader and how the little ones had clung to them, swinging from their arms and not letting them go.' (Research Journal)

From this extract the enjoyment and boost to self-confidence of these children is evidenced. Research suggests a correlation between 'cheerful' environments and children's attitudes and behaviours and these children certainly embodied this (Titman, 1994, Kumar et al., 2008, Rigolon and Alloway, 2011, Flutter, 2006). Their new roles (relatings) and the

accompanying resources (doings) had impacted upon their own behaviour and that of others in the playground;

> 'Year 5s do it and, we play with the little people in infant's end and I do foundation. We built an obstacle course yesterday and they was all on it ……..
> I think the whole idea of the play leaders is to help the little ones. Because if pupils don't have anyone to play with around the playground we go and play with them in there and if bullying too, cos then you sort out the bullying.' (Children)

In their sayings here the play leaders evidently thought that they helped engage children who needed their support and that there was less unacceptable behaviour when the play leaders were on duty. Observation suggests that rougher play was the norm, but that aggressive behaviour beyond this rough play was reduced in their presence:

> 'The play leaders were in KS1 playground and were standing in two pairs. Two KS1 girls told me that they sometimes play games, sometimes take you to first aid and play with you if you are on your own. The KS1 playground was manic but everyone was playing, there were no observable altercations.' (Research Journal)

This extract stands in stark contrast to the previous extract involving the four boys. The play leaders provided a valuable resource (doings), modeling behaviour, engaging with and supporting younger peers (relatings) and were recognised as doing such. In these doings they were involved in the leadership activities of the school. These activities gave them the opportunity to form interpersonal relationships with peers, increasing cooperation and motivation; their own and that of their younger peers.

Wider Community

In her journey to construct a cohesive school community the head teacher had dedicated herself to building closer links within and across the school and its locality (doings resulting in improved relatings). Her vision of a wider community involvement was evidenced in her impetus to build a stronger, collegial leadership team (relatings), which, she hoped, would then impact on the whole school, spreading leadership and supporting changes:

> 'So as a head I've been on my own but now I've got my new management people in place so there's more of us spreading the **work together**. They can **get the message** and **that team work feeling** from the **team meetings** cos they're **guiding** it more and actually **building a team together** so its actually being **cascaded** to more people.' (Head Teacher)

In her sayings highlighted in bold above, the head teacher expresses how she anticipates that her doings will have a positive impact upon the relatings, moving the school's doings towards more collaborative practices. With much of what happens in schools not being discernibly observable, her sayings, doings and relatings demonstrated the underlying practice structures that she was aiming to develop. However, with the multiple undertakings that encroached upon her time and resources, her main focus was the addressing of staffing issues (doings), particularly the appointment and development of her own management team to carry her vision forward. Through guidance, modeling and discussion she entrusted them (relatings) to continue her work in developing a sense of community, which she hoped, would reach beyond the school gates. Through her developing of staff capital (doings), she hoped to generate social capital where shared values and vision would impact upon the myriad of social interactions occurring daily within and around the school (relatings), building trust, mutual respect, support and collaboration. Roffey (2008) argues that this social capital is strongly linked to school 'connectedness' and engenders 'positive' outcomes.

The head teacher discussed (sayings) her vision with her new leadership team (doings) and entrusted them to enact her aspirations for the wider school community (relatings), a process she began and they were to continue.

Visibility

The circumstances that this head teacher found herself in operated against the building of trust via interactions 'with partners over time' (Cook et al., 2005) and via visibility to any regular or consistent degree. The research journal evidences the fact that she was often absent from school, attending meetings (doings) related to staff competence, absenteeism and support for the school because of their OFSTED category. Whilst talking to visitors (relatings), including myself, she often fielded telephone calls, queries from staff and visits from children (doings) and her time in school was dominated by meetings (doings). These doings impacted upon her capacity to be visible.

When in school she deliberately aimed to spend time talking to children and staff, (doings) whenever she could:

> 'I manned the door and I said 'good morning everybody' and they said 'we like it when you welcome us to school' …... Something I did notice was, and I'm trying to role model is, that happy kind of, being cheerful with children and welcoming them and greeting them and with the parents I was like waving and saying hello and I think I've got to do some training with my staff on how not to look grumpy' (Head Teacher)

In her sayings here the head teacher acknowledges that not all staff presented a welcoming and approachable face to parents, identifying this as important in the building of relationships. In a school where a lack of parental engagement has been identified as an obstacle to the realization of

the head teacher's vision, an approachable, friendly countenance could be a vital element in sending a strong message of change.

The head teacher would stop children in the corridor to discuss their work, or out of school activities (relatings) and maintained, in interview, that she would do this with staff. However, not all staff perceived that this was the case as is further discussed in the next section.

The head also stopped those children who transgressed, reminding them of her expectations (relatings). However, during her absences from the school many staff did not continue with this and, therefore, children received mixed messages. The head teacher was aware that not all staff members were engaging with this and was relying on her growing group of new appointees to continue her efforts when she was out of school, particularly her new assistant head teachers (two, to replace the deputy head teacher who had left the school).

This reliance on these staff members might not have been sufficient to mitigate for her not being visible in a way that would foster the sayings and doings of building an anti-bullying culture.

Relationships

The head teacher demonstrated an understanding (sayings) that she could not achieve her vision alone and that she was not popular with some of the existing staff (relatings). When in school she had to apply her personal skills to manage some strong emotions (relatings) and build the emotional and personal resources of staff and children. This was far from easy and her journey along this particular track was very bumpy. Some staff mistrusted her; some struggled to make sense of what was happening or misinterpreted her actions, filtered through their own perceptions.
The head teacher's lack of capacity to build trust with existing staff on her appointment may have resulted in this lack of trust and sense making and

resulted in some staff developing resentment and a desire for revenge, demonstrated in negative behaviours that will be explored as part of this thesis (Tschannen-Moran, 2014). With an OFSTED category hanging over them this might have been further compounded, as a poor OFSTED grading has been linked to staff suspicion and mistrust (Harris, 2007). This mistrust was exacerbated by the many other problems identified by the head teacher, which will be explored in this discussion.

Although she talked at length (sayings) about the positive approaches she hoped to engender and the kind of school she hoped to lead, the school seemed to be, in reality, some way from this and the combination of her absences and approaches was causing unrest and a lack of trust. The midday supervisors were particularly critical and lacked perception of belonging, trust or respect (relatings).

> 'I mean she *(the head teacher)* said you're supposed to be happy and smiley, didn't she?
> Yet in the corridor she sees you and she **just puts her head down**
> She knows you work for her doesn't she?
> **She never talks to us**
> **Not unless she wants something to moan about** and then she does
> Then she'll come to see us
> I think we need meetings with her
> Even its just to **remind her that we exist**
> **I'm still here!**
> Yeah, like **I do work here**!' (Mid-day Supervisors)

In this extract the emboldened sayings demonstrate that the midday supervisors perceived that they were invisible to the head teacher. This left them feeling undervalued and isolated from the rest of the school staff. They had no idea of her vision or purpose or of why systems had changed and struggled to assimilate new approaches, impacting upon their ability to make sense and engage.

School leaders play an intrinsic role in 'orchestrating preconditions' (Kemmis et al, 2009) within schools, impacting upon the way in which changes and developments transpire. In this particular school this orchestration had broken down, but the head teacher seemed unaware of the extent to which this break down impacted upon relationships with the staff:

> 'And when they come in at 11:30 I'll often have a little word with them so they know its like a little bit of an extra message, more personal. M has regular meetings with the dinner ladies and I meet with M ……. they're all line managed by their team leader.' (Head Teacher)

The head teacher's sayings in this extract would seem to indicate that there was a gulf to navigate between the perceptions of these two parties. This gulf impacted upon the midday supervisors' ability to both recognise and actualize the perceived preconditions orchestrated by the school leader.

The head teacher's continued absences from school, coupled with staff struggling to develop a sense of trust and to assimilate changes, meant that her vision and passion didn't always permeate into 'the way we do things around here' (Deal and Peterson 1999), the doings and sayings. This had a negative effect on the relatings, consequently undermining the head teacher's efforts.

Staff perceptions of the doings, sayings and relatings significantly impacted upon the way in which they made sense of the environment and their role within it, with consequences for their sense of belonging, resultant engagement and behaviours. Factions within the school perceived themselves as being insignificant in the eyes of the head teacher, as demonstrated in the above extract and in this extract from an interview with teaching assistants:

'So **do we have a voice? No we don't**
And we're **not part of staff meetings** apart from once in a blue moon so **we're not even in there when things are discussed**, to put our two penneth in and say actually that would impact by doing this. Have you thought about doing it this way because that would make more sense? So things happen and we **just roll with the punches** don't we?
We go with the flow
And flexibility, you know, **its like being gymnasts**
We **don't know when new things are starting** we **don't know anything really**
We even read things in the newsletter what we give out to the children, if we can be quick enough to read it, that a certain number of staff is going to go part-time so **the parents almost knew before we did** about that
……
We were supposed to have meetings once the month. But we had about three
And even the VLE, that's up in the morning but if you're in there early and then you're covering in class, **you don't get time to see**. And then someone says 'Oh you should've been so-and-so' and we say 'Oh I didn't know', because it wasn't on the VLE when we got there. (Teaching Assistants)

The emboldened sayings demonstrate the sense of disconnectedness and disempowerment felt by the teaching assistants as they encountered perceived barriers to their engagement at the school. Their lack of shared experiences, within the material-economic arrangement, with colleagues who held more positional power impacted upon their relatings within the social-political arrangements. The personal experiences of a large proportion of existing staff, in relation to the head teacher, influenced their perception of her trustworthiness.

Many of the staff didn't feel that they could rely on her and she expressed some concerns surrounding staff who played lip service to her approaches.

The sense of belonging and connectedness identified in the literatures as vital and as pre-empting positive relations, (Roffey, 2008, Duignan and Bezzina, 2006, Hartas and Lindsay, 2011, Sapon-Shevin, 2010) were absent with some staff, who evidently did not feel part of the school team. These staff, therefore, experienced a negative inter-relationship situated in their perception and the practices within the school; those they bought to the school and those already situated at the school.

As the head teacher attempted to change the sayings (the policies, approaches, vision and beliefs) through which staff could come to understand changing material-economic and social-political arrangements, the role of trust and relationships proved pivotal. The head teacher's understanding that she engaged in the doings of positively engaging with children, parents and staff were intended to form relatings that built trust and valued individuals and their experiences. Unfortunately, her situated circumstances and resultant relations acted to constrain this with some staff. These staff perceived her as untrustworthy when her doings saw them marginalised, as with the midday supervisors and teaching assistants, or scrutinised as with the staff under investigation. The resultant lower levels of trust caused them to disengage with the head teacher's vision, seeing many changes as irrelevant (Hallam et al., 2015, Day and Gurr, 2013).

This interplay between the social-political arrangements and the socially situated practices was very different for newly appointed staff, who did not experience the feelings of disconnectedness discussed by some existing staff. With the newly appointed leadership team the head teacher had a much more positive relationship. They understood and engaged with her vision (sayings), trusting her leadership (relatings).

Relationships between adults and children at the school could also be strained. Teachers in this school struggled daily with pupils exhibiting 'difficult' behaviour. With an ever changing, more overloaded curriculum and a school under pressure from external sources, some staff found the

behaviour of these children interfering with the need to improve attainment and build a more positive culture, particularly the numerous supply staff. The head teacher logged some of these behaviours:

> 'These included events such as:
> Children being excluded and having no one to play with
> One child being held by the neck from behind while another repeatedly thumped him in the stomach.
> Lots of pushing in lines
> Defacing the work of another child
> Biting
> Asking for protection money
> Pulling other children's trousers down in the playground
> Laughing at one little boy for crying because his father had died
> Passing threatening notes in class
> One child spreading rumours that a male teacher was about to be sacked for touching a little girl. (This teacher had already admitted flicking a towel at a child to remove flour from his trousers, massaging a child's shoulders as a joke and two prior unspecified allegations!)
> There was one issue of two mothers who had been verbally abusive to each other over a few days, coming to blows in the playground.
> (Research Journal)

The incidents recorded demonstrate how the existing forms of relatings between some children, and some children and adults, stood in sharp contrast to the head teacher's vision and how bullying behaviours were part of the existing social-political arrangements. These were specific actions, for example isolating peers, showing aggression and pushing and shoving (doings), ways of talking, for example making allegations and note passing (sayings) and adverse relationships, for example treating others with cruelty (relatings), that these children saw as acceptable.

Recognising the need to tackle such behaviours, the head teacher had appointed an ex-psychiatric nurse (doings), with experience in counseling to support children and staff. His remit included the targeted, regular support of ten identified children, as well as responding to incidents (doings) as they occurred across the school:

> 'Today he withdrew a boy from the class with a supply teacher. She had asked him to sit still and he flipped, becoming verbally and physically aggressive. When R arrived he got head-butted. The child will now be excluded for aggression towards an adult. Later an EYFS boy was excluded for biting the teacher in temper. Biting is an escalating issue in this area. While waiting to be collected these children have time out with R and he tries to calm them and talk about their needs and feelings.' (Research Journal)

The head teacher had extended the ex-nurse's support to parents, to whom he gave advice and provided a point of contact. He often called at homes of children after an incident if this was the only way he could get to see parents. His understanding was that parents' poor parenting skills were, to some extent, to blame for poor behaviour in school. Ineffective parenting skills, coupled with lack of warmth in relationships in the home environment (Doll et al., 2004) and environments where children are exposed to aggression (Johnson et al., 2011, Xin et al., 2001) have been linked to childhood behaviour that can manifest as aggressive tendencies in school. The school was situated in a low socio-economic area, with high levels of community violence. The school had a higher than average number of children on the register for special needs for behaviour (Raiseonline), who were prone to violent outbursts and/or had an identified lack of social skills. The links between ongoing poverty, unemployment and aggressive behaviours are well documented and a more detailed analysis is beyond the scope of the present study. It would, however, be reasonable to hypothesise that the higher rates of poverty and anti-social behaviour in the local area

could be linked to the school's higher rate of children with specific needs for behavioural issues.

The difficulty of ensuring that supply teachers understood, accepted and reflected the new positive approach to behavioural issues was recognised by the head teacher, and by the staff:

> 'I'm sure supply teachers that come in might be very hasty to put the child down onto red *(the school operated a traffic light system to behaviour, red being the lowest level)* when they don't know the emotional needs of that child. When actually rather than confronting this child with an issue it's just going to make the child a lot worse, I suppose that's supply teachers.' (Teachers) (Section in italics added for clarity)

In a school where a number of staff were transient, where the social-political arrangements had a predilection towards a lack of trust and where bullying between staff and between pupils was evidenced, aggression became part of the culture for many children. However, this struggle to cope with unacceptable behaviour was not restricted to supply staff.

The head teacher accepted that this culture of aggression was a pressing issue, a clear message sent to staff when she appointed the ex-psychiatric nurse to the school team (doings). She demonstrated the importance of consistent approaches to behaviour management (doings), buying in expertise from outside (doings) and expected staff to support and model the new approach to behaviour (doings):

> 'We had a big discussion with the behaviour support team when they came in and we talked about positive role modelling and body language. So we talked about the hall and I said, 'So in the hall we're all supposed to have smiley faces, we all have to be engaged, we all have to model the responses. And in a way I would like to have you all on the floor modelling rather than sitting like a wall around the edge', and if you look

around they say 'I can't believe what (head teacher) said. She's told us we've got to smile.' But it wasn't me it was the behaviour team as well and actually if you look at their faces when they're meeting and greeting children, I wouldn't want to come to school some days. ……. And also stopping them from chatting when they're standing around the edge of the hall. Its modelled behaviour……., we still need to work more on the ethos of behaviour …… We are focusing at the moment, making sure that they actually understand our behaviour policy …….. and that even needs to be pushed. What I need to do is help embed that with all the teachers because I can trail blaze at the start but now I'm just trying to make sure the children are doing it all the time, stopping the running inside at dinner time. But I need the other teachers to engage with it, that's my next aim, plan, need. Along with that goes the ethos, we trialed this week having more staff doing dinner duty to help the behaviour in the dining room……... But on the whole there are some classes where the behaviour isn't as good, its where the teaching is weaker. So we've got pockets of better behaviour. Its basically, when teaching is good, behaviour is good, when teaching is weak behaviour is,…….. Its very difficult getting the message to supply teachers. So that's very hard but we are appointing new people so that's then developing the strength in that team.' (Head Teacher)

In the sayings in this extract around the link between teaching and behaviour, the head teacher recognised that the quality of learning, teaching and behaviour are inseparable (Steer, 2009). However, these sayings also show how she struggled to ensure that she had the support and respect of all staff, many of whom also struggled to make sense of her approaches. Respect has to be given to be received and some staff genuinely believed that they did not have her respect; therefore they found it difficult to reciprocate. The occurrences of aggressive behaviour from children were observed daily but there was also evidence of low-level disruptive behaviour and a lack of consistency in staff approaches to children.

The head teacher, working with both the ex-psychiatric nurse and the local authority consultant, recognised the need for consistency and for parental involvement. She acknowledged that her leaders were critical and that she needed them to support her ethos of respect for and with pupils, staff and parents. This developing ethos needed further development of effective communication as evidenced by the Elton Report:

> 'Our evidence suggests that communication with and between staff is particularly important for maintaining the kind of morale and atmosphere necessary to promote good behaviour.' (Elton 1989)

Observations and interviews demonstrated the absence of clear communication in some areas of the school:

> 'It's communication isn't it?
> Lack of communication
> It's just terrible
> There is non-whatsoever' (Midday Supervisors)

These midday supervisors expressed their disillusionment with the communications. They were not the first to do so, as was evidenced by the extract from the teaching assistants earlier. Effective communication would enable the sayings of policy and vision to be disseminated through a shared language and the doings of expectation, day-to-day activity and cultural development to be transmitted and understood more readily.

Example of how the distinctive sayings, doings and relatings enabled and constrained the practices of anti-bullying .

	Examples of sayings in semantic space	**Examples of doings in physical space time**	**Examples of relatings in social space**
BEECHVIEW	The ideas expressed and language used referred to change, trust and team building and the many tensions undermining this: 'They think they're bullied' 'I just go and tell the dinner ladies but it never stops so they always carry on doing it' 'Been taken up better by some staff than others' 'Team work', 'Guiding', 'Building a team together' 'She never talks to us' 'Remind her that we exist' 'We're not part of staff meetings' 'We're not even in there when things are discussed' 'Don't know when new things are starting' 'The parents almost knew before we did '	The head teacher's actions reflected the difficult circumstances and perceptions: Appointing new leadership team Competency proceedings against some staff Employ a number of supply teachers Appoint outside expert to support coordinator Worked with school council to produce anti-bullying policy Provided resources to support anti-bullying coordinator role Outside expert to support victims, perpetrators and children experiences wider problems Investment in calming outdoor resources Mid day supervisor positive play training Head teacher often absent Support staff to develop skills, understanding and knowledge Increasing/improving teacher competence, Removing incompetence, Appointing specialists, instigating a range of activities to engage parents	Developing relationships reflected the difficult circumstances and perceptions: Perceived lack of status of some existing staff Team building slow and disjointed Staff who felt threatened Head teacher's approaches perceived as being a criticism Head teacher openly engage with children and endorsed their commitment Demands on time when talking to others

Schools Summary

For each of these schools the journey towards an anti-bullying culture began with the Healthy Schools Award, OFSTED or both (doings). At the start of this venture the policy document provided a focus for schools as they examined their existing positions and developed a shared understanding of bullying behaviours (doings and sayings) and how these were to be approached. There was variation between written school policies, although they reflected each other in many ways and seemed to be based on one of two designs, reflecting the local authority input. This can be seen from the chart Appendix 11. The existing practices in each school also varied but there were similarities, for example each supported the STOP acronyms, recommended by local authority consultants (doings). Head teachers in this study appreciated the importance of developing the school's physical and social environments, alongside building human capital in the form of growing competencies of the whole community. This chapter highlights how some were more successful at turning the rhetoric surrounding this into practices that were underpinned by structures enabling or constraining the sayings, doings and relatings that impacted upon their vision for anti-bullying cultures. The next chapter will examine cross-site themes that emerged during data analysis and will be presented using social-political, cultural-discursive and material-economic arrangements, that enable or constrain practices.

CHAPTER 7: LOOKING ACROSS THE SITES

Introduction

This research looked across two practices, those of leadership and those of anti-bullying, to consider how head teacher's leadership practices enabled anti-bullying practices to develop and become institutionalised. The leadership practices were entwined with the anti-bullying practices, in an 'ecology', existing 'in relation to one another' (Kemmis et al 2014), each shaping and being shaped by the other. The interconnected arrangements that supported this development have been identified as:

- power/solidarity, in particular collaboration and cooperation in the relatings at the site
- the leadership/anti-bullying doings shaping these relatings through the doings of leadership/anti-bullying
- consistent verbal articulation and comprehension of the relatings through the conversations and ways of understanding and perception at the schools

In the previous chapter I demonstrated how these arrangements materialize through the sayings, doings and relatings that 'hang together' in eleven specific aspects of practices. Being site specific these hang together in 'characteristic ways', at each specific school, enabling or constraining the 'project' of leadership for anti-bullying (Kemmis et al., 2012).

Initially each head teacher was influenced by meta practices beyond the school: government policy (specifically the Healthy Schools project emerging from the Every Child Matters Agenda (2003)), parents, OFSTED and local authority consultants. These were integral to the developing school cultures and had their own practice architectures that influenced the head teacher's decision-making and approaches. Kemmis summarises his practice architectures theory diagrammatically (Kemmis et al., 2014), adapted here (fig 5) to illustrate the application of the theory to this research. Individual aspects will be further discussed below:

	Individual and collective *practice* constitutes and is constituted in action via	**Dimension/ medium**	*Practice architectures* (arrangements and set ups) **enable and constrain** practices	
The individual (practitioner and practice): **Education for the good for each person.** Education for living well. Rights, responsibilities and respect for anti-bullying cultures.	***'Sayings'*** (and *thinking*) Discourses of educational policies, pedagogies and approaches. Discourse of collaboration, respect and technical anti-bullying terminology. Multiple voices but shared language and understanding. Site-specific discourses. E.g. definitions of what constitutes bullying behaviours, STOP acronym, meet and greet	The *cultural-discursive dimension (semantic space)* realized in the medium of *language*	C***ultural-discursive*** arrangements Current thinking, research and theories surrounding positive cultures, pedagogies and anti-bullying. Current education policies and discourses. Specialist anti-bullying discourses. E.g. Anti-bullying policy documents, encouragement of shared discourse in meetings.	The site/world we share: **Education for the good of humankind.** Education for a world worth living in. Evidence based theories surrounding anti-bullying cultures supported at the site by sayings, doings and relatings specific to this school.
	Doings' (and ***'set-ups'*** of objects) Shared experiences in collaboration. Improving knowledge and understanding. Continued professional development. Sense making. Resourcing. Classroom set up. Specific staff appointments. Supported risk taking. Resilience. E.g. Establish Buddies, prompt follow up of reports, bystander interventions	The *material-economic dimensions (physical space)* realized in the medium of *activity* and *work*	M***aterial-economic*** arrangements Environments in and surrounding the school and how these are arranged, used and resourced. Current education and funding policies. Resources and arrangements in existence within the setting and brought to the setting by participants. E.g. funding for Buddy programs, playground resources, flexible arrangement of meeting rooms	

	'Relatings' Respect, collaboration, tolerance, and understanding between individuals and groups. Recognition of capacities. Whole site advocacy. Social discourses. Agency. Power. Belonging and connectedness. Reciprocity. Rights and responsibilities. E.g. establishment of 'good manners': courtesy, respect for others, acknowledging the contributions of community members	The *social-political dimension (social space)* realized in the medium of *solidarity* and *power*	S***ocial-political*** arrangements School policy arrangements and outside influences. Leadership patterns. Outside agencies. Power and agency 'The way we do things' Social-political arrangements in existence within the setting and brought to the setting by participants. E.g. existing leadership roles, collaborative working, socializing	
which are bundled together in characteristic ways in distinctive *projects (teleo-effective)* and the habitus of practitioners The project of developing anti-bullying cultures. Influenced by practitioner dispositions			**which are bundled together in characteristic ways in *practice landscapes* and *practice traditions (histories)*** Including: the ways in which the environment is arranged and used, the histories and dispositions of people and objects within the site/rooms/spaces, overlapping landscapes from other social-ecological systems, existing histories and expectations	

Based upon Changing Practices, Changing Education. Kemmis et al. 2014. P38

Figure 2: Diagrammatic Summary of Practice Architectures

Social-political Arrangements of Leadership for Anti-bullying Practices

The relationships that head teachers established with staff, children, the wider school community and the community beyond, were central to the developing anti-bullying cultures. From the perspective of Kemmis' practice architectures these 'constitute' and are 'constituted' via the social-political dimension realized in the medium of solidarity and power.

The social-political arrangements (Kemmis et al., 2014) were impacted as positional leaders encouraged others to take the lead, both within anti-bullying and more generically, shifting the locus of power by distributing it across the social setting of the site, making their voice one of the many that had the right to be heard. However, it was widely acknowledged that the ultimate power still resided firmly with the head teacher, as if, when shared with others, this power was borrowed.

The head teachers in this study became change agents, the figurehead for further development, symbolising their vision for the school through modeling, monitoring and person centered approaches and dialogue.

The results of this research show how variable the successful implementation of an anti-bullying vision can be. Indeed, the schools under study seemed to be on a continuum where some head teachers struggled to make any headway through to head teachers who enabled successful practice architectures that embedded openness, networking and collaboration at the very heart of the school. This variability in the degree of success made a significant difference to the cultures within the school and, as a consequence, to children's experiences.

Each head teacher maintained that participation in leadership and the capacity to demonstrate initiative was widely distributed across the settings. However, players understood the need to have these endorsed by

those holding positions of more power; the head teachers. The head teachers verbalised their expectation that others would collaborate, develop initiatives and take on leadership responsibilities. They, to varying degrees, allocated this to other players within the field, overtly influencing and supporting others in this practice through their physical presence, resourcing, endorsements and encouragements. Their interactions with other players modeled expectations; most engaging others in reciprocal discourse, modeling the expectation that there would be equality and a professional and social connection. Take the following extract as an example of best practice;

> 'The head teacher was in the office tidying the folders in readiness for the secretary's return on Monday. She is returning 2 weeks earlier than expected and the head teacher is trying to ensure an easier start. On Tuesday the head teacher is hoping to get her to stay home, using updating the web site as an excuse (it's a job easier done at home with fewer distractions). She also intends to update some of the localities risk assessments (a local field and a horse field) in the hope of getting the secretary to take a gentle walk on a few working days.' (Research Journal)

The head teacher at Oakwood School was aware that her returning secretary might need extra support and openly modeled a caring approach, in the social political dimension. She took the time to tidy the returning secretary's space and support her return and recovery by manipulating events to ensure a reduced workload.

She acted in accordance with her vision and values of care, equality and respect, reflecting her commitment to interpersonal relationships. This head teacher, whilst acknowledging the meta practices of outside drivers to raise standards, also invested in a vision for her school that produced caring, competent, loving and lovable people (Keller, 2009, Leithwood and Sun, 2012, Leithwood et al., 2006, Noddings, 2005).

Others read her approaches and interpreted them as part of the nurturing culture she was engendering in a number of ways (see chart page 242):

> 'The staff gathered in L's room with coffee and tea. The head teacher entered with cake that she had made the night before, just because she thought they deserved it. The conversation turned to TV programs over the weekend and then in general as they compared programs they liked and those they didn't. H admitted never seeing an episode of Friends so R said they would watch some on the day H went to her house over the Easter holiday. N asked if anyone was available to make up a quiz team at the weekend and comments about intelligence and general knowledge lead to laughter before she got her response and a time and meeting place was agreed.' (Research Journal)

The social connections, evidenced in this extract, that the head teacher enabled within the school, spilled over into the wider lives of her staff, as is demonstrated by the extract above. Staff were obviously comfortable in each other's company and often arranged to meet socially, outside of school, building on the firm relationships developed at the site.

The closeness fostered within staff was replicated at other schools, more obviously at Elmhill School (see chart page 214):

> 'Most staff ……. chattered and laughed discussing one teacher's night out and the game of pub golf this entailed. There were many comments about the shorts and the decreasing state of the women involved on the photographs. A TA pointed out that they needed a night out together and a date was put on the white board for people to put in their diaries. ……..' (Research Journal)

In this extract, once again, the warmth of relationships between staff was evident. The contrived collegiality discussed by Hargreaves (2013) was far from the actuality here, which was not the case at other schools, particularly Ashpark School and Beechview School. On occasion the head teacher at Elmhill School was part of the close relationship demonstrated in the extract above. She was, as has been demonstrated in the previous chapter, naturally included in the social milieu but also maintained an air of positionality by not imposing on the more social spaces of her staff.

Positional power was still, very much, in evidence. It was head teachers who facilitated the development of collective or individual commitment to various projects based upon school needs as identified by themselves or based upon the personal interests of others. It was, also, the head teachers who determined who should engage in leadership roles, occasionally through self-identification on the part of others who expressed relevant skills or interests. This occurred more commonly through head teachers identifying individuals and bestowing leadership roles.

Despite the fact that some interviewees confessed that they did not set out to become leaders in their own right, many of the participants within this study applauded the opportunities presented by head teachers to develop their own leadership skills. However, not all teachers have aspirations to become leaders, exerting influence beyond their classroom (Anderson, 2004) and, when leaders imposed leadership roles onto those who were not ready or willing to undertake the task, this could result in negative consequences:

> 'Failure to choose those teachers who best fit for such leadership roles may not only inhibit school improvement, but is likely to produce little to no teacher improvement as well.' Dorit Tubin (2017)

If such choices are likely to inhibit teacher and school improvement it could follow that they can also constrain teacher development and improvement

for anti-bullying if applied to the appointment of anti-bullying coordinators. This then calls into question whether such appointments are in the best interest of the individual or the wider school community (Kemmis et al., 2014)

Head teachers in this research recognised the need for contingent leadership (Leithwood and Riehl, 2003, Harris, 2004), adapting their approaches and leadership styles to the particular circumstances of their particular context at any particular point in time, thereby recognising the circumstances of their school in time and space. This had the most significant impact when head teachers were new to their role, establishing their position within the school community and fact-finding to develop their understandings. They also resorted to this at times when they perceived that a certain stand had to be taken. For example, the head teacher of Beechview School found herself keeping a tighter hold on the reigns of leadership for an extended time whilst she appointed her new senior leadership team.

Constant and consistent shared leadership, therefore, didn't really exist at these research sites. Head teachers, as positional leaders, made choices about who to distribute to and what was to be distributed. Such choices were founded on a range of considerations, some identified by OFSTED, some by analysis of school circumstances or data, some based upon individual strengths or interests. In all schools staff were encouraged to go to the head teacher when they had an idea, which head teachers could support or overrule in an instant. The head teacher of Oakwood School came closest to a shared approach, as she included staff in a wider range of decisions, for example about whether or not to continue with this research, and she gave them the opportunity to develop their own ideas through self directed research days (see chart page 246). However, in this social-political space it was still the head teacher who instigated this approach, who made the decision about when to step in and take back control and who decided when to loosen the reigns and let others (and which others) take control.

She admitted that she didn't know everything and needed the assistance of staff or governors, but she also recounted occasions where she had exercised her positional power. Therefore, even when shared, leadership was still the domain of the head teacher and was linked to their position and power.

At some point all of the head teachers in this study had subtly, or not so subtly for some, implied their position as separate from other players in the field, above them in the hierarchy, signifying their positional power:

> "You spend hours talking about what people might want to do …….. So **I got a list** of all the different things and ……. there was not a joint discussion as to what to do ….. but other people had said things so it was not just from me but the piece of paper was from me. So **I'd identified** the leadership opportunities.' (Head Teacher Oakwood School)

In her, emboldened, sayings above this head teacher flexed her positional muscle, taking a stand and making autonomous decisions based upon her position of power. She took on the role of identifying leadership roles that she saw as best representing the school's current needs, these could then be discussed and disseminated. She also kept herself separate from her staff during most break times, recognising that they needed personal space, but also separating herself from them as a body (as discussed earlier).

What is most interesting here is that this shows the dualism ingrained in leadership relationships. The hierarchical nature of school leadership associated with schools more traditionally is still in existence in that the head teachers continue to exercise overall control. Empowerment of community members could easily be withdrawn, even if the head teachers didn't fully recognise that this was happening in the way that they related to others.

The more collaborative social-political arrangements in these schools were reflected in the way in which head teachers approached staff meetings, in both their representation and the way in which these were set up. In each of these schools staff meetings were not just about administration, but also about development, creating collaborative and dialogic spaces, although administrative meetings were also evidenced, sometimes during staff meeting times but more often shorter meetings at the start of the day. Staff, and occasionally parents or governors, were invited to take a genuine lead in most settings. They were handed the position of power, for example controlling the meeting set up: deciding where the meeting would take place and arranging chairs and tables as they judged fitting for the requirements of the meeting. Being given such control added to their feelings of self-confidence and agency, demonstrating a shift in power to a more equal, shared approach (Kemmis et al 2014); the power was not just the prerogative of the hierarchical leader. In actuality I observed only two schools, Elmhill and Oakwood, where the head had passed full control of staff meetings to a member of the school community, although others reported that this was the general approach.

Head teachers enabled the development of leadership capacities across the school with varying proficiency. Those who managed this process with sensitivity and an aptitude for reading the context, enhanced the skills of those linked to the organization, building positive relationships and forging a two-way commitment between themselves and those concerned. Some of the head teachers in this study displayed a more enhanced sense of the need to collaborate effectively (all but the head at Ashpark). The need to form a collaborative whole was recognised and considerable time and effort was devoted towards this end. Everyone had a role to play in decision-making, group processes and execution of ensuing practices, making their approaches open and accessible, although not all staff felt enabled to engage, for example those at Beechview.

As part of this development of leadership capacities more widely, some of these head teachers, perhaps the more perceptive and discerning, recognised their own limitations and challenged their own assumptions, as the head teacher from Oakwood School divulged, "*I don't have all the answers."* These were the leaders who seemed to display more confidence and perceptiveness and who appeared to be more comfortable sharing their leadership role.

To build this partnership, relational trust was vital. The value systems of head teachers embraced equality and moral purpose and developed a clear set of core values. These values, for most, underpinning their way of working as they continuingly and consistently walked and talked their vision for their school, a key 'doing'. In Ashpark, where the head promoted her positional authority (chart page 138), and Beechview (chart page 287), where external drivers and the school's specific circumstances impeded upon the head's beliefs, this was far from straight forward. In walking and talking their vision head teachers at the other schools modeled positive, respectful behaviours in a range of circumstances. Those within the community who looked to the head teachers developed expectations and confidence that they would act in a specific manner. Evident in the data were these positive value systems, including devotion both to the school and to the development of others, which predicated successful anti-bullying cultures, engendering meaningful engagement and offering support for all. In the two schools where positive value systems were less well-established, bullying behaviours were more in evidence (see charts pages 138 and 287).

In describing staff membership, the school and their place within this, the narrative was generally one of warmth, collegiality and support. Participants spoke of a close bond where they could rely upon each other for support, both professionally and personally. This bond was evidenced, to a greater or lesser extent, in each of the research schools. In the school where this was not a generic way of relating, for example, Beechview, such dialogue existed within specific groups; primarily, teaching assistants and

newly appointed staff members. The head teachers modeled positive relationships in their daily interactions, engendering feelings of trust and respect (which were, in fact, bi-directional) by demonstrating their support, promoting agency and encouraging relationships. One head teacher provided home baked cake and communicative spaces for staff to meet professionally and socially (see chart page 183). Another advocated team problem solving through staff meeting agendas (see chart 218) and each of them resolved to establish clear lines of communication, promoting multiple voices.

By making available the social and professional spaces in which such interactions could flourish, they encouraged frequent engagement between school participants. The head at Ashpark converted an existing storeroom into a staff room to this end, the head at Elmhill circulated the school to encourage her staff to frequent the staff room during lunchtime breaks and the head at Oakwood provided refreshments to promote community interactions. Such interactions were highly visible in a range of locations and encompassed all players within the field, promoting collegial discourse to which the head teachers readily contributed. The staff used this time to discuss social activities and issues, alongside more professional dialogues that were reciprocal and furthered a shared vocabulary and discourse. These interactions fostered collegial approaches that impacted upon practices and the building of anti-bullying cultures.

To a greater or lesser extent all of these head teachers viewed an anti-bullying culture as an integral component of their school. They implemented values, philosophies and principles, evolved from their beliefs and experiences, to develop relationships and promote a positive ethos; relatings impacting on the sayings and doings of the practices. To involve stakeholders in the processes of creating a shared vision for the school and in finding the resources to turn the vision into reality, the head teachers acted with equality and respect. However, perceptions of some existing staff

at Beechview and the hierarchical approach of the head teacher at Ashpark impacted on the way this equality and respect was translated into practice.

It was evident from this research that the staff who were more committed to the schools and invested their time and energies in these cooperative relationships were those who forged trusting relationships with the head teacher. In such contexts staff reported feelings of value, belonging and support. However, not all head teachers were successful in establishing such cultures and this impacted upon the practices of the school, staff perceptions and the extent to which bullying was reported. When staff perceive that head teachers are trustworthy, they build more positive, trusting relations (Cerna, 2014).

Material-economic Arrangements of Leadership for Anti-bullying Practices

The head teachers invested their resources within the material-economic arrangements by appointing coordinators to lead and develop practices in anti-bullying, including policy development. The head teacher took up this role in the two smallest schools, Ashpark and Oakwood, whilst the others appointed a staff member to the role. These coordinators set the direction for anti-bullying practices. The coordinators at Elmhill and Oakwood continued to actively involve others collaboratively in instituting the specific sayings, doings and relatings through policy review and implementation. In this way the leadership of such practices was shared at these sites. Although the continued sharing of leadership for anti-bullying was limited to these two schools, the sharing of leadership roles was evidenced at each site more generically.

In each school participants viewed the head teacher as the key figure in promoting and endorsing a more collegial approach. Head teachers signified desirable practices and key players through their apportioning of attention and support. In Willowdale School the acting deputy was accorded high

status in developing the school's approach to anti-bullying as the head teacher consistently and visibly deferred to her in these matters and supported her developments, via endorsements and resourcing. In Elmhill School the deputy was highly influential as the head teacher promoted him as a conduit for staff and as a champion for pupils, working closely with him in developing these approaches.

The head teachers in this research were keen to promote professional growth for everyone, both within and beyond the school establishment. Supporting colleagues to deliver staff development was a common feature, whilst also displaying their support through physical positioning, encouragement and verbal reinforcement. The head teachers, to a greater or lesser degree, took opportunities to exhibit trust in their staff and often expressed delight in observing the successes and developments of others, taking satisfaction in the understanding that they had been precipitous in the creation of environments where potential could be realised.

As discussed in the previous chapter most head teachers supported staff, in particular, to recognise that the doings of supported risk taking presented opportunities, not an expectation of taking on impossible tasks, a concept supported by Fullan (2009). Head teacher support for staff initiatives and supported risk taking was frequently acknowledged in interviews. Heads encouraged staff to use their own initiative, to be innovative, supporting them in this process through resourcing and encouragement. Staff in schools where this was evident (see charts pages 148, 218, 246) were more likely to take on board changes to the structures, moving the practices of the school in the direction of constantly evolving anti-bullying cultures.

Head teachers were often open to and interested in staff initiatives, even if these seemed likely to flounder, seeing this as a learning experience. To some staff this was in stark contrast to their historical experiences and did not spontaneously take root in action. In one school in particular, where this was eminently manifest, there was an impact upon staff morale as staff read

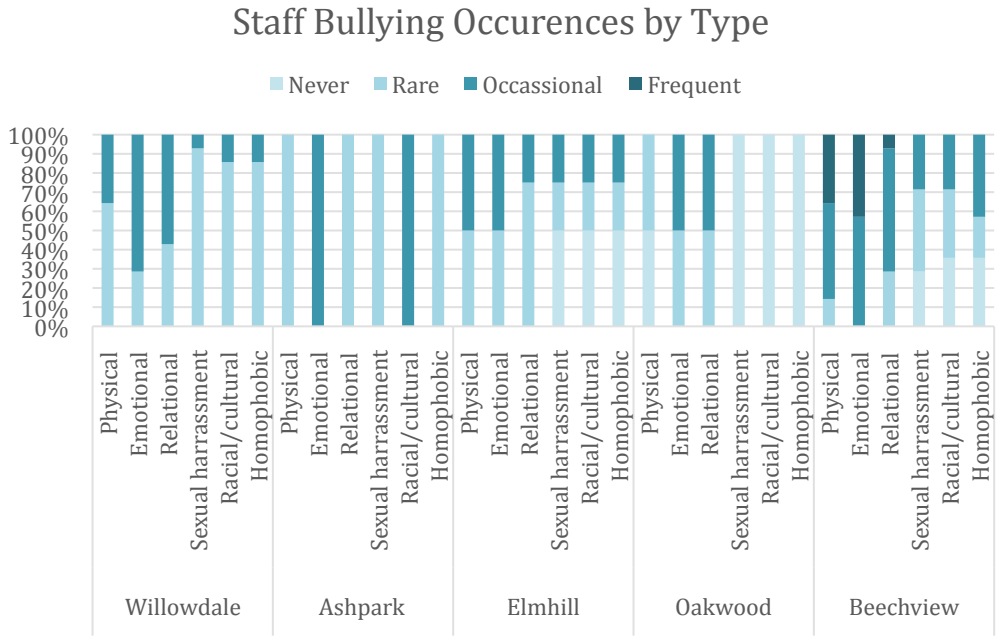
this approach as a display of trust and respect for them as professionals (see chart page 148). Staff also had to have trust in the head teacher in order to take this step and make themselves vulnerable. Thus, this approach often helped to diminish a preceding blame climate that had stifled staff growth and engagement.

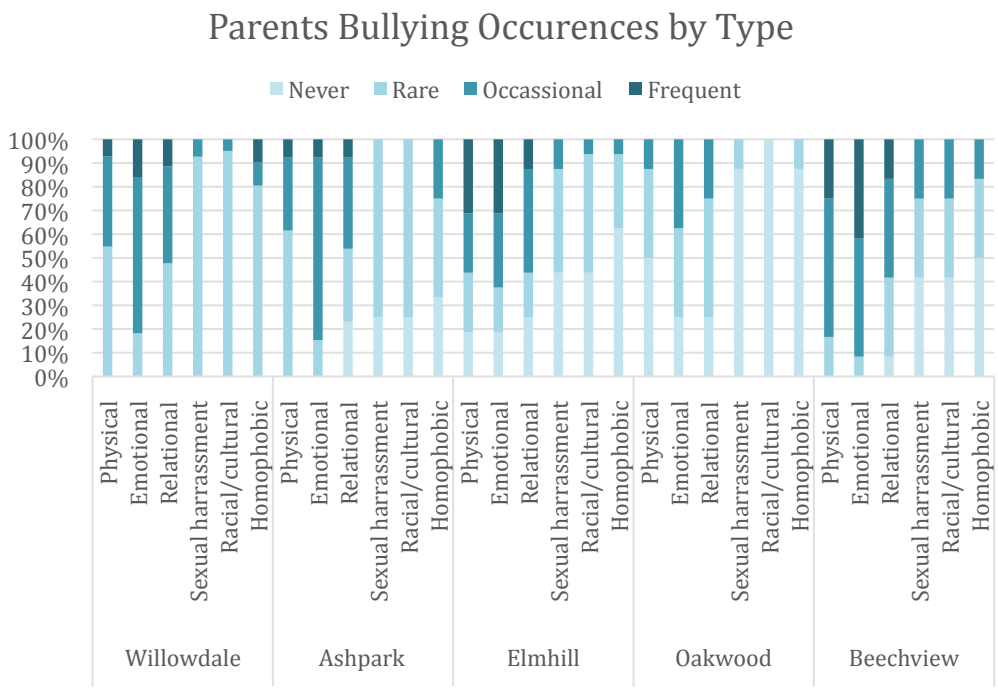
Head teachers devoted time and energy to building a shared recognition of individual contributions. Most of them paying close attention to other players within the field, providing support wherever needed. The hiring of the right people for the job enhanced this. The head teacher of Oakwood School was not alone in commenting that she sets out to hire the right person for her school, not just the most competent teacher but also the person who 'feels right'. The rest of her team valued the opportunity to have a significant input in this process. She was the only head teacher to take this belief to this degree. Once in post these new staff would be initiated into the school's 'way of doing things' (Deal and Peterson, 2016) which encompassed an encouragement to network outside of school as well as within it. This helped create environments conducive to cooperation and collective success.

The head teachers all exhibited an ethic of care (Noddings, 2005) for others, each of them recognising the importance of valuing the person. This 'valuing' was not always applied equally or perceived as such, as was evidenced in Chapter 6. Head teachers were all keen to share the successes of their staff and children, valuing their time and contributions. They advocated the importance of celebrating successes and each head teacher related that they actively sought out opportunities to recognise the hard work and effort of those involved in school.

This ethic of care was not always recognised by staff at all schools in the research and impacted upon the relational trustworthiness embedded in the school community. Rather than being based upon sound analysis perceptions of relational trustworthiness are impacted by emotional ties,

(Cerna, 2014). It would, therefore, stand to reason that in Beechview School, where existing staff felt threatened by the many changes taking place and their lack of understanding for these changes, this fracturing of trust would impact upon the professionalism of staff. With diminishing trust the teachers felt powerless and were less likely to invest themselves in the sayings and doings, impacting significantly upon the relatings. This was evident in the doings by which some staff related to colleagues, modeling behaviours that conflicted with the head teacher's vision. It is interesting to note that data from this school identified more examples of behaviours that could be interpreted as bullying behaviours and participants reported higher incidents than in other schools in the study (figure 3).





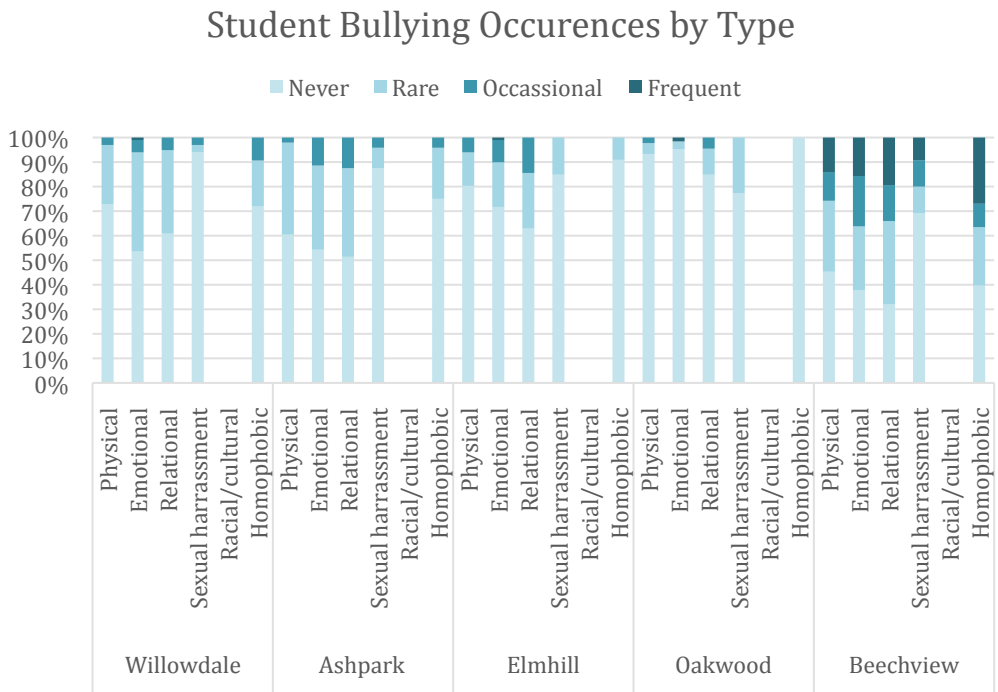


Figure 3 Chart of Bullying Behaviour at the Sites as Identified by Teachers, Parents and Students

As can be seen from the charts above, the questionnaire results from no

other school exhibited such sizeable negative staff opinion as those from Beechview School. This is of interest when taken into context of the general negativity that underpinned staff perceptions, with many existing staff not engaging with the developing practice architectures. Also of note is the discrepancy between reported incidents from interview data as opposed to questionnaire data. During interviews staff were more likely to acknowledge behavioural problems but to moderate the incidents of bullying.

At Beechview School there was an insistence that children with behavioural needs were not bullying when engaging in targeted hurtful behaviours, noted in observation and interview. This included times when the behaviours conformed to the STOP (Several Times On Purpose) acronym adopted by all of the schools. The questionnaire results stood in sharp contrast with staff reporting frequent physical, emotional, relational and homophobic bullying behaviours. Parents also reported frequent incidents of physical, emotional and relational bullying at Beechview and, although much less bullying was reported by children, the higher number of reported incidents overall at this school stood it in stark contrast to other schools in the study. (Figure 3)

The children in all sites reported less occurrences of bullying than did parents or staff. School staff often attributed higher parental reporting to a lack of parental understanding.

Pupils at Oakwood School reported by far the lowest levels of bullying behaviours, but this was not reflected by staff, who perceived higher levels of emotional and relational bullying behaviours. This was not evidenced in other data sources.

Staff generally spoke of the need for parental education to improve their understandings of bullying and most schools attempted to address this in some small part, providing training for parents. They also acknowledged

that more significant developments were undertaken with children as was discussed in the previous chapter.

Cultural-discursive Arrangements of Leadership for Anti-bullying Practices

Prevalent cultural-discursive arrangements supporting both leadership and anti-bullying practices recognise the centrality of discourses surrounding care, equality, respect and trust. This was evidenced from the literatures for both leadership and anti-bullying. The head teachers in this research supported these discourses, reflecting a collegial and caring approach to varying degrees, as evidenced in Chapter 6. To a greater or lesser extent the practices of all head teachers at schools in this study constituted a commitment to the sharing of leadership, providing opportunities for children, staff and others to take the lead to some degree. They enabled shared language and resources appertaining to sharing leadership, which, in turn, enabled a more collective approach. This is not to say that they did not acknowledge their positional power rooted in the histories of educational leadership and the pre-existing cultures of their own particular schools.

They prioritized and promoted current thinking around research and theories related to positive cultures, pedagogies and anti-bullying, for example in the ideas and language used in Anti-bullying policy documents, through day-to-day interactions and through encouragement of shared discourse in meetings. They focused on the advancement of their vision for the school, albeit not overtly shared. From the onset of head teachers taking up their positions this was seen by staff at every school as a shift in approach, a new way of working, challenging the practices of many. For some staff this shift was too much to assimilate and their perceptions constrained their engagement. Other staff, on occasion, found it difficult to wholly move away from previous practices, sometimes slipping back into them at times of insecurity. However, in most schools, notably Oakwood, Willowdale and Elmhill, the ambience of trust, respect and improved

efficacy contributed to a change in approach and a consequent change in the language used to engage with practice. This was evident in interviews where staff at some schools littered their narratives with references to 'trust', 'respect' and 'team work', expressing the strength of the social space enabled within their practices. A vocabulary emerged that was reflective of a shared approach to leadership, within a culture of care and respect, impacting on approaches to bullying. The emergence of such a vocabulary was evident to a much lesser extent in Beechview and Ashpark.

The head teachers in this study recognised the importance of developing community wide knowledge and understanding regarding bullying and its consequences, and approaches to combating it. This wider approach focused attention on such behaviours and the expectations upon everyone, enabling players to become familiar with the way in which the school understood and approached incidents of bullying behaviours. As has already been discussed, this was more effective in some settings, than in others. Enabling understanding necessitated the development of shared language to facilitate the discussions that help staff, and others, to cultivate and transfer their knowledge into practice in a way that was in keeping with the school's specific circumstances.

On the whole the teachers involved in this research were 'stirred into' (Kemmis et al, 2014) the shared language and approaches that enabled the new practices to succeed and acknowledged that bullying was detrimental. In Beechview School this would seem to be less embedded, as staff themselves engaged in bullying behaviours that did, indeed, prove detrimental to the school's anti-bullying culture. Even in the more successful anti-bullying school cultures the understanding of some staff was less than secure for example the misconception of the deputy in Elmhill School that exclusion by peers was not a bullying behaviour. School staff pay less attention to this aspect than any other type of bullying (Benton, 2011) and this was manifest in school policies and in parent's attitudes, where this was

referred to as 'low level' and, therefore, less serious, a term used frequently by participants in this research.

Policy documents and participation in targeted anti-bullying activities, for example Anti-bullying Week, were designed to inform and guide community members, through shared language and awareness, to an understanding of what constituted bullying behaviour, addressing misconceptions and how to approach incidents in a site specific, shared, way. According to the questionnaires, in most schools, staff and parents, were aware of the policy document, see figure 4.

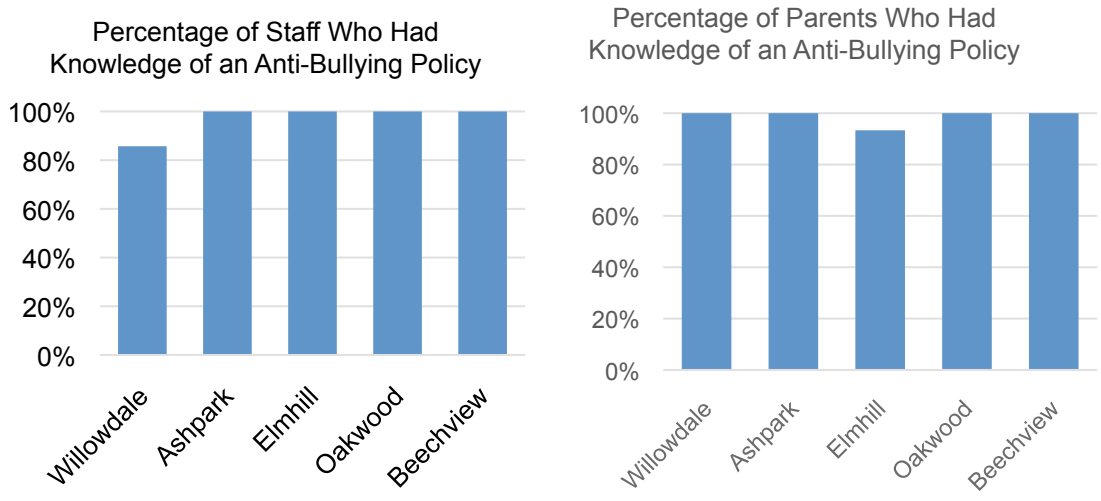


Figure 4 Chart of Staff and Parents Aware of the Policy Document

Awareness does not, however, demonstrate that they had been involved in the conception of this document. It can be seen, from questionnaire data (Figure 5), that the percentage of parents and staff who contributed to the writing of the policy is not quite so comprehensive.

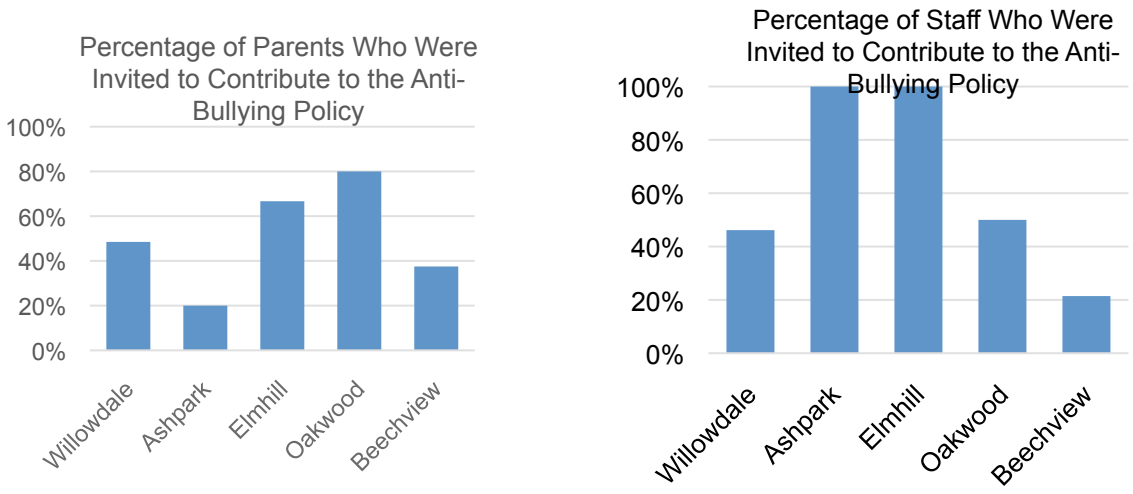


Figure 5 Chart of Staff and Parents Included in the Writing of the Policy Document

The percentage of parents and staff involved at Beechview School came as little surprise based upon the evidence collected and already presented here. What is of surprise is the lower percentage of staff who contributed at Oakwood School, bearing in mind the collective culture the head teacher fostered and the interview evidence, already presented, that would suggest otherwise. This might be due to the negative approach of support staff, who struggled to accept the research project and were less than enthusiastic when it came to completing the questionnaires. The low percentage of parental involvement at Ashpark School reflected the head teacher's approach of producing and publishing policy documents before inviting parental contributions, making their engagement less likely.

Head teacher support is pivotal in the process of shared ownership and in the promotion of a shared understanding, assuring consistency in application (Glover, 1998). Many of the participants in this study who reported an awareness of the policy document, appeared to be unacquainted with the contents, which might be indicative of lack of involvement and would call into question the effectiveness of both the policy and an understanding of bullying behaviours and approaches.

A bottom up approach to policy production, which raised expectations and increased participation, resulted in policies being more consistently applied. The head teachers in this study often appointed, or supported coordinators in appointing, a 'task group' to develop an anti-bullying policy. The task group encompassed a number of stakeholders to develop a policy that was, generally, then shared with the wider community, including staff. However, this did not guarantee that those beyond the task group engaged with this or took it on board, as was demonstrated by the questionnaire results from staff and parents where less that ¼ of parents and ¾ of staff overall reportedly understood the approaches to bullying outlined in the school's policies. Furthermore, this initial community approach to policy development was not universal, nor was it sustained at any of these sites. This would call into question the shared language and understanding within the material economic arrangements necessary to enable successful practices to emerge.

CHAPTER 8 : A WEAVING TOGETHER

This study presents an opportunity to re-evaluate existing theories on the use of interventions, targeted or whole school, as the most effective way to tackle bullying cultures and to consider the actions taken by head teachers in support of this. The findings indicate that a 'whole school' approach should go further than anti-bullying, to encompass the practice architectures that underpin the culture of school sites. Through the use of the theory of Practice Architectures (Kemmis et al., 2014), the research showed how anti-bullying practices played out in the social-political, material-economic and cultural-discursive arrangements of schools that are impacted by the sayings, doings and relatings of head teachers. Utilizing Practice Architectures has, therefore, bought to the fore the need for anti-bullying approaches to be more than intervention and policy. A successful anti-bullying approach encompasses the way schools promote equality, inclusion and respect, embodying the sayings, doings and relatings that make 'the way we do things at this school'.

I now summarise the key aspects of this wider whole school approach:

1. Approaches to anti-bullying were more successful, with fewer incidents of bullying, in schools where head teachers had engendered practice architectures supporting positive cultures. School culture makes a difference in behaviour and achievement of pupils (Richard et al., 2012, Rutter et al., 1979) and, within this, teacher behaviour is more important in 'bullyproofing' a school than official school policies.
2. School policy development provided a catalyst for dialogue and a way into the opening up of initial augmentation of anti-bullying practices. But, once formulated, these policies no longer drove the anti-bullying

agenda at these sites. They failed to become the living documents that most of these head teachers perceived.

3. There was a general acceptance amongst head teachers that representatives from across the school site should contribute to the initial development of policies, as recognised in the local authority reward schemes. None of these head teachers saw any advantage in continuing this process. At Beechview, where the head teacher had drafted the school policy, there was an evident reduction in the collective understanding amongst staff of what constituted bullying behaviours.
4. Whilst specific interventions might raise awareness initially, a deeper approach, one not based upon the act of intervening but based upon the culture of the school, is more effective in tackling bullying behaviours.
5. Head teachers in this study steered staff towards more collaborative practices and consistent approaches to behaviour more widely. These practices encompassed the socially created activities, or actions, conceived of and shared through beliefs and ideas via common discourse between people, and objects, through arrangements of relationships; the sayings, doings and relatings (Kemmis et al., 2014).

In the socio-political arrangements that make up the social spaces of schools, relationships play a vital role as head teachers lead staff in the development of the way relationships are manifest and played out in their particular settings. They facilitated staff in establishing shared understandings and sense making, in the manner of interacting and in the developing of practices. *'Without mutual trust, relationships and respect are compromised and mistrust exerts a corrosive influence.'* (MacBeath, 2005, p353). This applies to the development of positive anti-bullying cultures, supporting an emphasis upon trust as a part of this, and as a part of the transformation of practices. However, the essential position of perception in this was also bought to the fore.

6. There was an acceptance that head teachers held positional power and that this was entirely felicitous. They could, and generally did, share this power but also retained the right to withdraw it.
7. In an approach based upon justice and equality: preparing children to live well in a world worth living in (Kemmis et al., 2014), teachers become guides in cultures and sub cultures where histories and contexts shape power (Busher, 2005). Head teachers take on this role, as guides, to all participants. The way in which head teachers could facilitate players within the field in taking on this role and making sense of lived experiences and the impact their perceptions can have, is clearly illustrated by this data.

As discussed in the methodology section, it would not be appropriate to generalize the findings of this research, this reflects Kemmis's ontological approach which would suggest that this would be inappropriate as each case is site specific. However, this research adds to the growing body of research that correlates bullying to school culture. The use of Kemmis' Practice Architectures indicates that this needs to be considered as a more ontological approach into the culture of these sites, where patterns of activity are reproduced over time, developing and evolving through social reproduction, rather than taking anti-bullying as an initiative added onto an already overburdened school curriculum.

CONTRIBUTIONS TO THE RESEARCH

Much of the research into bullying in school has been dominated by research methods that advocate post-positivist, quantitative methods (Powell et al., 2008) utilizing mainly questionnaires and interviews (Monks et al., 2009), to study perpetrators or victims. Even though bullying is a phenomenon that manifests itself within social contexts and is influenced by a range of factors, for researchers, the preeminent focus over recent years has been the individual bully, victim or bully-victim rather than the context (Cook et al., 2010). In general, issues involving leadership and/ or the social processes involved have been omitted from the research (Roland Galloway, 2002) and further research into leadership as a contributing factor is advisable (Ertesvåg and Roland, 2015). My research focuses on school leadership practices and adopts an interpretative stance, which includes varied data sets (outlined below) to take into account relationships, ethos and social perspectives.

Linking the development of anti-bullying cultures to the practices of head teachers is a research area not well represented in extant literatures. This is the first study to explore the links between bullying and practice architectures. As such, this brief sortie offers opportunities for further development and investigation. The application of the lens of practice architectures adds to the growing body of research in the area of school leadership, with a focus upon the practices of head teachers as opposed to the personal characteristics of head teachers as leaders or on the use of interventions to tackle bullying.

A second contribution of this research is to identify how, whilst intervention is important in tackling bullying behaviours, the true way to combating this aspect is in a wider ontological approach that enables practices of care, respect and inclusion within the wider pre-existing conditions.

The third contribution of the research is in the way it adds to a growing literature on the social-ecological nature of bullying and how this needs a wider, whole school approach to tackle it. As additional evidence is added to this field understandings will also improve.

The fourth contribution of this research is that it also contributes to the body of research into sharing of leadership in primary schools and the way in which the control of authority, power and resources remains, very definitely, with positional leaders. Leadership in primary schools in contingent upon head teachers who choose how and when to devolve power and who adapt leadership practices to their circumstances in time and space.

LIMITATIONS

I opted to use a range of methods in the collection of research data: written questionnaires, observations and semi-structured interviews. In one setting only two of the staff opted to complete the questionnaires, possibly because of concerns over the sharing of data with school leaders. Although it was expressly assured that this would not happen, staff had expressed a belief that there was some sort of collusion between myself and the head teacher or local authority. This may have lead to a skewing of results, as each participant would represent a higher percentage.

The interviews were designed to further add to the data, and, perhaps, offset some of these issues. However, this unease influenced those staff who volunteered, with as few as two volunteering for one interview and only those loyal to the head teacher in another. Although I managed to gain the opinions and interpretations of these participants the findings might have been affected by their bias and by the power relationship between researcher and interviewee. The latter might, also, have influenced interview responses from children (Bryman, 2008).

The use of interviews and observations alongside questionnaires was designed to result in both quantitative and qualitative data in order to enable triangulation and reveal any trends. It became apparent that, as the research progressed, the questionnaire questions did not, necessarily, provide the necessary insights for this.

Practicality dictated that the sample size for this study was limited. However, every effort was made to include large and small schools across two authorities and in both rural and suburban areas. Whilst interpreting and presenting the research findings every effort was made to ensure that findings where grounded in the data. However, this remains open to

interpretation and the perceptions and experiences bought to the research. Generalisability of the findings, thus, is not possible due to sample size and the very nature of the findings, which are situated in both time and space. However, the central themes can be drawn upon to suggest ways forward with the development of anti-bullying cultures.

This research provides an insight into the links between head teacher relatings, sayings and doings and the developing of anti-bullying cultures, however, this would require further investigation.

Recommendations for further research

This research suggests a link between head teacher practices, as they facilitate emerging practice architectures, and the developing of anti-bullying cultures. Further research would be necessary in order to formulate a deeper understanding of these practices. As the research developed it became clear that Kemmis' practice architectures was best placed to investigate how head teachers conducted themselves in order to build anti-bullying cultures, however this was not at the fore as the data was collected. As a result it is possible that vital elements were not examined, warranting further research.

Implications of the study for good/best practice for leadership development, school level policy development and implementation.

In this thesis I demonstrated how the practices of leadership and anti-bullying were entwined. Using Kemmis et al's (2014) practice architectures I evinced how the social-political, material-economic and cultural-discursive arrangements materialized through sayings, doings and relatings that 'hang together' in eleven specific aspects of practices. These eleven aspects are explored in Chapters 6 and 7 and have implications for school leadership, practices and policies. Some of these implications are presented here.

Implications within the cultural-discursive arrangements for leadership for anti-bullying

Prevalent within the cultural-discursive arrangements that prefigure anti-bullying and leadership literatures and practices are discourses around caring and inclusive education (Keller, 2009, Noddings, 2005, Pauley and Pauley, 2007, Berger, 2006, Slee, 2001). These nurturing discourses are realized in the cognitive dispositions, sayings and languages of practitioners. For example the reoccurring use, within this research data, of terms such as team, trust, collaboration and supported risk taking. Within leadership and anti-bullying practices, and school level policy for anti-bullying, such cultural-discursive arrangements have the power to enable and/or constrain the practices that develop. If the sayings of practices for anti bullying are underpinned by understandings that recognize and enable cognitive dispositions, sayings and languages that engender a generic disposition to trust, respect and inclusion, a culture for anti-bullying would evolve.

School leaders have a vital role to play in ensuring the establishment of such cultural-discursive arrangements. It is head teachers who have the capacity to enable everyone to have a role to play in ensuring that the semantic spaces (Kemmis et al, 2014) are embedded in a culture of rights, respect and responsibilities, where everyone in the school has a voice and is included. This thesis demonstrates how the more successful anti-bullying cultures were those where head teachers modeled and promoted such egalitarian ideals consistently.

This investigation demonstrates how the language of policy documents set the scene for the way that anti-bullying was enacted within schools and head teachers facilitated the development of these documents. The policy reinforces the school's approaches and understandings and informs participants of the expected behaviours (Smith et al, 2008), orienting them to the fundamental assumptions that direct the school's approaches.

Implications within the material-economic arrangements for leadership for anti-bullying

The notion of Kemmis et al's (2014) practice architectures sees educational development as action that happens in specific sites, in response to local needs, creating changes for the good of each individual and for the wider community. The projects in which these actions hang together are, thus, site specific and, as such, require distinct, custom made approaches that are responsive to the school's particular needs. The 'project' of anti-bullying within the sites under study began with an investigation of the needs of the school and locality to identify the specific requirements and approaches and the most pertinent way to move existing practices forward. This goes beyond the development of actions, ideas and knowledge pertaining to bullying. The practices in existence are underpinned by the existing practice architectures so that changing the practices of anti-bullying requires changing, not just the practitioner's understanding, but also, the cultural-discursive, material-economic and social-political arrangements that hold these practices in place (Kemmis et al. 2014).

This thesis gives informative insights into the practices of head teachers in primary schools and how these practices influence the culture of the school, pertaining, in particular, to bullying behaviours. Based upon evidence presented here, I would argue that head teacher's practices should support the establishment of trusting, collaborative and harmonious environments.

These environments should see everyone involved with the school being treated with respect and with regard for their dignity and self-esteem. Head teachers practices should, therefore, model and promote the values, attitudes and behaviours that advance inclusive environments, with the expectation that others will emulate these.

A vital element is the enabling of the practices of collaboration and teamwork, themes that continued to be advanced in the literatures and within data collected. This teamwork encompassed those beyond the sites: parents, carers, other schools and the wider community. Head teachers at the more 'successful' schools within this research recognized and supported school connectedness. Participants who felt disconnected felt alienated and powerless, some struggling to make sense of their circumstances and others engaged in bullying behaviours of their own. Head teacher's practices should, thus, create the conditions that engender agency, collaboration and trust, modeling positive leadership.

The need for CPD has been extolled in the literatures (Farrington and Ttofi 2009, Black, 2003, Espelage et al., 2010) and was clearly supported through this research where some staff were not fully aware of actions that constituted bullying behaviours. It is hoped that continued training and effective policy development would support the challenging of behaviours that facilitate and support bullying behaviours.

Pertinent amongst the material-economic arrangements at these sites were the existing arrangements and external drivers advanced through the current standards agenda. These factors were realised in the doings of practitioners. For example, with such a focus on standards, not all head teachers in this study had the confidence to support, whole heartedly, a more shared approach to leadership and not all teachers felt comfortable handing leadership practices to the children in their care. However, these aspects were identified as important to the development of anti-bullying cultures and this should be born in mind by head teachers as they take on the mantle of leadership.

Implications within the social-political arrangements for leadership for anti-bullying

The relationships and roles head teachers develop with their staff, children, parents and carers and the wider community are among the social-political arrangements that prefigure practices and are, thus, central to building successful anti-bullying cultures. Inherently linked to the social-political arrangements is the notion of power within relationships. Historically power relationships have existed between head teachers and staff, staff and parents, staff and children, amongst staff, children and parents as generic groups and these are well documented (Fitzgerald and Gunter 2007, Gunter, 2003, Torrance, 2013, Rosenholtz, 1991). Although all head teachers in this investigation retained overall power and the head teachers in some schools found staff were not always open to pupil power, the more successful anti-bullying schools embraced the sharing of power across all groups. This is something that head teachers should be cognizant of.

Closer relationships within the social-political arrangements of the sites were important to anti-bullying cultures. Head teachers engendered the closer relationships, both professional and social, as they made all participants feel valued and enabled the social spaces in which these relationships could flourish. Not all head teachers found this easy to achieve, either because of the site histories or because of their own concerns over power and solidarity. There is a need for head teachers to be supported in developing this understanding and the skills to support such social spaces.

A Return to Insider/Outsider Research
Reflecting on the 'insider-outsider' researcher dilemma

As I approached this research project my insider positioning aided the development of areas for inclusion, as I was, to some extent, already familiar with the types of issues that might affect my participants with relation to both bullying in school and school leadership. Through my own personal history in schools, aided by the literature reviews, I was mindful of some pertinent areas for investigation, indicating opportunities for further examination, questions and observations. My previous history also enabled

ease of access, as has already been discussed. The literature reviews greatly augmented and guided my pre-existing insights, impacting upon my approaches and presenting further areas for investigation.

Although access was relatively straightforward and most participants trusted me based upon my history, making it easier to build a rapport in most cases, it quickly became evident that some participants had certain expectations based upon my insider positioning, as has been discussed elsewhere in this thesis. They acknowledged our shared experiences and histories, an acknowledgment that was evidenced in their expectations of my role and of the expected approach to the research. These expectations manifest themselves in the perceptions and approaches of participants. Some saw me as a colleague, as with the head teacher who shared problem areas and asked for my advice. Some saw me as an advisor and professional support, as with the dinner ladies who wanted advice about tackling their feelings of disconnectedness, or the staff, who asked for target setting to develop their practices. Some saw me as a friend, as with the staff who saw me as an addition to their team. The different approaches of participants resulted in much deliberation about using data collected where participants seemed somewhat confused about my identity, even though I thought that that my researcher identity and reasons for being in school had been clearly stated and discussed. A few staff expressed concerns by questioning what I planned to do with their responses, both in interview and questionnaires and why particular questions were being asked, especially those around leadership and school connectedness. Some participants questioned what I was trying to achieve and whether my history, my insiderness, meant that I was sharing information with the head teacher and/or local authority. One group of teaching assistants went as far as to consider contacting their union representative to ask for guidance. I could understand the apprehension they felt, taking into account the impact of outside pressures and their feelings of being constantly monitored. Relationships built with staff required contemplation of my approaches to the data based upon shared understandings that weren't always made explicit, for example when staff

discussed the way in which external drivers to raise standards provided validation for their teaching qualities, or otherwise, and when one teacher talked candidly about work/life balance, she obviously assumed that I would understand without being overly explicit. Participants would ask about my previous positions in school, head teacher and teacher, and we would talk about concerns and tell stories based upon experiences. They were interested in my history, and how my experiences meshed with their own, and I felt obligated to share these but tried to remain cognizant that this sharing would influence my insider/outsider positioning as they increasingly saw me as an ally. I felt that I could, to some extent, understand the situated circumstances of staff because of this history and the sharing of stories and this gave insight to ideas and themes as they arose.

The insiderness also caused me to consider closely the confidentiality of the data as participants both asked to see data and were concerned about who else would see it. I had to point out, on more than one occasion, that transcripts and observations would be shared only with those to whom they related. So the head teacher who asked to see teacher transcripts had to be reminded of teacher confidentiality, even though she was viewing me as a head teacher colleague. I had to assure participants that confidentiality was high priority and that I would not be sharing information with school leaders, inspectors or the local authority. Some interviewees reiterated that they were telling me in confidence, just to reinforce this understanding.

I was aware that I was viewing the research through my own previous experiences and that I might overlook some critical issues because of the way that my history influenced the manner in which I viewed the experiences and understandings held at the site. To address this dilemma the data was read and re-read throughout the research period to identify aspects that had been omitted and was shared with my supervisor for her consideration. I was also cognizant that shared histories did not guarantee shared experiences or perceptions. The lives and personas of participants, including myself, would have many similarities but would also vary greatly

and I needed to bear this in mind. As the research progressed my capacity to step back and take up the mantle of the outsider improved and my researcher identity became less ill fitted. However, this is not to say that others within the field changed in the way they perceived me on occasion, or that I didn't slip back into the insider position. The discord between my current and past positioning never really dissipated.

I continued to experience some disquiet through out the analysis and writing stages as I was determined to ensure that the voices of all participants were justly present and heard. Although participants had been made fully aware, and were reminded regularly, that I would be undertaking observations around the environment, there were occasions when data was recorded from informal meetings or occasional discussions that participants might not have considered as research data, for example the head teacher who sought my advice on the new staff room and the occasion when a head teacher discussed issues with particular teaching assistants. I had to give careful consideration as to the inclusion of such data, gathered because of my insiderness but not necessarily considered by participants as for inclusion. Some information was gathered in this way that critically added to the story I was weaving, for example the bullying incidents amongst staff in one setting, on such occasions I judged that the data should be included.

At times it was difficult to exhibit an objective approach and sections of the thesis were written and re-written in order to fulfill my objectives and represent the data candidly in order to progress my own learning journey and effectively answer the research questions.

REFLECTIONS ON THE PHD PROCESS

In undertaking this research I set out to identify practices within 'effective' anti-bullying schools that promote their success in this area and to investigate what it is that head teachers do to facilitate this development.

The following research questions provided the focus for the research:

- What do primary head teachers understand as anti-bullying cultures?
- How do they share this understanding with staff, pupils and parents?
- What do primary head teachers identify as the key practices of anti-bullying cultures?
- To what extent, in the opinion of head teachers, staff, parents and children, are these practices operating in their particular school?
- How do primary head teachers enabled or constrained these practices?
- What do primary head teachers (and staff, children and parents) perceive as the benefits and/or problems arising from establishing these practices?

In the progress of this research I have, by necessity, learned new skills and competencies and examined and evolved new identities. The first, but by no means the last, learning point was how easy it was to get lost in the literatures; to follow trails of interest that took me off at tangents, that augmented the growing body of evidence or that that opened up erratic, but intriguing, new avenues to explore. I savoured this experience, being absorbed by every new idea, relishing the opportunity to read and to learn.

Not every learning point was as gratifying and, at times, I struggled to understand and to stay on course. Sometimes this was down to personal life events that disrupted the flow of the study, sometimes it was down to developing skills and understanding. Insider-outsider dilemmas stopped me

in my tracks as I tried to make sense of interactions and occurrences and the growing mountain of data became overwhelming as I struggled to wade through the morass and make any sense. Because of the sheer volume of data I have, inevitable, presented just a snap-shot, whilst trying to remain faithful to participants and their stories. The decisions early on in the research, thus, had long reaching impact as the research process and progress.

Many of the challenges that I encountered were down to a lack of experience at the specific point in time. This impacted upon the way aspects were approached and engaged with. This emerged from a number of aspects: initial observations were influenced by my previous roles, questionnaire questions could, in retrospect, have been fewer and tighter, coding of data was lengthy and frustrating as I struggled to find an effective way approach it and the skills for writing the thesis had to develop and be honed in situ.

Theories and philosophies I encountered along the way have both resonated positively with my own understandings and challenged my thinking, causing tension and discomfort. Some of these were incomprehensible at the time but have become more lucid as the PhD has progressed, this can be attributed, in part, to further, continued exposure and to a developing academic voice.

In retrospect I would do some things very differently. Reducing the scale of the data, making it more manageable, would be among my first considerations. Fewer school sites, each for a longer time scale, would have reduced the complexity but would also have added to the depth of data. The change in lens between research design and data analysis was another hurdle that impinged on interpretation. A more focused approach, with prominence devoted to head teachers would be considered in a repeat of this research to better fit with the practice architecture lens.

Through the reading, exploring, analysis and writing over the duration of the doctoral process I have learned much about myself and my experiences as a teacher, head teacher and early academic. I have drawn parallels between colleagues encountered in this process and my own experiences and have developed a deeper understanding of issues, challenges and circumstances as a result. Practices I undertook as a head teacher have been reflected upon and I now see the relevance of these and appreciate the opportunity to think back in the knowledge that I was right, that people mattered. I am also grateful for the opportunity to take stock of more difficult times and to be able to see these from a different perspective. What would the impact have been if my staff had been given the time to research their own, specific, interests rather than a relentless drive to improve identified areas for development?

This quest to obtain the PhD grail has lead me to a better appreciation of the way in which my experiences were shaped and reshaped by discourse at the time. I realized that, although the process has been challenging, it is a process that I have enjoyed on the whole. Despite the fact that the writing of the thesis has been long and difficult I feel proud that I can make a contribution to a field that has been very dear to my heart for many years.

APPENDICES

APPENDIX 1 Types of Bullying Identified in the Literatures

Key Words	References
Aggression	Smith et al 2004 Peplar and Craig 2000 James 2010 Feinberg 2003 Dresler-Hawke 2009 Oliver and Candappa 2003 Fitzpatrick and Bussey 2010 Crapanzano 2011 Richard et al 2012 Pouwelse et al 2011 Staubli 2011 Hemphill et al 2012
Cause stress or to distress	Xin , Stewin and Devida 2001
Cyber	Dresler-Hawke and Whitehead 2009, Her Majesty's Inspectors, Wales 2007 Richard et al 2012 Hemphill et al 2012
Desire/intention to hurt, harm, suffering, upset.	Shaughnessy and Jennifer 2004 Monks, Smith et al 2009 Dresler-Hawke and Whitehead 2009 Shaughnessy and Jennifer 2007 Fitzpatrick and Bussey 2010 Oliver and Candappa 2003 Smith et al 2004

	DCSF 2007 Rigby 2002 Cowie and Jennifer 2008 DCSF 2006 Orpinas and Horne 2005 Camodeca 2005 Richard et al 2012
Direct	Peplar and Craig 2000 Banks 1997 Fitzpatrick and Bussey 2010 Richard et al 2012 Staubli 2011
Emotional	DCSF 2007 DCSF 2006
Exclusion	Thomson and Gunter 2008 Shaughnessy and Jennifer 2007 Fitzpatrick and Bussey 2010 Hemphill et al 2012
For gain, gratification or enjoyment.	Rigby 2002
Gossip	Peplar and Craig 2000 Staubli 2011
Indirect	Smith et al 2004 Peplar and Craig 2000 Banks 1997 Fitzpatrick and Bussey 2010
Name calling	Her Majesty's Inspectors, Wales 2007 Shaughnessy and Jennifer 2007 Fitzpatrick and Craig 2010 Staubli 2011 Hemphill et al 2012
Physical	Smith et al 2004

	Shaughnessy 2004 Peplar and Craig 2000 DCSF 2007 Her Majesty's Inspectors, Wales 2007 Feinberg 2003 DCSF 2006 Dresler-Hawke and Whitehead 2009 Varnava 2005 Xin , Stewin and Devida 2001 Oliver and Candappa 2003 Shaughnessy and Jennifer 2007 Karatas and Ozturk 2011 Camodeca 2005 Richard et al 2012 Staubli 2011 Hemphill et al 2012
Psychological	Shaughnessy 2004 Peplar and Craig 2000 Dresler-Hawke Whitehead 2009 Varnava 2005 Xin, Stewin and Devida 2001 Shaughnessy and Jennifer 2007 Fitzpatrick and Craig 2010 Karatas and Ozturk 2011
Power	Dresler-Hawke and Whitehead 2009 Peplar and Craig 2000 Monks, Smith et al 2009 Rigby 2002 Berger 2006 Cowie and Jennifer 2008 James 2010

	Xin , Stewin and Devida 2001 Banks 1997 Shaughnessy and Jennifer 2007 Fitzpatrick and Craig 2010 Orpinas and Horne 2005 Camodeca 2005 Crapanzano 2011 Richard et al 2012 Pouwelse et al 2011 Staubli 2011 Hemphill et al 2012
Pushing, shoving	Her Majesty's Inspectors, Wales 2007 Shaughnessy and Jennifer 2007 Fitzpatrick 2010
Racial/ racist	Thomson and Hearn 2008 Oliver and Candappa 2003
Relational	Feinberg 2003 Fitzpatrick and Craig 2010 Catanzo 2010 Camodeca 2005 Richard et al 2012 Staubli 2011 Hemphill et al 2012
Repeated, continuous, persistent, longstanding, sustained	Monks, Smith et al 2009 James 2010 DCSF 2007 Olweus 1993 Roland 1988 Rigby 2002 Berger 2006 Cowie and Jennifer 2008

	DCSF 2006 Dresler-Hawke and Whitehead 2009 Xin, Stewin and Devida 2001 Shaughnessy and Jennifer 2007 Fitzpatrick and Craig 2010 Orpinas and Horne 2005 Karatas and Ozturk 2011 Camodeca 2005 Crapanzano 2011 Richard et al 2011 Staubli 2011 Hemphill et al 2012
Segration	Shaughnessy and Jennifer 2007 Thomson and Gunter 2008 Fitzpatrick and Jennifer 2010
Sexual/sexist	Thomson and Hearn 2008 Her Majesty's Inspectors, Wales 2007 Oliver and Candappa 2003
Social, social interaction	Banks 1997 Her Majesty's Inspectors, Wales 2007 Xin, Stewin and Devida 2001 Fitzpatrick and Jennifer 2010 Richard et al 2012 Hemphill et al 2012
Stealing	Banks 1997
Teasing, taunting	Banks 1997 Staubli 2011 Hemphill et al 2012
Verbal	Smith et al 2004 Feinberg 2003

	Dresler-Hawke and Whitehead 2009 Oliver and Candippa 2003 Camodeca 2005 Hemphill et al 2012
Violence	Banks 1997 Varnava 2005 Hemphill et al 2012

APPRENDIX 2: Chart of Data Collected

School	Number of Questionnairs Completed			Number of Interviewees									Number of Classroom Observations Completed	Number of Break Time Observations Completed	Number of Observations Around the School Completed	Number of Observations of Staff Meetings Completed	Number of Observations of School Celebrations (assemblies, whole school activities etc)	Observations of out of hours activities	Break time where staff included me in socialising	Invitations from head teacher to have social coffe
	Pupil	Parents	Staff	Number on children's focus group	Anti-Bullying Coordinator	Head teacher	Staff: Other	Individual Governors	Governor Group	Parents	Mid-day Supervisors	Teacher								
Oakwood	20	17	7	6	1	1	0	1	2	3	1	3	37	13	18	2	4	4	12	5
Beechview	65	11	14	8	1	1	2	0	0	0	6	7	29	8	14	1	5	1	0	0
Willowdale	31	48	13	26	1	1	0	0	0	0	8	3	26	9	19	0	3	0	4	0
Ashpark	23	15	5	5	1	1	0	0	0	0	3	4	27	12	20	1	3	1	3	0
Elmhill	24	16	4	8	1	1	0	0	0	0	4	6	28	6	13	2	4	1	6	0
Beechview Anti-bullying Coordinator interviews were also conducted with outside consultant and behaviour specialist																				

APPENDIX 3: Example questionnaire

STAFF QUESTIONNAIRE

Thank you for taking the time to complete this questionnaire.

Please answer as accurately as you can, all information will be anonymous and will be treated with the strictest confidence.

Please tick the category that most correctly describes you.
I am:

- ☐ A Supply teacher or temporary member of staff
- ☐ A permanent teaching member of staff
- ☐ A permanent teaching assistant
- ☐ A permanent teacher with management responsibility
- ☐ A member of the support staff

1. This school:

	Never	Some times	Most of the time	Always
Is a supportive and welcoming place				
Welcomes parental involvement				
Is a supportive and welcoming place for children				
Provides support for children who are bullied				
Treats all children fairly				
Treats all staff fairly and with respect				
Gives children the chance to help others, in school and in the community				
Helps children to learn respect for each other and				

for diversity				
Helps children to respect different cultures				
Handles discipline problems well				
Ensures all children behave well				
Cares about all children				
Listens to what children have to say				
Listens to what parents have to say				
Listens to what staff have to say				
Makes all staff feel like valued members of the school community				

2. Does the school have an anti-bullying policy?

YES	NO

3. Were you invited to contribute to the policy?

YES	NO

4. Please use the box below to tell me what the term 'bullying' means to you.

5. Different schools have different ways of dealing with bullying. How does this school approach bullying.

Are these approaches applied consistently?

YES	NO

6. How often does bullying happen in the school?

Physical (hitting, kicking, punching, pushing etc)	Frequent	Occasional	Rare	Never
Emotional (name calling, teasing, ignoring etc)	Frequent	Occasional	Rare	Never
Relational (isolating from friends)	Frequent	Occasional	Rare	Never
Sexual harassment (comments or actions based on gender)	Frequent	Occasional	Rare	Never
Racial /cultural bullying	Frequent	Occasional	Rare	Never
Homophobic (being called 'gay' ect)	Frequent	Occasional	Rare	Never

Other (please specify)

	Frequent	Occasional	Rare	Never
	Frequent	Occasional	Rare	Never

Comment:

7. How often have you had in service training on anti-bullying?

Outside school	**Not at all**	**Only once**	**Annually**	**Other: (please state frequency)**
Within school	**Not at all**	**Only once**	**Annually**	**Other: (please state frequency)**

Comment:

Any other comments you would like to make?

APPENDIX 4 Chart of Coding Emerging Themes

In line with Bronfenbrenner

Individual	Microsystem	Mesosystem	Exosystem	Macrosystem
- Reflective practices - Display interest and motivation to develop AB culture - Intrinsic motivation to combat bullying - Focus on behaviour policy - Models expected behaviour - Visibility - Moral building - Expertise/prepared to trust expertise of coordinator - Flexibility - Persistence - Considers the needs of others and exhibits this in words and actions - Sets the tone by engaging in various positive physical and verbal exchanges with pupil, parents and staff, (e.g. personal interest, smiles and humour). - Demonstrates genuine contact with others. - Cares for and develops physical environment - Presiding over ceremonies and rituals that reflect positivity - Creates collective awareness and personal responsibility - Manner of incentives and rewards - Spends time with staff socially - Recognises and values need for staff time out - Spends time with staff socially - Recognises and values need for staff time out	- Supports teachers to see need for vision to create AB culture - Inspires staff - Assigning SLT member coordinator - Provides CPD based on needs identification - Strategic planning for development of positive culture - Shares leadership - Encourages staff to move beyond comfort zone - Provides opportunities to develop understanding and practice - Provides support for development of interests of staff/children - Develops community knowledge and understanding of AB (including strategies, content of policy, contextual knowledge etc) - Openness to suggestions and constructive criticism, - Encourage staff to attend the CPD sessions - Encouraging pupil voice - Encouraging staff voice - Identify and promote teaching strategies that support pupil inclusion/ engagement HT and staff demonstrated authentic contact with pupils. - Developing open communication network to provide regular contact and support - Collegial approach/support - Pupil interest developed - Provide resources: time, materials,	- Informing SMT and gaining support - School-wide priority placed upon AB reflected in community within school - Hiring policies and actions ensure like minded appointments made - Tidy, aesthetic environment - Positive discipline policy - Equality promoted - Overt promotion of AB - Inclusion of AB in school development plan - Embedding practice - Governor involvement - Relationships culture - Interdependence - Motivation for AB - Family feel relationships - Strong pedagogy - Shared leadership - Self efficacy genuinely promoted - Importance of perceptions of bullying - Importance of multiple strands of development - Time and support for AB - Individual support when needed - Resources - Reciprocal learning - Rules and fairness - How connected people feel to one another - Teachers work environment - Respect central theme - Mutual trust - Feeling safe - Supervised areas to promote feelings of safety	- Informing and gaining support of LA - Community/family support for AB - Financial decisions of governing body supports AB - AB designated governor appointed and engaged	- Engagement with national initiatives - Government policy decisions - Resource material development at regional/ national level - Importance of external drivers, eg OFSTED - Local contexts - Engage whole community

	effort, - Events are followed up promptly - Implementation of routines for pupils - Encourage use of curriculum to implement/ develop AB - Teachers negotiate their identities - Facilitate pupils in negotiating identities. - Encourage teachers to engage pupils authentically Teacher quality Efficacy Expertise Flexibility Persistence Immersion of teachers in role Teachers overwhelming sense of responsibility Support of HT and peers for teacher Nature of teacher-child relationships Empower mid days	- Enforcement of behaviour rules (by everyone, including children) - Understanding of bullying		

Moving towards Practice **Architectures**

Interpersonal/communication process skills

ENCOURAGES INTERACTION
- Reflective practices
- Creates collective awareness and personal responsibility
- Encouraging pupil voice
- Encouraging staff voice
- Identify and promote teaching strategies that support pupil inclusion/ engagement
- Teachers negotiate their identities
- Facilitate pupils in negotiating identities.
- Encourage teachers to engage pupils authentically
- Nature of teacher-child relationships

OVERT AB PRACTICES
- Display interest and motivation to develop AB culture
- Intrinsic motivation to combat bullying
- Focus on behaviour policy
- Supports teachers to see need for vision to create AB culture
- Develops community knowledge and understanding of AB (including strategies, content of policy, contextual knowledge etc)
- Informing SMT and gaining support

DEVELOPING STAFF COMPETENCIES
- Expertise/prepared to trust expertise of coordinator
- Inspires staff
- Shares leadership
- Encourages staff to move beyond comfort zone
- Provides support for development of interests of

Respectful/positive learning environment

SCHOOL ENVIRONMENT
- Cares for and develops physical environment
- Tidy, aesthetic environment
- Teachers work environment
- Supervised areas to promote feelings of safety
- Wider curriculum/extra-curricular
- Artifacts

OVERT AB PRACTICES
- Assigning SLT member coordinator
- Provides CPD based on needs identification
- Teacher expertise
- School-wide priority placed upon AB reflected in community within school
- Overt promotion of AB
- Embedding practice
- Motivation for AB
- Importance of perceptions of bullying
- Importance of multiple strands of development
- Time and support for AB
- Understanding of bullying
- Financial decisions of governing body supports AB
- Provides opportunities to develop understanding and practice
- Events are followed up promptly
- Manner of incentives and rewards

staff/children
- Encourage staff to attend the CPD sessions
- Empower mid days
- Support of HT and peers for teachers

PRESENCE
- Models expected behaviour
- Visibility
- Flexibility
- Persistence
- Sets the tone by engaging in various positive physical and verbal exchanges with pupil, parents and staff, (e.g. personal interest, smiles and humour).
- Demonstrates genuine contact with others.
- Openness to suggestions and constructive criticism,
- HT and staff demonstrated authentic contact with pupils and staff.
- Developing open communication network to provide regular contact and support
- Collegial approach/support - Pupil interest developed
- Moral building
- Presiding over ceremonies and rituals that reflect positivity
- Spends time with staff socially
- Recognises and values need for staff time out
- Considers the needs of others and exhibits this in words and actions

DEVELOPING GOVERNOR COMPETENCIES
- Inspires governor involvement
- Encourages governor leadership
- Provides support for development of governors
- Empower governors
- Support of HT for governors

BUILDING PUPIL EMPOWERMENT
- Encourages pupils to take a lead
- Trusts pupil decision making
- Inspires pupils to take control
- Entrusts genuine developments/decisions to pupils
- Encourages pupils to think beyond comfort zone
- Provides support for development of interests of children
- 'Training' for pupil roles

- Provide resources
- Encourage use of curriculum to implement/ develop AB
- Inclusion of AB in school development plan
- Implementation of routines for pupils
- School values

EMPLOYING THE 'RIGHT' STAFF
- Teacher quality
- Teacher efficacy
- Teacher flexibility
- Teacher persistence
- Immersion of teachers in role
- Teachers overwhelming sense of responsibility
- Hiring policies and actions ensure like minded appointments made

POLICY
- Positive discipline policy
- Equality promoted
- Rules and fairness
- Enforcement of behaviour rules (by everyone, including children)
- Strategic planning for development of positive culture
- Policy in place to signpost intentions

WIDER COMMUNITY
- Governor involvement
- Informing and gaining support of LA
- Community/family support for AB
- AB designated governor appointed and engaged
- Engage whole community

RELATIONSHIPS
- Relationships culture
- Interdependence
- Family feel relationships
- Self efficacy genuinely promoted
- Reciprocal learning
- How connected people feel to one another
- Respect central theme
- Mutual trust
- Feeling safe
- Individual support when needed
- Collaboration
- Caring

LEADERSHIP
- Shared leadership
- Community of Practice established
- Forging of new identities
- Leads in developing shared theories of education/learning

EXTERNAL DRIVERS
- Engagement with national initiatives
- Government policy decisions
- Resource material development at regional/ national level
- Importance of external drivers, eg OFSTED
- Local contexts

HISTORIES
- Importance of narratives
- Taking into account personal and school histories/narratives

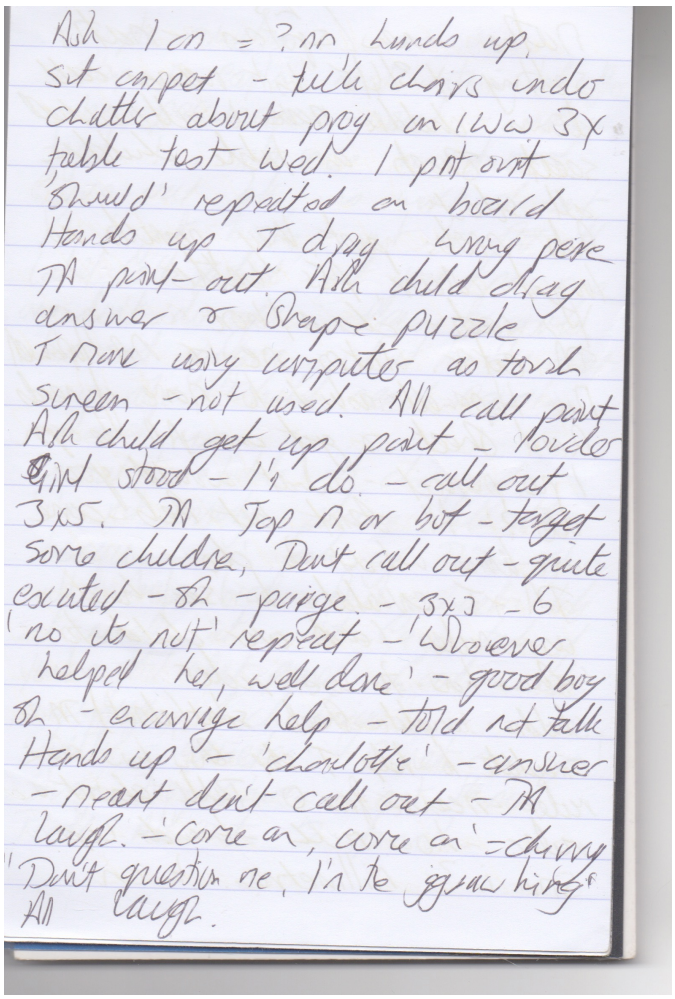
Sense of belonging/Perception/Meaning Making/Caring

APPRENDIX 5: Example of transcript

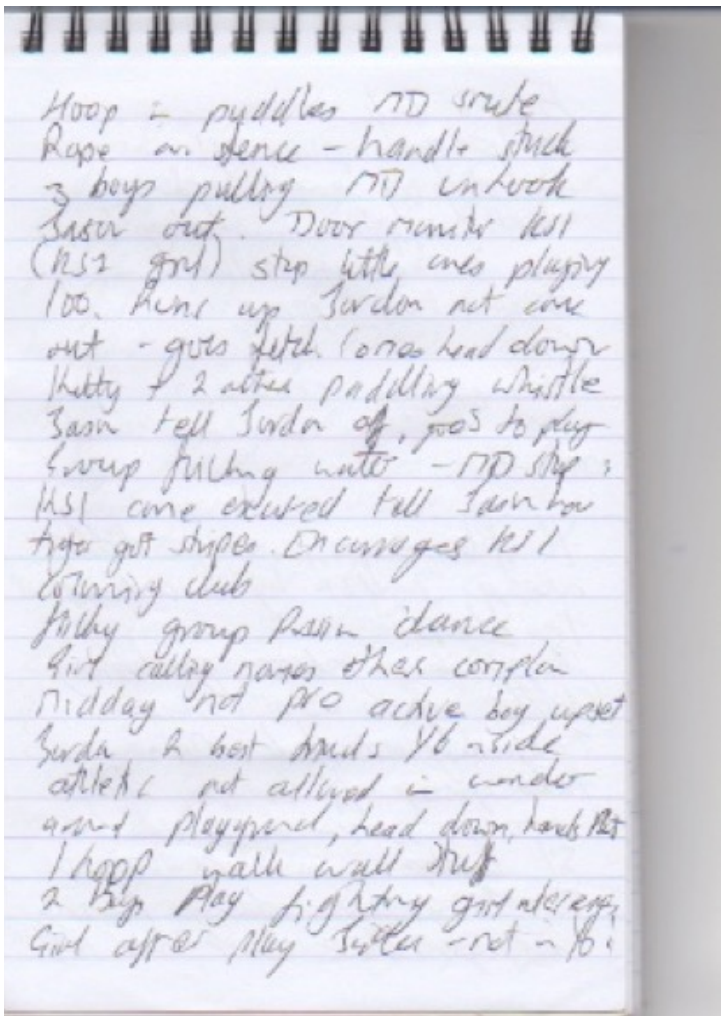
MID DAY SUPERVISORS 4/10/11		7
The interview took place in the school hall, chairs arranged in a circle. The mid day supervisors had been involved in an Active Playtimes training session and had not had a break. The session had overrun, leaving me only 30 of the original 45 minutes agreed upon for the interview. They were due on duty after the interview. The women seemed a little wary at first. One Asian woman placed her chair slightly behind the others and another bought it forward so that she was in the circle.		
3:30	I just wondered if you could just tell me what it is that you think sort of sums up the school, what's particularly special about, about this school in particular.	
3:59	Well everything really, its a lovely school. The staffs nice the childrens nice.	
	Everything	
	Everything's dealt with swiftly	Prompt action
	Yeh	
LB 4:08	Yeh?	
	Um its dealt with things so you can go everybody's approachable or I feel that all the teachers and the headmaster. Everybody's approachable so you can actually go an see someone if you've got a problem	Approachability Team HT monitors Staff monitoring
LB	Yeh? Then that's dealt with …… swiftly	
	Yeh, I well I've no had major problems but I think when I had problems it has been dealt with	Confidence in system HT visibility at playtimes
LB 4:36	What do you think it is about the about the children or about the area or about the school that means that you don't encounter that many problems? Everything just seems so lovely. Is there anything you can think of that….	
	There's the headteacher who, and the staff are best at dealing with everything, they keep, keep an eye on the children as well as the staff keep an eye on each other as well. Um, it is nice.	HT talking to children sociably Team HT father figure
LB 5:05	What, as a staff they support each other as …..?	
	Yes, yes, yes. And the head headteacher comes out to	HT promoting healthy

	have time in the playground at lunch time, walking about, talking to the children, talking to us ladies as well. And I think that helps he's like a father to the school I've noticed um he's eating, he's biting his apple while he's walking round showing the children that they can be	living Approachable HT Father figure
LB 5:33	actually eat fruit fresh as well. They can **** an apple. So he like, provides a role model as well? Yes, yeh, I I think so	Affection of children for HT
	The kids do love him don't they? He Yeh	HT approachability
	Yeh, yeh the little ones come running out to him He kick the odd football, he's talking to the little little ones if they crying and the little ones are running up to him and telling him their problems in the playground. Which is nice in other school at a time when I went I was scared of the headteacher. I don't think I've ever spoken to the headteacher. He was just well I'm not who you talk to Cough (can't hear what's said)	Respect for HT from children Self esteem Respect for HT from children
	They respect him well as well don't they All talk at once general agreement	Respect Good behaviour
LB 6:13	He has discipline and he's …… He's loved and respect I think, he gets a nice balance Yea? That's cool Are the children, they seem incredibly well behaved, is that the norm here? Yes Sometimes Most times Sometimes	Behaviour Minor fallings out

APPRENDIX 6: Examples of field notes



Ash I on = ? nn hands up,
sit carpet - talk chairs undo
chatter about proj on IWB 3x
table test Wed. I put out
'should' repeated on board
Hands up T drag wrong pers
TA point - out. Ash child drag
answer to Shape puzzle
T move using computer as touch
screen - not used. All call part
Ash child get up point - touches
GTM stood - 1's do. - call out
3x5. TA Top n or bot - target
some children, Don't call out - quite
excited - 8h - purge - 3x3 - 6
'no its not' repeat - 'whoever
helped her, well done' - good boy
8h - encourage help - told not talk
Hands up - 'charlotte' - answer
- meant don't call out - TA
laugh. - 'come on, come on' = clumsy
'Don't question me, I'm be your king'
All laugh.



Hoop - puddles ND snake
Rope on fence - handle stuck
3 boys pulling ND unhook
Sarah out. Door monitor HSI
(HSI girl) stop little ones playing
too. Hands up Jordan not come
out - goes field (arms head down
Kathy + 2 other paddling whistle
Sarah tell Jordan off, goes to play
Group fetching water - ND stay
HSI come external tell Sarah how
hope get stripes. Encourages HSI
Running club
Milky group Asian dance
Girl calling games other complain
Midday not pro active boy upset
Jordan & best friends Y6 inside
athletic not allowed - wander
around playground, head down, hands in
Hoop walk wall stuff
2 boys play fighting get nearer,
Girl after play Sister - not - Y6

APPRENDIX 7: Initial coding based on Communities of Practice

COPs		
	Leadership	**Anti - Bullying**
Joint enterprise	Collective practices Interconnectedness Ways of understanding Community Team work Equality Accountability to each other Moral purpose Care Multi-layered approaches Supported risk taking Plays to strengths of players Engaged staff	But lead by SMT Whole school Interconnectedness Ways of understanding Community Team work Equality Accountability to each other Moral purpose Care Multi-layered approaches Plays to strengths of players Engaged staff
Mutual engagement	Whole school Pupil voice Relationships Trust Respect Shared vision Shared understanding Actions Dissemination of skills and understanding Communication Social interaction Motivation Recognition Wider communities Empowerment Interaction Agentic approaches	Socialization Support/care Respect Trust Relationships Shared vision Shared understanding Actions Dissemination of skills and understanding Communication Social interaction Motivation Recognition Wider communities Empowerment Interaction Agentic approaches
Shared repertoire	Joint language Sharing practices Developing resources Accumulating skills and knowledge Stories/histories The way we do things Policy development Policy Curriculum Positive behaviour approaches Clear rules High expectations Reflective Everyone a learner Ceremonies CPD Belonging/connectedness	Ceremonies Peer support (eg buddying) Interventions Bystander approaches Policy Recording Monitoring Develop social skills/interpersonal skills Environment Joint language Sharing practices Developing resources Accumulating skills and knowledge Stories/histories The way we do things Policy development Policy Curriculum Positive behaviour approaches Clear rules High expectations Reflective Everyone a learner Ceremonies CPD Belonging/connectedness

APPENDIX 8: Ethical documentation

Anti-bullying Research Information Sheet

Project Title: 'What do leaders do to promote effective practice for anti-bullying in school?'

Thank you for taking the time to read this information sheet. If, after reading it, you would like to discuss the project or have any questions, please contact me.

I would like to invite you to take part in this research project. Before you decide whether or not you would like to take part, I would like to explain why I am conducting the research, what it will involve for you if you take part and what will happen to the information collected.

What is the purpose of this project?

I am interested in finding out how successful headteachers develop successful anti-bullying cultures in their primary schools.

Why have you been chosen?

You are being asked to participate because your local authority selected your school as being particularly effective in establishing an anti-bullying climate and tackling bullying. Because I am hoping to get to know the schools chosen very well, over the course of the research I will select certain settings to focus on. This will mean that some schools will only participate for a shorter time and is in no way detrimental to those not selected. Unfortunately, time and manpower restraints mean that I cannot cover a larger sample for an extended period of time.

When will the research take place?

I will be working with schools during the 2011/12 academic year. I hope to collect most of my information during the Autumn and Spring terms. As an ex-headteacher, I understand that there are times during the year when my presence will not be appreciated and I will try to be sensitive to this and to take account of the school's needs.

What will participation involve?

The information will be collected in a number of ways:

- Children will be asked to complete a questionnaire about bullying within school and about how they feel about school.

- School staff will be asked to complete a questionnaire about bullying, the school's responses to bullying and about how an anti-bullying climate is developed at the school.

- A group of children will be interviewed, as a group, for about 30 – 40 minutes. Although I will ask them some questions about the school I will also give them the opportunity to express their ideas and views about the

school, its climate and environment. The interviews will be recorded and transcribed into text.

- Similar interview groups will be undertaken for school staff and parents, these will last about 45 minutes to an hour.

- Individual interviews will be carried out with the headteacher, chair of governors and some staff and parents who choose to become involved. These will take about 45 minutes to an hour, and will be recorded and transcribed. If time does not allow for this to take place face to face, this could be arranged by telephone. If time does not allow for an interview to be conducted in one session, we could negotiate several shorter slots.

- I would also like to work with one or two schools for an extended period of three to four weeks, to observe the good practice in action. During some of this time I would welcome the chance to work alongside staff as an additional teaching assistant.

- If there are displays, symbols or artifacts in school which demonstrate the schools approach to anti-bullying, I would like to take photographs of them.

Are there any risks form being involved?

I appreciate that bullying is a sensitive topic for some children and I will keep this in mind throughout my project. In the unlikely event that a child becomes distressed the interview will be stopped. Any participant can decide to stop an interview or withdraw from the project at any time and this will not have any negative consequences.

No individual's or school's names will be used in reports written from the findings and your confidentiality will be protected throughout. As an ex-headteacher I understand the sensitive nature of information gained whilst in school settings and will respect this at all times.

Information will be stored securely and will only be shared with those who need to see it. You are very welcome to a copy of the final report and you can see transcripts of interviews that affect you directly. I will send a summary to the school on completion and will be happy to return to the school to discuss my findings on completion.

Can you withdraw from the project after it has begun?

Yes. At any time you wish to withdraw you can do so with no further consequences.

What will happen to the results?

I will be writing my findings up as part of my PhD award for the University of Nottingham. Findings will also be used to write articles for academic and /or teaching publications and for speaking in schools and at conferences. I hope that any good practice I find can be shared with colleagues in other schools who may want to improve their school approaches to anti-bullying. I would really like to make a difference to the young people who suffer from bullying in our primary schools.

What if you have further questions?

Please contact me by email: ttxlb15@nottingham.ac.uk, by telephone on: (xxxxxxxxxxx) or by post at: Mrs L Brewer, Post Graduate Student, **School of Education**, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB

Participation is voluntary and it is up to you to decide whether to take part in this project or not. If you should decide to participate please read, complete and return the enclosed consent form to ttxlb15@nottingham.ac.uk.

I look forward to working with you in the near future and thank you for taking the time to read this information.

If you should need to contact my supervisor you may do so at: Professor P Thomson, **School of Education**, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB, (patricia.thomson@nottingham.ac.uk) or the University of Nottingham Ethics Committee at educationresearchethics@nottingham.ac.uk

Parent / Carers Consent Form
PARTICIPANT CONSENT FORM

Project title What Do School Leaders Do To Successfully Promote An Anti-Bullying Culture

Researcher's name Lesley Brewer

Supervisor's name Professor Pat Thomson, Dr Ed Sellman

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be audiotaped during the interview.
- I understand that data will be stored securely: paper copies will be kept in boxes under lock and key, electronic data will be password protected. Data will only be accessible to the researcher, her supervisors and the examiner.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Eduction, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Contact details

Researcher: ttxlb15@nottingham.ac.uk or by telephone on: xxxxxxxxxxx

Supervisor: **School of Education**, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB
or at patricia.thomson@nottingham.ac.uk .

School of Education Research Ethics Coordinator:
educationresearchethics@nottingham.ac.uk

Read, signed and agreed by _____
Please print name _____
Class child is in _____
Name of child _____
Date _____

I give permission for my son/daughter _____ to participate in the anti-bullying research.

I understand that the above information also applies to her/him.

Read, signed and agreed by _____
Please print name _____
Class child is in _____
Name of child _____
Age of child _____
Date _____

Participating Child's Consent Form

You are being asked to take part in my study because your school is good at tackling bullying. I am trying to find out what your school does so well so that other schools might be better at tackling bullying.

If you decide to take part in this study you will be asked to fill in a questionnaire and may be asked to talk to me in an interview. I will not tell anyone what you actually say, unless I think you, or someone else, is in danger. If I interview you I may use a tape recorder but I will ask you if this is alright first.

The person who cares for you at home has already agreed to let you take part. However, you are allowed to make up your own mind and to say whether you want to take part in this study. If you say yes now, you can still change your mind later and nobody will be angry or disappointed.

If you have any questions you can always ask me.

If you want to take part in this study write your name and class on the line below.

Name _____
Class_ _____
Date _____

Dear Staff Member,

I am an ex-headteacher and currently a research student with the University of Nottingham and I would like to invite you to take part in a research project on how effective schools tackle issues surrounding bullying. I am asking you to take part in my study because your school has been identified as being effective at tackling bullying.

Participation in this project will help me to identify good practice in anti-bullying practices and will help other schools to improve their approaches.

You will be asked to complete a questionnaire and to join a small group. The group interviews will be audio recorded to make sure that your views are accurately represented. I will also be coming into school to observe the practices identified as they occur and will be working in classrooms as an extra teaching assistant for some of the time.

Participation is voluntary and those who choose to take part can withdraw at any time with no negative consequences.

Only my supervisor and myself will have access to the information collected and this will be kept securely. Names of participants will not appear in any reports and you have the right to read any questionnaires, interviews or reports concerning yourself.

If you need further information about the research please contact me at ttxlb15@nottingham.ac.uk or by telephone on: (01159846540) or my supervisor at P Thomson, **School of Education**, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB or at patricia.thomson@nottingham.ac.uk .

If you **do not** want to take part in the project please return the attached form to the school by.

I look forward to working with you.

Yours sincerely

Lesley Brewer

I **do not** wish to take part in the anti-bullying research project.

_____ Name (Position within the school)

Dear Chair of Governors,

I am an ex-headteacher and currently a research student with the University of Nottingham and I would like to invite you to take part in a research project on how effective schools tackle issues surrounding bullying. I am asking you to take part in my study because your school has been identified as being effective at tackling bullying.

Participation in this project will help me to identify good practice in anti-bullying practices and will help other schools to improve their approaches.

You will be asked to participate in an interview. The interview will be audio recorded to make sure that your views are accurately represented. I will also be coming into school to observe the practices identified as they occur and will be working in classrooms as an extra teaching assistant for some of the time.

Participation is voluntary and those who choose to take part can withdraw at any time with no negative consequences.

Only my supervisor and myself will have access to the information collected and this will be kept securely. Names of participants will not appear in any reports and you have the right to read any questionnaires, interviews or reports concerning yourself.

If you need further information about the research please contact me at ttxlb15@nottingham.ac.uk or by telephone on: (01159846540) or my supervisor at P Thomson, **School of Education**, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB or at patricia.thomson@nottingham.ac.uk .

If you **do not** want to take part in the project please return the attached form to the school by .

I look forward to working with you.

Yours sincerely

Lesley Brewer

I **do not** wish to take part in the anti-bullying research project.

..... Name

Dear Parent,

I am an ex-headteacher and currently a research student with the University of Nottingham and I would like to invite you to take part in a research project on how effective schools tackle issues surrounding bullying. I am asking you to take part in my study because your school has been identified as being effective at tackling bullying.

Participation in this project will help me to identify good practice in anti-bullying practices and will help other schools to improve their approaches.

You will be asked to complete a questionnaire and to join a small interview group. The group interviews will be audio recorded to make sure that your views are accurately represented. I will also be coming into school to observe the practices identified as they occur and will be working in classrooms as an extra teaching assistant for some of the time.

Participation is voluntary and those who choose to take part can withdraw at any time with no negative consequences.

Only my supervisor and myself will have access to the information collected and this will be kept securely. Names of participants will not appear in any reports and you have the right to read any questionnaires, interviews or reports concerning yourself.

If you need further information about the research please contact me at ttxlb15@nottingham.ac.uk or by telephone on: (01159846540) or my supervisor at P Thomson, **School of Education**, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB or at patricia.thomson@nottingham.ac.uk .

If you **do not** want to take part in the project please return the attached form to the school by .

I look forward to working with you.

Yours sincerely

Lesley Brewer

I **do not** wish to take part in the anti-bullying research project.

Name (Name and class of child)

APPENDIX 9: Research Journal Extract

There were no games or playground toys in evidence.
When the buzzer sounded the children ran to one of the several entry points and returned inside to classes.
The Buddy books were passed to Miss Smith, as the deputy and lead on anti bullying. There is no action plan or development plan inclusion for anti-bullying as it is felt that, with such good behaviour, this is not a priority area but Janice does keep abreast of new resources as much as possible and updates resources as she sees things of interest.
Mrs Hewitt had another parent in this morning concerning behaviour on Friday afternoon when she was absent from class.

Lunch time
The KS1 playground becomes the EYFS, the KS1 children mix with the other children and there seems to be no restrictions as to where they can go. The mid day supervisors are easily identifiable by their red tabards or red coats as they patrol their assigned areas. The hard court area is now used almost entirely for football and the midday responsible for this area has requested that a meeting be held to consider how best to manage this area as she thinks it becomes dangerously overcrowded and larger boys do not always make allowances for smaller children. The rest of the children seem happy to mix and mingle. Some older children played with younger ones and seemed happy to help them with friendship or other issues on the playground. They took younger children to the toilet etc with no issues. The Buddies are not officially on duty but several children informed me that they would still help out if needed and that the school council also performed the role over lunch times. There was one midday on each area, with an additional first aider in the KS2 play area and four middays inside. The HT was out on the yard talking to the children and staff and sorting out a wasp issue, several were trapped in a classroom and the children were fascinated. There were lots of wasps in the playground today but most children simply ignored them. A few became agitated. He discussed a child that had been recommended to the school. This boy has been expelled from three schools for violent behaviour and has been turned down by two local schools. He is worried about the financing of support for the child as no funding is attached to him currently. With one downs syndrome and two EYFS with behavioural issues, he already funds 1.5 extra TAs from school budget and says funding for a full time support for this child is not available. He is also very concerned about the impact this child will have on standards in school and about parental response. However, he thinks that the school now has very little option but to accept him. He did state that he fells very guilty for even hesitating but fees his allegiance is with all children at the school, not just this one individual.
The shed, which contains the outside toys, is apparently broken and the door cannot be opened, hence there were no toys for the children to play with.

APPENDIX 10: Contents of Policies

	Beachview	Willowdale	Ashpark	Elmhill	Oakwood
Who Developed?	Outside expert	Committee adapted local authority exemplar: staff, pupils, parents, governors, local authority coordinator	HT	Committee adapted local authority exemplar: staff, pupils, parents, governors, local authority coordinator	Committee adapted local authority exemplar: staff, pupils, parents, governors, local authority coordinator
Rational	All children know will be promptly dealt with. Hurts. No one deserves to be victim. Right to respect.	Bullying unacceptable	Harm done Recognition and addressing Positive and safe environment	Bullying is unacceptable	As a school bullying is not to be tolerated
Positioning	Positioning: provide caring, friendly, safe environmen t: relaxed and secure learning atmosphere	Every Child Matters Provide caring, friendly and safe environment.	Positive safe environment	Provide caring, friendly, safe environment	Caring community
Prevention	Assemblies PHSE 'See it, get help, stop it' Discussed by school council Record incidents Monitor potential perpetrator s Annual survey Friendship Buddies Daily staff update on 'at risk' children School rules	Anti-bullying week Outside providers Highlight role of bystanders Buddy system Dedicated notice board Class charters	SEAL Assemblies After play discussions Mixed age seating at lunch HT approachabi lity	Whole school focuses, class and small group circle time. Healthy Schools Anti- Bullying week School council Parent groups/ extended schools Peer mentoring Playground Buddying Parent information events/ information	Work together Developing good relationships

	Sign behaviour contract Pupil Anti-Bullying Code Writing stories or poems or drawing pictures Design Posters. Read stories about bullying Role-plays Discussions Pupil Friendly Policy			Counselling and/or Mediation	
Definition	Intentional aggression	Repeated use of aggression Intention to hurt	Repeated deliberate hurtful behaviour States what it is not	Intentional aggression	Repeated, unacceptable behaviour, gives examples. Imbalance of power
Consequences of bullying behaviours	Pain and distress to victim	Pain and distress to victim	Harmful physically and mentally: expands	Pain and distress	Not mentioned
Different types	7 types	7 types	6 types (homophobic missing)	7	Not mentioned
Aims and objectives of policy	Stakeholder understanding of what bullying is. Governors, teaching and non-teaching staff know and follow policy Pupils and parents know policy and what should do Take seriously. Pupils and parents assured will be supported	Aims: Minimise incidents Improve children's safety and well-being. Change behaviour of perpetrators Change behaviour of witnesses. Objectives: Understanding of what bullying is. Know and follow school policy Circulate policy	Aims	Everyone have an understanding of what bullying is. Adults know what the school policy is on bullying, and follow it Pupils and parents know what the school policy is and what they should do Pupils and parents have confidence that will be supported	Not mentioned

	Not be tolerated.	Increase access to policy. Assured stakeholders will be supported when reported. No toleration Record incidents			
Who has responsibility for tackling?	Every witness should report	Responsibility of everyone in school	Head teacher	Head Teacher has over all responsibility	Responsibilities generically everyone who the victim confides in
Signs and symptoms	Extensive list	Some signs listed	Not mentioned	Extensive list	Not mentioned
Steps taken	Tell someone Including monitoring at risk children. Involve parents/police as appropriate Investigate Attempt to help perpetrator Ask perpetrator to appologise Miss playtime/ exclusion Reconcile Monitor	Need to tell someone Steps to take	Report to HT and reassure Advise not to retaliate Assure not victim's fault Everyone role in supporting Take seriously Voice to everyone involved School council to remind pupils not acceptable 'Serious' leads to exclusion	Obvious off the shelf; outline of systems not completed but listed! Report bullying incidents to staff Incidents will be recorded by staff on the incident form Incidents recorded by staff on the incident form. Serious cases parents informed and invited in Investigated	After trying to tell bully and repeated, talk to AB champions, school adults, parents, friend What to do. No one to be a bystander Adult informed talks to both parties Record Involve parents Refer to HT if needs investigation or is more serious
Monitoring	Doesn't say by whom	Mentioned	Mentioned	Mentioned	By HT and staff informed
Training	Not mentioned	Need for routine training of staff	Any necessary is recommended	Staff training	Not mentioned
Climate	Relaxed and secure	Climate of trust in classroom		Caring and supportive environment where children feel safe	Caring community
Governors	Not	Support head	In with	Named	Not

role	mentioned	teacher Monitor incidents and review effectiveness of policy Require headteacher keeps accurate records and report to governors on effectiveness strategies. Respond within 10 days to parent request investigate	parents (contact HT) Work with HT	governor but not explained	mentioned
HT role	Not mentioned	Implement school strategy and ensure staff aware of policy and how to deal Report to governing body on effectiveness of policy Ensure children know bullying wrong and unacceptable Draw attention of children to this Ensure staff training Set climate of mutual support and praise Make children feel important and belong Keep record	Lead	Policy development and review Implementing policy and monitoring and assessing its effectiveness Ensuring evaluation Managing bullying incidents Reporting and recording Assessing and coordinating training Coordinating prevention strategies	Not mentioned
Role of teacher	Not mentioned	Take seriously and intervene Record Support the victim child.	Take seriously Report to HT	Not mentioned	Not mentioned

		Report to HT, SMT or parent if necessary Deal immediately. Listen sympathetically, Discussed with victim before action Adopt problem solving approach Counsel and support victim. Ask victim what want to be done Perpetrator apologise. Reconcil pupils Punishment in line with severity. Talk to perpetrator Monitor Inform head teacher if repeats Attend training which Support all children in and establish climate of trust and respect			
Role of support staff	Not mentioned	Understand this and know how to recognise bullying Report disclosures Intervene and report if witness On playground, talk to pupils, anticipate difficulties Take up	Not mentioned separately	Not mentioned	Not mentioned

		training Build positive relationships			
Role of pupils	Not mentioned	Tell someone Bystanders tell someone	School council to remind not acceptable	Not mentioned	Not mentioned
Role of parents	Not mentioned	Contact child's teacher Support school's policy Encourage child to be a positive member of the school. Follow advice and guidance	In with governors (contact HT) Support policy	Not mentioned	Not mentioned
Recording	Recorded by staff who witness/ take report	Recorded by the class teacher Serious/ongoing reported to Senior Management Team. Assistant Headteacher responsible for coordinating the recording Monitored day to day by HT - report to governors Governors analyse information Pupil/Parent questionnaires on 2 year cycle	Record, state how investigated and actions taken	Record on incident form Form logged by HT Present to governors	Record kept by HT
Curricular links	Assemblies PHSE	Incorporate into lesson plans (S.E.A.L. Literacy, art, etc.) (D.A.R.E, on Track). Discussions and circle time	SEAL PHSE	PSHE/citizenship Curriculum input: Cyber and internet safety	Not mentioned
Links to other policies	Not mentioned	P.H.S.E Behaviour Health and	Behaviour	Behaviour Safeguarding Acceptable Use	Not mentioned

		Safety Equality and Diversity Healthy Schools		Equalities SEN and Disability PSHE and Citizenship Confidentiality	
Accessibility	Online Office	On website In office On dedicated noticeboard	On website In HT office	On website In office	On website In office
Policy for children	Child friendly version	Child friendly version	None	Child friendly version put together with school council	Not mentioned
Review	Date set (annual)	Written in collaboration with stakeholders	Reviewed in collaboration Annually	By Anti-bullying coordinator then shared	In collaboration
Support for perpetrator	Support where possible	No mention of supporting bully	Recognises could indicate underlying issues	Help bully (bullies) change behaviour	Bully needs support to accept and change behaviours. Care should be taken not to turn them into victims
Defines what isn't bullying	Not mentioned	Not mentioned	Defines what it isn't	Not mentioned	Defines what isn't: falling out. Advises walking away
STOP	STOP (both)	STOP (both)	STOP (both)	STOP (both)	STOP (both)
Outcomes	Not mentioned	Not mentioned	Not mentioned	The bully apologise. In serious cases, suspension Pupils will be reconciled Monitored	Not mentioned
Where else can you get help?	Leicestershire Anti-Bullying Team Advisory Centre for Education Children's Legal Centre KIDSCAPE Parents Helpline Parentline Plus Youth Access Bullying Online	Not mentioned	Not mentioned	Advisory Centre for Education Children's Legal Centre KIDSCAPE Parents Helpline Parentline Plus Youth Access Bullying Online	Not mentioned

Recognises can be adult/child, child/child, adult/adult	Not mentioned	Not mentioned	Mentions by 'any member of the school community'	Adult involvement	Mentions can be adult/child

APPENDIX 11: Example of Excel data interpretation

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