

# PHASE ONE: The Husbandry School: An Analysis of Outcomes and Approaches

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## Summary of Key Findings

The purpose of phase one of this research study is to uncover whether attendance at the Husbandry school impacts positively upon outcomes for young people and their families. Furthermore, to examine the approaches used at the Husbandry School.

In Summary it was found that the Husbandry school did impact positively on outcomes for young people and their families particularly in terms of the young person's education, family life, emotional wellbeing, behaviour, and independence skills.

Approaches found to be at play at the Husbandry school are outlined in Figure one.

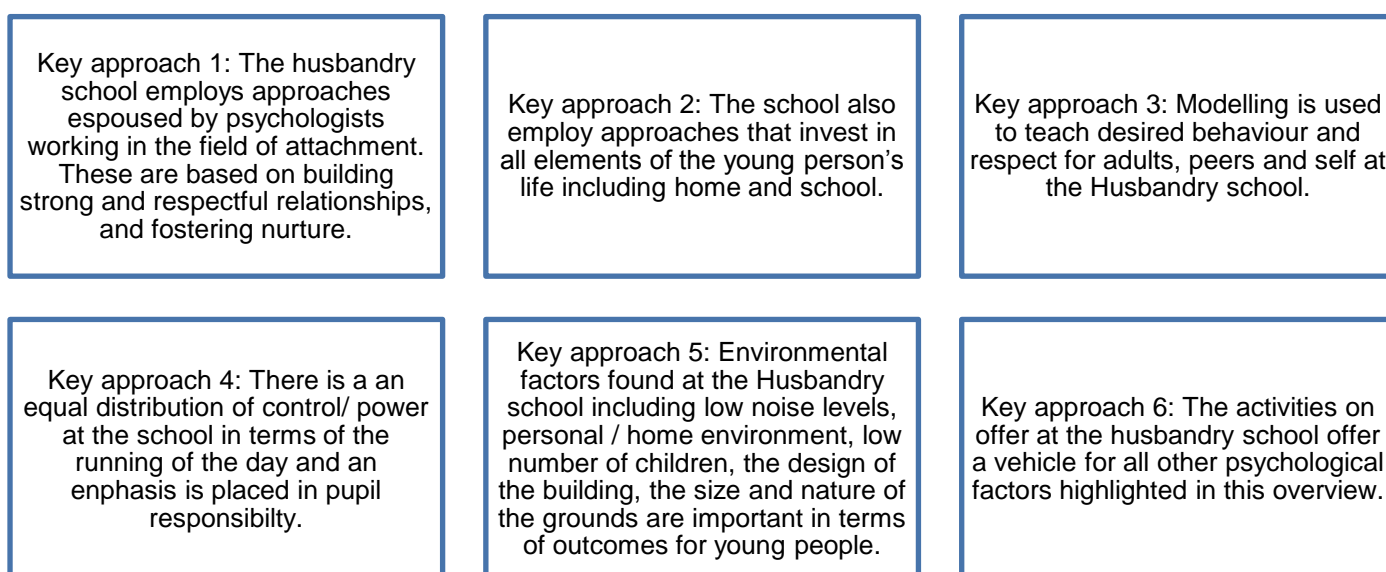


Figure one: RSQ2: Approaches found to be at play at the Husbandry school

## Background Information

The evaluation described here has been commissioned by Devon County Council (DCC) and carried out by the Babcock LDP Educational Psychology Service. The basis of the work was to examine whether attendance at the Husbandry School in Bickington, Devon, had a positive impact on outcomes for young people and their families and if so, to investigate the approaches used at the Husbandry School to facilitate these outcomes. For any more information regarding this study, please contact [kitty.howarth@babcockinternational.com](mailto:kitty.howarth@babcockinternational.com).

## Introduction

The Husbandry School at Liddy Ball Farm in Bickington was built in 2006 by Carole and Jonty Williams. Carole is a qualified teacher and is also trained in Montessori pedagogy. She has taught in the public and private sector, in both special and mainstream schools. Jonty has a degree in Biological Sciences and is trained in Husbandry philosophies and skills. Liddy Ball Farm as a business delivers two main services:

- Producing and selling food to the local community including members of the public and local businesses and chefs. Food is farmed through organic and biodynamic farming methods, heritage livestock and vegetables varieties are prioritised and the farm adheres to the Wild Farm Alliance (WFA) guidelines. These guidelines advocate biodiversity, connecting consumers with the origins of their food and empowering farmers.
- Liddy Ball farm also has an education element. The website advertises courses which are available to members of the public, overseas interns, and volunteers. Furthermore, and of most relevance to this research project, the school offer day places available for children who experience social, emotional and mental health difficulties (SEMHD). These places are bought by mainstream schools who are finding it difficult to meet the needs of individual children; by the Schools Company South and West Devon Academy (a service commissioned by DCC to support children with SEMHD and reintegrate them back into mainstream education); directly by the DCC's 0-25 team; by social services and by the private sector.

Largely, the producing and selling of high quality farm produce and the education element of the Husbandry School are not two separate parts of the business- they are very much interlinked. The children and young people who attend the school contribute to the farming of produce and their day is centred around, and punctuated by, the farm. Likewise, employees of the Husbandry school who have a background in farming and horticulture are expected to be as responsible for integrating with the children and young people who attend the school.

The Husbandry school had its first young people experiencing SEMHD attend in 2011, and from this point have worked with a total of 48 young people and their families and schools.

At the time of data collection for the current research study there were ten young people attending the setting for one or two days a week. The ages of these young people ranged from year 6 to year 11.

Overall, placement length varies with the child's needs and also due to funding restrictions but historically has been anything from 3 months to 6 years.

The Husbandry school employ three permanent members of staff.

- Aiden is full time and is based with the young people for the majority of her time. She has a degree in Psychology and Counselling and a background in working with children with SEMHD, and in advocacy work within the Lesbian, Gay, Bi-sexual and Transgender (LGBT) community.
- Dee is employed on a part time basis and has qualifications in Therapeutic Horticulture. Her background is also in working with young people with SEMHD and Disabilities and using Horticulture therapeutically.
- Sula is also employed on a part time basis and works mainly on the farm and in the gardens producing edible crops but still integrates with the young people throughout the day.

Carole and Jonty work full time and the school also utilises a number of volunteers.

## The philosophy underpinning husbandry

**"Husbandry is looking after our muck, the mess we make around ourselves, and turning it into productive gardens."**

(Williams, 1994)

On the husbandry school website the following account of husbandry is given:

*"We are not talking about animal husbandry (the care and management of animals). Or crops. Or even husbands..."*

*We are talking about something very much more. Husbandry is an ancient word which means nothing less than 'the care and management of nature and resources for living'. This meaning has all but gone into obscurity. We are going to help renew that meaning. It seems important.*

*The traditionally taught trade of husbandry offers insights and techniques with which we can practice managing nature's ecologies within our boundaries and capabilities. It is our view that a knowledge of husbandry is vital to every trade, business or occupation, for them to operate ethically and sustainably. Husbandry is the life-giving business of looking after the interaction between human and planet."*

To some degree this is counter to what many assume is the focus of the word 'husbandry' (and therefore the focus of the Husbandry School). Instead of another way of describing farming, or working with animals, the term is defined here as the intrinsic interdependence between humans and nature.

As part of the current research Carole Williams (co-founder of the school) was interviewed about the underpinning values and philosophies of the Husbandry school. She told me that husbandry is about being aware of the boundaries of what you are responsible for and then learning to be responsible for everything within these boundaries. When thinking about farming, this incorporates being responsible for the health of the earth, air and water, the biodiversity of the plot, the maintenance of eco-systems, sustainability, the welfare of animals, the welfare of the consumer, the welfare of the workforce, and the education of the consumer. When thinking about working with children and young people Carole explained that the same philosophies can be applied. "As an individual working with a child or young person one is responsible for the young person but also the many systems that affect that young person including their family, their school, their social, emotional and mental health, their education, their past, present and future and their community" (Carole Williams, 2016). She also told me that it's this same model that underpins what they teach the children and young people who attend the setting- for young people to know the boundaries of what **they** are responsible for and then to teach them to be responsible for everything within these boundaries. This emphasis on teaching responsibility and independence will be revisited during the findings section of the current study.

## **Research aims**

The aim of phase one of this study was to map the impact of attendance at the Husbandry school in terms of outcomes for young people and families. A second aim was to explore the approaches used by the Husbandry school through observations, interviews with workers and service users, and some comparison work between the husbandry school and other provisions available in the area.

Phase two of this research study aimed to take conclusions drawn in phase one and to use these to give some guidance to DCC on how this service could be expanded if needed. Phase two is presented in a separate document.

The following research questions were agreed for phase one of this project:

- 1. What is the impact of attendance at the Husbandry school on outcomes for young people and their families?**
- 2. What approaches are used and what factors are at play at the Husbandry school and how are these different to what is used in other settings?**

## **Methodology and Design**

The following methods were used to collect data related to these research questions:

- Interviews with the founders of the Husbandry school
- Interviews with the service users (young people and parents)
- Standardised questionnaires linked to a young people's personal sense of school membership administered to young people
- Observations of members of staff whilst working with children and young people
- Analysis of activities on offer, daily timetables, and subjects taught at the school and comparison analysis of activities on offer, daily timetables, subjects taught at other local provisions.

Full informed consent was obtained from all participants and arrangements around confidentiality, anonymity and their right to withdraw were made clear. For young people participants, signed parental consent and consent from social care when relevant was also obtained.

The young people interviews were designed in a way that would reduce levels of anxiety and it was decided that a familiar adult would interview the young people as opposed to the researcher. This was to minimise anxiety levels but also due to the nature of the young people's needs and the time restraints of the research.

Interviews were both recorded and transcribed, or excessive notes were taken during the interviews depending on who was being interviewed and how it was thought they would react to different approaches to data collection. Transcripts and detailed notes were analysed through a process of thematic analysis and this led to a number of factors being identified. These will be discussed in the findings section below.

Following the identification of a sense of belonging as an important factor for young people (see research question 1, section d, for more details on this identification), the Psychological Sense of School Membership (PSSM) Scale was completed with young people. This is a standardised self-rated scale (see Goodenow, 1993 for details of standardisation).

Structured and semi structured observations were completed with staff working with young people. Structured observations were based on a model of working with children used in Video Interaction Guidance. See figure two. The rationale for using this model was grounded in research from the field SEMHD and attachment difficulties (Please see Association of Video Interaction Guidance UK, 2016, for more details).

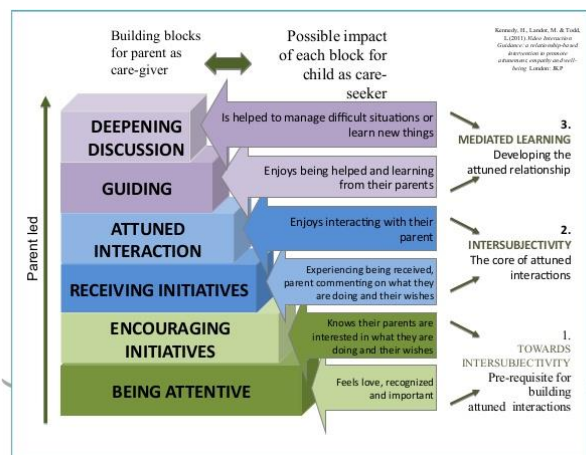


Figure two: Video Interaction Guidance contact principles model.

## Participants

The participants included a total of nine young people. Not all young people were involved in all elements of the research and decisions were made about their level of involvement depending on their current situations and potential vulnerability at the point of data collection. Some young people who attend the setting were not included in the research at all as it was decided that it was not appropriate. This was due to their personal situation at that time- for example one child was running away from home a lot at the point of data collection.

PSSM Scales were sought from seven young people and interviews were conducted with five young people.

Out of the seven young people who took part in answering the PSSM scale three were female and four were male. At the time of the PSSM scale administration three were in year 11, two were in year 10, one was in year 8, and one was in year 6. Data from the scales was gathered before the end of the summer term. Some of the young people who took part at this data collection point were also interviewed but because interview data was taken in the Autumn term their participant information will show that they had moved up a year.

Out of the five young people who were interviewed one was female and four were male. At the time of the interviews being administered one pupil was in year ten, one was in year eight, and three were in year six.

The parents of four of the young people (two female and two male) who attend the Husbandry school were also interviewed. One of these parents had a son who was in year 12, two had children in year 11 and one had a daughter in year 11. A further two parents submitted their views anecdotally in written format directly to me. These two parents didn't feel comfortable partaking in a formal interview but wanted to contribute. Their children were in year six and year eight. All parents who were interviewed were mothers and no fathers' views were taken. This was a decision made by participants when asked who would be best placed to answer questions about their family's experiences of the Husbandry school.

Furthermore, Carole Williams (co-founder of the school) was interviewed and her practice of working with the young people was observed through the use of both a structured and unstructured observation schedule. Jonty and Aiden were also observed.

Online and telephone research was conducted by the psychology service into other similar provisions available in the local area as a means of comparison. The assistant psychologist who conducted this part of the research was looking at what activities and support other provisions offered.

## Findings

The findings are presented here in the format of the each Research Question.

### ***RSQ1: What is the impact of attendance at the Husbandry school on outcomes for young people and their families?***

Information was gained for this research question from all data collection methods except the comparison work with other settings and interviews with Husbandry school staff as it was a priority to gain the views of the service users for this research question.

Although the experiences of individual young people and parents were unique, some themes did emerge.

The findings are presented below under five areas;

- a. Outcomes uncovered through interviews with parents
- b. Outcomes uncovered through interviews with young people
- c. Outcomes uncovered through observations
- d. Outcomes uncovered through PSSM

#### **a. Outcomes uncovered through interviews with parents**

All four sets of parents interviewed commented that attendance at the Husbandry school had had a positive impact on outcomes for their son or daughter and their family. This was discussed ten times in total. Five themes emerged from parent interview data to uncover the type of outcomes parents spoke about. These included (in order of most frequently discussed to least frequently discussed);

<p><b>Education outcomes.</b></p> <ul style="list-style-type: none"> <li>All parents spoke about how attendance at the Husbandry school had led to their son or daughter having better educational outcomes (e.g. gaining GCSEs, doing more academic work, maintaining their education placement in mainstream, or being able to continue into higher education). This factor was discussed seven times.</li> </ul>
<p><b>Family outcomes.</b></p> <ul style="list-style-type: none"> <li>All parents spoke about how attendance at the Husbandry school had impacted upon outcomes for the whole family (e.g. skilling up the family, leading to better relationships within the family, a calmer family life, maintaining a family placement). This factor was discussed six times.</li> </ul>
<p><b>Emotional outcomes.</b></p> <ul style="list-style-type: none"> <li>Three out of the four parents spoke about how attendance at the Husbandry school had led to their son or daughter showing increased confidence and self-esteem. This factor was discussed six times.</li> </ul>
<p><b>Behavioural outcomes.</b></p> <ul style="list-style-type: none"> <li>Three out of the four parents spoke about how attendance at the Husbandry school had led to their son or daughter showing less volatile behaviour. This factor was discussed six times.</li> </ul>

See appendix A for parent interview schedules.

#### **b. Outcomes uncovered through interviews with young people**

All young people interviewed said that attendance at the Husbandry school had had a positive impact on outcomes for them; however they found it quite difficult to articulate what these outcomes were. Four themes emerged from young people interview data. These included (in order of most frequently discussed to least frequently discussed);

<p><b>Emotional outcomes.</b></p> <ul style="list-style-type: none"> <li>Two out of the five young people spoke about how attendance at the Husbandry school had led to them feeling / being more emotionally positive about their selves (e.g. feeling happier, being more confident). This factor was discussed three times.</li> </ul>
<p><b>Education outcomes.</b></p> <ul style="list-style-type: none"> <li>Two out of the five young people spoke about how attendance at the Husbandry school had led to them learning more or increasing their 'ability' levels. This factor was discussed two times.</li> </ul>
<p><b>Behavioural outcomes.</b></p> <ul style="list-style-type: none"> <li>One out of the five young people spoke about how attendance at the Husbandry school had led to them improving their behaviour (e.g. showing less behaviour at school and not refusing to attend school). This factor was discussed two times.</li> </ul>
<p><b>Family outcomes.</b></p>

- One out of the five young people spoke about how attendance at the Husbandry school had led to them improving their relationships at home. This factor was discussed once.

See appendix B for young people interview schedules.

### c. Outcomes uncovered through observations

As described above semi structured and unstructured observations were used to observe staff at the Husbandry school working with young people. In total four observations were conducted by the psychology service. Two of these were with Carole, one with Jonty and one with Aiden. The psychology service was not able to conduct observations with other members of staff or volunteers due to time constraints. The observations that were taken were of a Literacy lesson and a Spanish lesson, an Animal Husbandry lesson, snack and setting up for lunch time, an Art lesson and lesson where the young person was asked to write their reflective journal (something that is completed daily at the school).

In terms of outcomes, overall, no significant or low level behaviour incidents were observed during any of these observations; there was one incident of one young person being overly enthusiastic about describing what they had done that morning that they spoke over another pupil- when this was pointed out to them the young person apologised. Other behaviours that were observed included;

- Older pupils working independently on lesson work for periods of up to 20 minutes at a time.
- Younger pupils setting up the table for lunch and snack independently.
- Civil and respectful peer interactions between pupils of different ages.
- All instructions given by the adults were followed by the young people.
- On one occasion one young person discussed their anxiety about completing a task- they felt they wouldn't be able to do this.
- A high number of discussions from young people about their feelings were also seen.

See Appendix C for full and anonymised observations taken.

### d. Outcomes uncovered through PSSM

Research from Goodenow (1993) discusses the importance of young people feeling that they “fit in” in their school placement- that they are socially and personally accepted by peers and by staff, that they are not isolated from the mainstream within the school, and that they are respected, included and supported by others in the school environment. Goodenow encapsulates these concepts under the term “a sense of school membership” and reports on several large scale research studies that link an increased sense of school membership to other outcomes for young people including improved student motivation, engagement, academic success, and reduced school withdrawal levels.

In the current research, Goodenow's Personal Sense of School Membership (PSSM) assessment tool was used to investigate how well the young people who attend the Husbandry school felt a sense of school membership to the Husbandry school. Data will also give some insight into outcomes associated with school membership as discussed above- including student motivation, engagement, academic achievement and withdrawal.

Seven young people completed the PSSM and results showed that all young people felt a *very strong sense of school membership* to the Husbandry school. The lowest score obtained for school membership was 82%. All other young people obtained a score over 92% for a sense of school membership. For a copy of this questionnaire please see Appendix D.

### ***RSQ2: What approaches are used and what factors are at play at the Husbandry school and how are these different to what is used in other settings?***

Information was gained for this research question from all data collection methods except the Psychological Sense of School Membership (PSSM) questionnaire.

Although the experiences of individual young people and parents were unique, some themes did emerge. The findings in this section highlight the difference between what a setting offers on a surface level and what the service user actually experiences when attending the setting.

The findings are presented below under five areas;

- a. Approaches and factors uncovered through interviews with parents
- b. Approaches and factors uncovered through interviews with young people
- c. Approaches and factors uncovered through observations

- d. Approaches and factors uncovered through interviews with staff
- e. Approaches and factors uncovered through a brief comparative analysis of what other local settings and provisions offer

**a. Approaches and factors uncovered through interviews with parents**

Eight themes emerged from parent interview data. In order of most frequently discussed to least frequently discussed, these included;

<p><b>The use of attachment based approaches.</b></p> <ul style="list-style-type: none"> <li>• All parents discussed that the staff at the Husbandry school practiced techniques that can be likened to those advocated by experts in the field of attachment (e.g. building relationships, maintaining consistency, maintaining boundaries, building trust, being non-judgemental, prioritising nurture). This area a total of 25 times- it was the most commonly discussed factor.</li> </ul>
<p><b>The environment and the ethos.</b></p> <ul style="list-style-type: none"> <li>• All parents spoke about the importance of the environment with particular reference to the school being part of a 'real family home', that it was never overcrowded, and that it did not feel like a business but like a family home. This factor was discussed 12 times.</li> </ul>
<p><b>The husbandry school maintaining close contact with the family and being accessible at all times.</b></p> <ul style="list-style-type: none"> <li>• All parents spoke about how accessible Carole and Jonty are at all times and the high level of contact that is maintained between the school and the family. This factor was discussed five times.</li> </ul>
<p><b>Focus on academic work.</b></p> <ul style="list-style-type: none"> <li>• This was discussed by three parents a total of five times with particular reference to making the work exciting and real.</li> </ul>
<p><b>The husbandry school skilling up parents.</b></p> <ul style="list-style-type: none"> <li>• Two of the four parents spoke at length about the how the staff at the school have skilled them up in terms of how they parent, this includes one parent discussing how Carole has helped her work through her own attachment difficulties.</li> </ul>
<p><b>Focus on broader curriculum.</b></p> <ul style="list-style-type: none"> <li>• Only one parent discussed the importance of working with animals and one parent spoke about the important of teaching life skills such as going to the shops.</li> </ul>
<p><b>Working with schools and skilling up mainstream schools.</b></p> <ul style="list-style-type: none"> <li>• This was discussed by one parent on one occasion.</li> </ul>

See Appendix A for parental interview schedule.



**b. Approaches and factors uncovered through interviews with young people**

Five themes emerged from young person interview data. In order of most frequently discussed to least frequently discussed, these included;

<p><b>The importance of the staff at the husbandry school and relationships with these staff.</b></p> <ul style="list-style-type: none"> <li>• Four out of the five young people interviewed discussed the relationships they had with the staff at the Husbandry school (including staff always having time to talk, being like a family and just general mention of the people at the school being significant to a positive experience). This area a total of nine times- it was the most commonly discussed factor.</li> </ul>
<p><b>Feeling respected, wanted and fitting in.</b></p> <ul style="list-style-type: none"> <li>• Three out of the five young people interviewed discussed this area a total of five times.</li> </ul>
<p><b>The environment and the ethos.</b></p> <ul style="list-style-type: none"> <li>• Two out of the five young people spoke about the importance of the environment (within this theme particular reference to the school feeling 'home like', 'not too loud', 'plenty of space to be alone but safe if needed' and a 'relaxed feel').. This theme was mentioned four times by these two young people.</li> </ul>
<p><b>The animals.</b></p> <ul style="list-style-type: none"> <li>• This was mentioned by the two younger participants, it was discussed total of three times.</li> </ul>
<p><b>The school is fun.</b></p> <ul style="list-style-type: none"> <li>• One of the younger participants discussed that the school was fun.</li> </ul>

See Appendix B for young person interview schedule.

As part of the interview schedule I also gave interviewees a ranking activity and asked them each to rank the importance of areas that they may or may not have discussed during the semi-structured interview to ensure that all areas were covered. These areas were compiled through analysing data from staff, and parent interviews and my own observations of the school. One pupil was confused by this activity and therefore data was only gained from four participants. Results are shown below:

Most important 	<p><u>Respect</u>- I feel respected by all when I'm here – the adults and the young people are equal- no one is better than anyone else- we all have our own strengths and are own weaknesses- adults included <b>(ranked high by three out of the four young people)</b>.</p> <p><u>Respect</u>- I feel like the adults talk to me with respect- they don't tell me what to do and what not to do and they definitely don't shout at me. Instead they are just respectful in the way they talk to me and this makes me feel like respecting them too. <b>(ranked high by three out of the four young people)</b>.</p> <p><u>The building layout</u>- the hexagon building is quite different to other buildings and I like being able to see an exit at all times and to see what's going on in all areas of the house, it makes me feel safe and comforted. <b>(ranked high by three out of the four young people)</b>.</p>
	<p><u>Eating together</u>- I enjoy sitting around the table and talking to everyone at break time and meal times. It makes me feel part of the community here at the husbandry school and like I belong. <b>(ranked high by two out of the four young people)</b>.</p> <p><u>The grounds</u>- there is lots of greenery and outdoor space, I can find somewhere private, but can also see what's going on everywhere at any one time, it makes me feel safe and calm. <b>(ranked the high by two out of the four young people)</b>.</p> <p><u>The animals</u>- I like interacting with the animals, looking after them and having a relationship with them. They make me feel calm and like I have a purpose. <b>(ranked high by two out of the four young people)</b>.</p>
Least important 	<p><u>Preparing food</u>- I like that we collect/ pick, prepare, cook and eat the food ourselves. Sometimes we cook for the others and this makes me feel like I'm contributing and that people appreciate what I can offer them. <b>(ranked high by one out of the four young people)</b>.</p> <p><u>The activities</u>- they have on offer here is the most important thing: we can paint, make things, garden, look after animals, cook etc. I don't get to do these in any other provisions. <b>(ranked high by one out of the four young people)</b>.</p>

Please see Appendix B for an example of this ranking activity.

### c. Approaches and factors uncovered through observations

As described above, structured and unstructured observations were used to observe staff at the Husbandry school working with young people. In total four observations were conducted by the psychology service. Two of these were with Carole, one with Jonty and one with Aiden. The psychology service was not able to conduct observations with other members of staff or volunteers due to time constraints.

Observations based on the contact principle model showed that all staff were highly competent in the four main contact principles-

- Being attentive,
- Responding to and encouraging initiative,
- Group forming and
- Encouraging interactions extending young person's responses.

For each of these principles all staff scored between 7-10/ 10, and the majority of times staff scored closer to 9-10/10.

Further unstructured observations showed the presence of other factors relating to the way staff worked with pupils. The following factors were present. Staff used:

- Short concise instructions and clear structure and boundaries at all times
- A high level of modelling from adults of respectful attitudes and behaviours- in fact older pupils were modelling this explicitly for younger pupils too.
- A high level of praise at all times.
- Flexibility of activity at times when pupils appears anxious or worried.
- Open and in-depth discussion of pupils lives outside of the Husbandry school- home, school etc. with pupils.
- Expectation for independence – pupils were expected to set up meal times and equipment for lessons etc.
- Use of physical / safe touch.

See Appendix C for Observation schedules and observations.

### d. Approaches and factors uncovered through interviews with staff

I interviewed Carole about what approaches are advocated in the husbandry school. Six themes emerged from this interview data. These included;



<p><b>Contact- making a bridge with home.</b></p> <ul style="list-style-type: none"> <li>Carole discussed that she will answer the phone at all times and often parents will call at e.g. 10 pm. She also works with the young person to make a “bridge” with their families e.g. supporting the young person to make dinner for their parents and take it home.</li> </ul>
<p><b>Mutual respect-</b></p> <ul style="list-style-type: none"> <li>Carole discussed that she tries to be explicitly respectful at all times – e.g. using the term person instead of child, keeping parents in the picture etc.</li> </ul>
<p><b>Using the natural rhythm, routine and rules of the day.</b></p> <ul style="list-style-type: none"> <li>Carole discussed that all staff and young people follow the same routine which is guided by jobs that need to be done on the farm. All members including gardening staff eat snack and lunch together. Rules at the school are underpinned by safety and not by “adults asserting control”.</li> </ul>
<p><b>Purpose and reason to learning.</b></p> <ul style="list-style-type: none"> <li>Learning is made real- for example they often build new paths across the gardens to teach elements of maths in the planning stage.</li> </ul>
<p><b>Physical environment.</b></p> <ul style="list-style-type: none"> <li>The building has been purpose designed and built- e.g. to provide a visible exit from each room at all times for young people with SEMHD, there is a large emphasis on the main communal area and pupils can find private areas but still be able to talk and contribute as all areas are interlinked. Carole discussed the significance of the environment- a less inspiring environment could be communicating the young person is not worth it.</li> </ul>
<p><b>Modelling.</b></p> <ul style="list-style-type: none"> <li>Carole discussed the level of theatre involved in the day. All staff explicitly model desired behaviour, particularly around helping each other, respect and being polite.</li> </ul>

**f. Approaches and factors uncovered through a brief comparative analysis of what other local settings and provisions offer**

The psychology service researched activities and approaches offered by other local providers. There are six main other providers in the area that work with young people with SEMHD (as researched through internet searches and talking to local commissioners). Due to time constraints it was not possible to complete a full analysis of other providers to the same extent that has been done here with the Husbandry school (HS) and therefore a full comparison cannot be made, but online research and telephone research uncovered the following:

Factors that the HS and other providers have in common	Factors that the HS offers that other providers don't appear to offer through the level of research completed on this occasion	Factors that the other providers offers that the HS doesn't appear to offer through the level of research completed on this occasion
Access to animals and the outdoors	Academic qualifications (GCSEs and A levels) and academic lessons	Off-site trips
Small groups- high adult/ child ratio	Work with families	Access to professional therapists who are not based at the setting
A number of activities including bushcraft, art, gardening, horticulture, carpentry, animal care and farming,	Work with schools where child is on role	Home tuition for pupils so they don't have to attend the setting
Vocational qualifications	A family home setting	
Therapeutic approach*		

\*it is difficult to demonstrate what a therapeutic approach looks like in different settings and therefore it is difficult to compare settings against this factor.

**Discussions and Conclusions**

Data uncovered in this research project suggests that young people who attend the Husbandry school and the parents of these young people believe that the Husbandry school has a significant impact on outcomes. Data from research question one can be combined to show six key findings:

Attendance at the husbandry school impacts positively upon:

1. Educational/ and academic outcomes for the young person
2. Family relation outcomes for the young person and their families
3. Emotional outcomes for the young person
4. Behavioural outcomes for the young person
5. It was also observed that young people showed strong independent skills whilst at the Husbandry school

6. And data also showed that young people held a very strong sense of school membership towards the Husbandry school. Past research links this factor with an increase in young person motivation, engagement in learning, academic progress and a lowered likelihood of school withdrawal.

When looking at what factors within the Husbandry school that may be influencing positive outcomes for young people data gathered for RSQ2 can be combined to show six overarching approaches/ factors operating at the husbandry school. These are presented in figure 3.

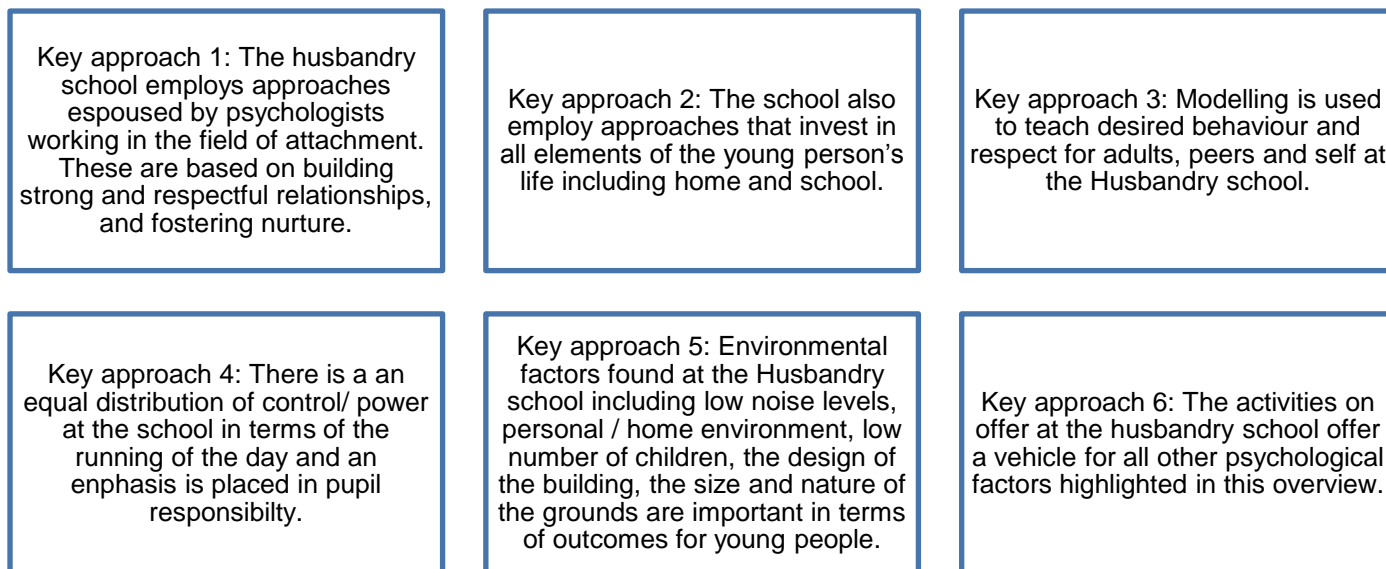


Figure 3: RSQ2: 6 key approaches operating at the husbandry school that are linked to positive outcomes for young people and their families.

It is interesting to use psychological theory to expand on each of these key approaches. This also provides further evidence as to why these 6 key approaches will be successful in improving outcomes for young people and their families.

#### KEY APPROACH 1:

- **Bowlby's Attachment theory (Holmes, 1993):** All data gathered for research question two shows that the Husbandry school employs approaches espoused by psychologists working in the field of attachment. These are based on building strong and respectful relationships, and fostering nurture.

#### KEY APPROACH 2:

- **Bronfenbrenner's Ecological-Systems theory (Sing, 2012):** Again all data gathered for research question two shows that the school also employ approaches that invest in all elements of the young person's life including home and school. This is consistent with Bronfenbrenner's Ecological Systems theory which looks at a young person's development within the context of the system of relationships that form his or her environment. The theory advocates that a child cannot be seen in isolation, but instead in order to impact on outcomes for a YP all these systems need to be viewed.

#### KEY APPROACH 3:

- **Bandura's Social Learning theory (Bandura, 1977):** Data from staff interviews and observations shows that modelling is used a lot at the Husbandry school. Bandura's social learning theory can be used to understand the significance of this practice. Social learning theory argues that the learning of new behaviours takes place in a social context and can occur purely through observation of others modelling certain behaviours and gaining direct reinforcement for performing such behaviours.

#### KEY APPROACH 4:

- **Rotter's Locus of Control theory (Land & Vineberg, 1965):** All data gathered for research question two shows that young people, staff and parents believe there is a more equal distribution of control/ power at the Husbandry school compared to other settings and that there is an expectation that the young person

contributes to the running of the day and that they take control of their own education. An individual's locus of control is the degree to which they believe that they have control over events in their lives, as opposed to external forces having control. People either hold internal 'loci' of control, (those people who believe they can control their life), or external 'loci', meaning they believe their decisions and life are controlled by environmental factors which they cannot influence. This theory is significant in terms of encouraging young people of responsible for their actions.

#### **KEY APPROACH 5:**

- **Environmental psychology (including Barker theories on school size, Barker and Gump, 1988):** Data from young people interviews, staff interviews, and parent interviews value environmental factors associated with the Husbandry school including low noise levels, low number of children, the design of the building, the size and nature of the grounds etc. Psychological theory in the field of environmental psychology posits that key factors contribute to an individual's wellbeing. These factors include creating barriers within spaces so people can feel safe and escape to a personal space if needed, the use of lots of windows and doors, reduction of noise and for the space to feel personal. The husbandry school's environment meets each of these factors. Furthermore, in his book titled *Big School, Small School*, Barker and Gump (1988) discusses research that shows students of secondary age taking on more responsibility when educated in small groups/ schools as opposed to larger groups/ schools.

#### **KEY APPROACH 6:**

- **The final factor that was discussed was around the type of activities the school offers students.** This was discussed by participants infrequently. There is no psychological theory relevant to this factor on its own that I am aware of but instead it is hypothesised that the activities on offer at the husbandry school offer a vehicle for all other psychological factors highlighted above.

It would appear that it is this specific combination of factors at play within the Husbandry school that are impacting upon positive outcomes for young people and their families.

Research on what is offered by other local provisions available to children experiencing SEMHD shows that these others settings may well also offer similar activities as the Husbandry school, and may offer some level of approach associated with attachment theory, however it is difficult to draw comparison between the Husbandry school and other settings in terms of the possibly unique factors listed here without completing a much larger scale investigation.

In terms of expanding the Husbandry school it appears that it could be possible and that the school is enthusiastic about the prospect, however if this was to be the future it would be paramount that the six factors listed above should be considered and planned for. Phase two of the current research aims to look at how this service could be expanded through use of the knowledge gained in phase one.

# Appendix A:

## Parent Interview

The Local Authority has asked the psychology to complete some research evaluating the husbandry school and we would like to hear your views. Are you happy to answer seven questions about your experience of your child attending the husbandry school? Your answers will be made anonymous and confidential at all times. VERBAL CONSENT GIVEN Y / N

Name of child.....

How old is your child?.....

How long have they been attending the Husbandry School? .....

Has the husbandry school had an impact on your child? And if so what has this impact been?

.....  
.....

Do you as a family/ parent have much contact with the Husbandry school?

.....  
.....

Has the husbandry school had an impact on you and your family? Positive / negative

.....  
.....

What are the main 5 things that you value about the Husbandry school?

- 1).....
- 2).....
- 3).....
- 4).....
- 5).....

Has your child attending the husbandry school affected how you feel as a parent or the way that you parent your child?

.....  
.....

Do you find the way that the husbandry school is run to be different to other settings and if so what is different about it?

.....  
.....

What would make the husbandry school better?

.....  
.....  
.....  
.....  
.....

Any other comments about the husbandry school?

.....  
.....

Thank you!!

## Appendix B:

### Interview with YP

What are the 5 things that most matter to you about Husbandry school? And what is it about these things that mean so much to you?

If you go to another school as well as husbandry school and you could make that other school more like the husbandry school what would be the main things you would take from husbandry school and put into your other school?

If you could wake up tomorrow and husbandry school was better what would be better about it? I know that Carole is sat with you but she really won't mind what you say!! ;)

If you had to liken Carole to one of the following things or people which would you choose?

Teacher, Mother, father, sister, brother, babysitter, Cat, friend, family friend, police person, enemy, stranger

Why? What is it about her that makes you think this?

If you had to liken Jonty to one of the following things or people which would you choose?

Teacher, Mother, father, sister, brother, babysitter, Cat, friend, family friend, police person, enemy, stranger

Why? What is it about him that makes you think this?

If you had to liken Sula to one of the following things or people which would you choose?

Teacher, Mother, father, sister, brother, babysitter, Cat, friend, family friend, police person, enemy, stranger

Why? What is it about her that makes you think this?

If you had to liken Aiden to one of the following things or people which would you choose?

Teacher, Mother, father, sister, brother, babysitter, Cat, friend, family friend, police person, enemy, stranger

Why? What is it about her that makes you think this?

If you had to liken Dee to one of the following things or people which would you choose?

Teacher, Mother, father, sister, brother, babysitter, Cat, friend, family friend, police person, enemy, stranger

Why? What is it about her that makes you think this?

If you had to liken then other young people who go to the husbandry school to one of the following things or people who would you choose?

Teacher, Mother, father, sister, brother, babysitter, Cat, friend, family friend, police person, enemy, stranger

Why? What is it about them that makes you think this?

How many other schools or school like provisions have you been to before coming to the Husbandry school? What were they?

What is the difference between these other provisions and the husbandry school?

How long would you like to stay attending the husbandry school?

Can you rank the following aspects of the husbandry school from 1 (most important to me) to 8 (least important to me). With each statement can you also underline which part of the statement is particularly important about that statement and cross out any parts of the statement that you think is not relevant?

- The building layout- the hexagon building is quite different to other buildings and I like being able to see an exit at all times and to see what's going on in all areas of the house, it makes me feel safe and comforted.
- The grounds- there is lots of greenery and outdoor space, I can find somewhere private, but can also see what's going on everywhere at any one time, it makes me feel safe and calm.
- The animals- I like interacting with the animals, looking after them and having a relationship with them. They make me feel calm and like I have a purpose.
- Respect- I feel respected by all when I'm here – the adults and the young people are equal- no one is better than anyone else- we all have our own strengths and are own weaknesses- adults included.
- Respect- I feel like the adults talk to me with respect- they don't tell me what to do and what not to do and they definitely don't shout at me. Instead they are just respectful in the way they talk to me and this makes me feel like respecting them too.
- Eating together- I enjoy sitting around the table and talking to everyone at break time and meal times. It makes me feel part of the community here at the husbandry school and like I belong.
- Preparing food- I like that we collect/ pick, prepare, cook and eat the food ourselves. Sometimes we cook for the others and this makes me feel like I'm contributing and that people appreciate what I can offer them.
- The activities they have on offer here is the most important thing: we can paint, make things, garden, look after animals, cook etc. I don't get to do these in any other provisions.

Are there any of the statements that are not important for you – would husbandry school be just as good if some of these points didn't exist?

Last question... Has the husbandry school helped you and if so how?

## Appendix C:

### Video Interaction Guidance Observation,

Please rate all of the following by circling the number on eth scale which best matches what you see as observer in the setting. Where 1 indicates this behaviour is not see at all, and 10 indicates it is seen all the time.

#### Being Attentive (supporting and attending to the interaction)

1	Looking interested	1	2	3	4	5	6	7	8	9	10
2	Smiling	1	2	3	4	5	6	7	8	9	10
3	Nodding	1	2	3	4	5	6	7	8	9	10
4	Friendly intonation	1	2	3	4	5	6	7	8	9	10
5	Friendly posture	1	2	3	4	5	6	7	8	9	10
6	Waiting	1	2	3	4	5	6	7	8	9	10
7	Turning towards	1	2	3	4	5	6	7	8	9	10
8	Watching	1	2	3	4	5	6	7	8	9	10
9	Listening	1	2	3	4	5	6	7	8	9	10
10	Looking for initiatives	1	2	3	4	5	6	7	8	9	10
11	Trying to work out what is in the child's head	1	2	3	4	5	6	7	8	9	10

#### Initiative and Reception (responding to and encouraging initiatives)

1	Naming what you hear	1	2	3	4	5	6	7	8	9	10
2	Checking you have understood	1	2	3	4	5	6	7	8	9	10
3	Saying 'yes'	1	2	3	4	5	6	7	8	9	10
4	Showing you are interested	1	2	3	4	5	6	7	8	9	10
5	Naming what you see or hear	1	2	3	4	5	6	7	8	9	10
6	Saying what you are doing	1	2	3	4	5	6	7	8	9	10
7	Saying what you are thinking	1	2	3	4	5	6	7	8	9	10

#### Interaction (forming a group and encouraging turn-taking)

1	Sharing turns around the group	1	2	3	4	5	6	7	8	9	10
2	Giving turns	1	2	3	4	5	6	7	8	9	10
3	Receiving turns	1	2	3	4	5	6	7	8	9	10
4	Helping children receive your turn and others' turns	1	2	3	4	5	6	7	8	9	10
5	Taking short turns yourself	1	2	3	4	5	6	7	8	9	10
6	Waiting attentively after your turn	1	2	3	4	5	6	7	8	9	10



7	Giving child a second turn on the same topic	1	2	3	4	5	6	7	8	9	10
8	Receiving their second turn	1	2	3	4	5	6	7	8	9	10

Scaffolding (extending child responses, balancing leading / following)

Extending child's response by:

1	Taking initiatives	1	2	3	4	5	6	7	8	9	10
2	Building on child's responses	1	2	3	4	5	6	7	8	9	10
3	Making suggestions that the child can follow	1	2	3	4	5	6	7	8	9	10
4	Offering choices that the child can understand	1	2	3	4	5	6	7	8	9	10

Balancing leading and following by:

5	Introducing initiatives that encourage a response from the child	1	2	3	4	5	6	7	8	9	10
6	Providing help when needed	1	2	3	4	5	6	7	8	9	10
7	Giving the child information that they need	1	2	3	4	5	6	7	8	9	10
8	Saying what you are going to do	1	2	3	4	5	6	7	8	9	10

(This observation schedule has been adapted from the checklist of core communication and contact principles produced by VIG, 2016)

## Appendix D:

Instructions to go with:

### **Psychological Sense of School Membership** (Goodenow, 1993)

Thank you for consenting to take part in this research project.

It would be really useful if you could fill in this short questionnaire to start with- it should only take a few minutes. If you are happy to read it and answer the questions by yourself that would be great but if you need someone to read it to you, that is also fine and I'm sure Carole will help with this.

**The questionnaire talks about 'your school'. When it says this, I want you to think about the husbandry school – not any other school that you go to for the rest of the week- this is really important!**

With this questionnaire – there is no right or wrong answers – it's just about what you as an individual think. If you have anything negative to say please don't feel you will get into trouble if you say it- you won't. Likewise, if you have anything positive to say please don't feel embarrassed to say it! All I want to find out is what you as an individual really think about things!

Thanks again,

Kitty Howarth

**PSSM to be added**- currently in PDF

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