

Module D: Managing and Evaluating Change
Unit D1: Conducting a Needs Analysis: Preparing for Change
Dawn Jennifer and Helen Cowie
UK

Objectives of Unit D1

- To illustrate the importance of perceptively observing an environment when carrying out a needs analysis
- To promote a clear understanding of what a needs analysis is
- To prepare individuals for potentially difficult situations during needs analysis, focusing on strategies to deal with this
- To provide the opportunity for the discussion of problems in carrying out a needs analysis and to identify potential solutions
- To highlight contrasting perceptions of different groups within the school and ways of resolving conflicting views
- To develop a working group contract for carrying out a needs analysis

Facilitation skills to be developed through this Unit

Knowledge and understanding of:

- what we mean by a needs analysis
- how to design improvement plans for individual pupils, groups and the school as a whole
- the operation of school systems
- how to include pupils' opinions in any decision about their education
- how to understand potential roadblocks in facilitating change

Personal qualities and attributes include:

- having an appropriate, pupil-centred set of beliefs and values which informs their decisions and actions
- having the ability to influence the ethos in a place of work and effect and sustain change there
- being able to deal with conflicting viewpoints and being an effective communicator
- being an effective trainer of and adviser to staff, governors, parents, carers and pupils
- being a good observer and astute in analysing and monitoring behaviour when assessing pupil needs
- having the ability to facilitate and value pupils' opinions about their own education

Pre-unit reading

Cowie, H., Boardman, C., Dawkins, J., & Jennifer, D. (2004). *Emotional health and well-being: A practical guide for schools*. London: Sage Publications. Chapter 3.1, pp. 193-202.

Potter, D., Reynolds, D., & Chapman, C. (2002). School improvement for schools facing challenging circumstances: A review of research and practice. *School Leadership & Management*, 22, 243-256.

Summary of current thinking and knowledge about carrying out a needs analysis: preparing for change

In an educational climate in which the incidence of bullying and violence in schools has become a major cause for concern, coupled with a wide variety of interventions to promote non-violence, Brighouse (1999, p. 141) suggests that “interventions need to be systematically mapped, planned, implemented, and evaluated”. He suggests that this can be achieved through a process of collective review in order that schools do not stumble across interventions that will culminate in an ad hoc approach to addressing the problem.

In other words, interventions are more likely to work if based on a full understanding of the problem, knowledge of the resources available, and an awareness of the possible difficulties that may arise in the course of planning and implementation (Cowie, Boardman, Dawkins, & Jennifer, 2004).

Thus, Cowie and Wallace (2000) suggest that a needs analysis (also known as an audit) is an essential pre-requisite for successfully implementing an intervention to promote non-violence. They define a needs analysis as “a structured and reasonably objective approach to identifying the needs of a particular group, assessing the resources available to meet those needs and planning an appropriate intervention” (p. 50). According to Cowie et al., (2004), a needs analysis involves eight steps (see Appendix 3): (i) collecting information about the setting and the people; (ii) identifying the issues; (iii) designing a set of shared goals; (iv) identifying resources available to the schools; (v) planning the intervention; (vi) identifying potential problems; (vii) implementing the intervention; and (viii) monitoring and evaluation (see Unit D2).

Cowie and Wallace (2000) identify three main advantages to conducting a needs analysis. Firstly, and most importantly, a needs analysis provides a school with a structured and impartial means of identifying the particular needs of a group, assessing the availability of resources to meet those needs, and planning and selecting an appropriate set of interventions. The second advantage is that it also provides an opportunity to involve representatives from all areas of the school community, a key starting point towards successful implementation of an intervention. Ownership of the process of conducting a needs analysis by all relevant parties is essential in order to avoid lack of support or even sabotage of the intervention. Thirdly, carrying out a needs analysis offers all members of the school community an opportunity to work co-operatively together to achieve a common goal.

Despite the advantages of conducting a needs analysis, however, Cowie and Wallace (2000) identify several disadvantages to the process. One common problem is the difficulty of encouraging individuals or particular groups of individuals to respond to requests for involvement, for example, to attend a meeting or to complete a questionnaire. Another problem is the collection of conflicting information. For example, in some schools a large number of students may indicate the presence of high levels of bullying whilst the staff or board of governors may deny its existence. Cowie and Wallace (2000) suggest that the most challenging situation for anyone involved in carrying out a needs analysis is when they discover that the findings of the needs analysis contradict their

personal beliefs or views. Naylor (2000) also highlights that the process of conducting a needs analysis can be very time consuming.

A review of the literature suggests a range of organisational factors that can either support or impede the process of change. Of particular importance are how the school operates as an organisation, the quality of leadership, and the quality of school culture. In terms of the school as organisation, a school is more likely to have success in adopting and sustaining an intervention when all members of the school community share the same values, are involved in decision-making processes, and are willing to act within a consistent framework (Roffey, 2000). Good leadership has been identified as a clear vision of the head teacher, counterbalanced with the active involvement of staff in decision-making and developing a 'shared ethos' (Sammons, Hillman, & Mortimore, 1995). A strong culture is acknowledged as a significant determinant of both effectiveness and of change and is characterised by a commitment to a set of values held by most staff, loyalty to organisational goals, and a mutual support system (Robbins, 1994). A school's readiness to change, therefore, will be dependent upon the extent to which elements of these factors support the introduction of a needs analysis, and whether all staff members are empowered to participate meaningfully in its development (Roffey, 2000).

For example, results of research conducted recently in the United Kingdom suggest that some schools are more ready to conduct a needs analysis than others are (Jennifer & Shaughnessy, 2005). In a study of primary and secondary schools, the authors found that schools that embodied a reflexive and responsive leadership and management style were more ready and able to carry out a needs analysis than schools that were strategic or autocratic in their style of management. Jennifer and Shaughnessy (2005) identified ten key characteristics of a school that was ready to conduct a needs analysis: (i) a clear articulation of its educational vision; (ii) a shared school ethos that is explicit through all areas of school life; (iii) an emphasis upon children's participation and empowerment; (iv) an emphasis upon the wider curriculum and emotional literacy; (v) value placed on children's social time outside the classroom to enhance learning across the school day; (vi) awareness of its strengths and weaknesses, with the ability to prioritize targets; (vii) a striving for consistency between behaviour policy and practice; (viii) an emphasis upon communication and dynamic relationships among children, staff, parents, governors and the wider community; (ix) links training and development to the school review process; and, (x) rationalizes and selects from initiatives at both national and local level. The authors conclude that at a time when schools are increasingly being required to address issues of bullying and violence, a school's readiness and ability to carry out a needs analysis are important pre-cursors for the promotion of non-violence.

More specifically, in a study involving 101 secondary schools in 18 European countries, Meuret and Morlaix (2003) identified two key conditions relating to the process of a successful needs analysis. Firstly, the importance of the initial phase of the evaluation process in terms of the composition of the working group and their ability to motivate stakeholders; and, secondly, the participation of all

stakeholders in the process of self-evaluation, including a general diagnosis in order to establish the areas that require a more thorough investigation.

According to Cowie and Wallace (2000), developing and implementing an intervention requires a transition to new ways of working that can be challenging and, at times, disturbing. This can be aided by an attempt on the part of the senior management team to understand the process of change that is taking place, to work collaboratively over time with the other key stakeholders involved, and to develop the stance of reflective evaluation from a range of perspectives (Cowie et al., 2004). It is helpful to view the process of change as advancing through a sequence of stages, that is, pre-awareness, awareness, action, maintenance, review and evaluation as described in Cowie et al. (2004).

In adopting interventions to promote non-violence, research suggests that school efforts have been met with varying levels of success (e.g., Potter, Reynolds, & Chapman, 2002; Roffey, 2000; Smith, 2003). In their review of research and practice, Potter et al. (2002) identify four key features that are important for school change and the concept of school improvement. Firstly, the need for a *vision* since without a concept of where we are trying to get to, the verb 'to change' has no meaning. Secondly, *monitoring*, that is, we must know where we are now in relation to the vision. Thirdly, *planning*, that is, we need to know how we will get from where we are now to where we want to be. Finally, *using performance indicators* to track progress over time in respect of the changes we make.

The training in this Unit focuses on a school's readiness and preparation for change; whilst the material in Unit D2 offers suggestions for how to carry out a needs analysis in practice (see also Units B3, E3 and E5).

Responsibilities of the Unit facilitators

Your tasks within this Unit are to:

- send to all participants information about when and where the session will be held and details of preparatory reading to be done
- familiarise yourself with the Unit text and the facilitators' notes
- plan the session to meet the needs of the participants
- ensure that all relevant resources/materials are copied and/or prepared
- lead the session and all the activities

Sequence of activities for Unit D1

Note that all of the activities are appropriate for use with colleagues, young people and parents. All activities are adapted from Pretty, Guijt, Thompson, and Scoones (1995). This Unit represents a one-day training of five hours plus breaks.

Activity 1 Playing detective (20 minutes)

Purpose

- To illustrate the importance of astutely observing an environment; the degree to which we make assumptions about others from limited data; and the difference between observation and assumption

Materials

Flipchart and pens

Procedure

It is best to use this activity at the beginning of the training before the participants have had a substantial opportunity to gather much information about the facilitators. The facilitator simply asks the participants through direct group discussion to state all the things they know about the facilitator, for example, where they live, job role, marital status, what car they drive, whether or not they own a pet, likes and dislikes. These are listed by the facilitator on the flipchart. Once a list has been generated, the facilitator lets the group know which items are facts and which are assumptions.

Debrief

This exercise can be an important element of preparing participants for the needs analysis and can be linked to training for semi-structured interviewing. It makes them more aware of the powers and dangers (i.e., bias, prejudice and stereotyping) of observation. During the debriefing, ask the participants the following questions:

- *Are any of the assumptions more like facts?*
- *Are any of the facts more like assumptions?*
- *Why did the observations and assumptions differ among group members?*
- *Why are first impressions often inaccurate?*
- *How can we improve upon our observational skills?*

The facilitator should then direct the group toward a series of points such as the following:

- The group knew a lot more about the facilitator than any one person did (that is, more facts were readily available than there were first believed to be)
- Careful attention to our surroundings can help us learn to acquire (or recognise) more data than we might otherwise have
- We often assume a lot about people from very limited first impressions; these assumptions may not be valid until examined
- We often act upon our assumptions, but believe we are acting on the basis of facts
- The processes of making accurate observations and astute assumptions are quite different and should be consciously separated in our minds.

Activity 2 What do we mean by a needs analysis? (60 minutes)

Purpose

- To promote a clear understanding of what a needs analysis is

Materials

Notebooks and pens

Procedure

Divide the group into sub-groups of four ensuring that each group comprises a mix of participants, that is, pupils, teachers and parents. (If your participants are school staff, then sub-groups should comprise a mix of staff from different groups, for example, management, teaching, non-teaching, lunchtime supervisors) Ask a representative from each sub-group to write down in a notebook two main issues for improvement that they consider important to change and address in their school. In sub-groups, participants should discuss the two main issues written down by the representative. During the discussion, the participants should identify which issues are common and which are different for members of their sub-group and make a summary of their findings. Ask participants to form new sub-groups comprising the following mix: pupils with pupils, teachers with teachers, parents with parents. (If your training only includes school staff, then participants should get into sub-groups according to the level of power and decision making they have, that is, management team (head teacher, deputy head teacher, etc), head of departments, teaching staff, etc., depending on the teaching structure within each institution). Ask sub-groups to consider how they would manage a whole school needs analysis, that is, what does each sub-group care about and what do they want to change. Prompt questions could include:

- *What will be the focus of the needs analysis?*
- *What information will they need?*
- *What methods will they use to collect such information? (E.g., school statistics, such as, bullying and violent incident records, absence figures; written documents, such as Anti-Bullying and Behaviour Policies; observations in a variety of areas such as classrooms, playgrounds, corridors; questionnaires, focus groups and interviews)*
- *Who/where will they collect this information from?*

Debrief

Discussion with the whole group is essential if all participants are to reach an understanding of what a needs analysis entails. Ask representatives from each group to report their ideas to the main group. The facilitator should list the main ideas on a flipchart under each of the prompt questions outlined above. One of the main points to raise is that each of the sub-groups will have a different understanding of what the focus of the needs analysis should be which, in turn, will impact on the methods for data collection. It is also important that participants are aware that whilst sub-groups might identify different areas on which to focus, they are all equally valid.

Activity 3 Problems and solutions (45 minutes)

Purpose

- To give participants the opportunity to discuss real problems they face or will face and to generate potential solutions
- To emphasise equality in power and authority within the group
- To encourage participants to share problems and actively seek experiences and suggestions from each other
- To highlight that we all have relevant and valuable experience

Materials

Two sets of five or six chairs arranged in two concentric circles, the inside ones facing the outside

A watch or electronic timer to time each round

Object to make a noise, for example, bell, cup and spoon

Procedure

Ask participants to reflect on particular problems they will face or have faced. This could include:

- Problems in carrying out a needs analysis;
- Problems/difficulties likely to be faced when returning to their own schools.

Then ask participants to sit in any seat. Instruct them that those sitting in the inside circle will be the consultants or solution-suggesters. Those sitting on the outside facing in will be the clients or the problem-presenters. Explain that each pair has three minutes to discuss problems and potential solutions. After 3 minutes, the outside circle rotates by one chair, bringing a new client to face each consultant. Give another 3 minutes for discussion problems and solutions. This continues for all five or six people in the circles. Then give 2 minutes for all clients and consultants to write down a summary of problems and solutions. After this is completed, the clients and consultants change circles and reverse roles. The exercise is repeated.

Debrief

Inform participants that they may discuss private as well as public problems. You could give an example from your own experience to demonstrate this. No one but the consultant will get to hear of them, as there is no presentation to the whole group after the exercise. This exercise usually generates highly animated discussion. It is important that individuals do write down a summary of the problems and potential solutions. These can then be used in a follow-up discussion, such as in the elaboration of detailed implementation or action plans. An extra learning point can be made if participants are asked to choose one problem to present to each consultant. During the debriefing, the facilitator can discuss how the problem presented initially changed as the client became more aware of the real issues after each consultation.

Activity 4 Understanding your school (45 minutes)

Purpose

- To illuminate the contrasting perceptions of individuals (senior management, junior management, department heads, non-teaching staff, parents, pupils, etc.) within a school depending upon roles, responsibilities, influences and connections
- To enable an understanding that these contrasting perceptions might cause communication difficulties during the process of needs analysis
- To highlight areas of conflict and dispute as well as pointing to ways of resolving these

Materials

Pens and paper

Resource 1 *Venn diagramming*

Procedure

Divide participants into groups to produce Venn diagrams of a known school, preferably the one to which the participants belong. Divide the participants into groups either according to what they know about the school or according to hierarchy or department. Describe the process of Venn diagramming (see Resource 1 *Venn diagramming* for examples). Circles of different sizes are allocated to different schools, groups, departments or programmes. These then overlap depending on the degree of contact in the real world. They are contained within a circle if they are part of that circle's organisation. A large circle means an important organisation. Ask the groups to exhibit their Venn diagrams. Analyse key differences between the groups and the underlying causes.

Debrief

This can be an extremely illuminating exercise for participants as certain aspects of their own school and work may be revealed for the first time. It will also show the different perceptions of different groups. It may help to highlight contrasting perceptions of different roles, responsibilities and linkages, pointing to areas of conflict and dispute as well as pointing to ways of resolving these. Following the construction of a series of Venn diagrams, and the existing situation as seen by different actors, participants can discuss ways of resolving conflicts, filling organisational gaps, or encouraging links. The main point is that different people will have a different understanding of the same organisation depending on their role in the institution, which might cause communication difficulties.

Activity 5 Saboteur (15 minutes)

Purpose

- To show how communication and group work can be easily disrupted
- To create a group strategy for recognising and dealing with sabotage

Materials

Groups of three chairs

Flipchart and pens

Post-it Notes

Procedure

The participants are divided into threes. Within each sub-group, they have to fill three roles – the speaker, the listener and the saboteur. The speaker and listener face each other to talk, while the saboteur can move and talk. The speaker is asked to describe some aspect of their work or life to the listener. The saboteur is asked to try to sabotage (i.e., disrupt) this discussion in any non-violent manner. Roaming saboteurs can move between groups. These may be the facilitator, plus any other participants who did not join groups when the full group was divided. After two minutes, ask participants to change roles. Then, again, after two more minutes, as it is essential for all participants to have the opportunity to play all three roles. Everybody should know what it feels like to be a saboteur and to be sabotaged.

Debrief

Discussion after this exercise is essential. To establish a group strategy, it is necessary to get participants to reflect on how they felt:

- “What was it like to be a saboteur and to be sabotaged?”

- *“Did you find it easy or difficult to disrupt the conversation?”*

Then ask everyone to write out the different types of saboteur they experienced or have experienced in the past on a Post-It, and stick them on a flipchart. Examples include dominance, rigidity, interruptions (answers/questions), joking and not being serious, rudeness, silence, taking over with enthusiasm and physical distraction by fidgeting.

Then ask participants to reflect upon ways to deal with such sabotage, that is, sabotaging saboteurs:

- *“How have you or could you deal with saboteurs?”*
- *“What are the ways groups can deal with saboteur individuals?”*

Write these strategies on another sheet. Examples include: ignore politely, polite/clear interruption stop the discussion, talk it out (publicly or personally), acknowledge and postpone, divert attention – form sub-groups or set a task, use the saboteur for debate, ask others for help, allow it, walk away. These can be stuck on the wall for all to see and can be referred to during the rest of the session.

This activity and discussion may be especially useful if there are particularly disruptive members of the group. Such an activity may be an opportunity for them to reflect on their behaviour and for the group to develop ways of dealing with the disruption. It can also prepare participants for potentially difficult situations during the needs analysis. More importantly, however, it introduces the idea of sabotage to the whole group, as well as focusing on strategies to deal with it. During the rest of the session, it is likely that participants will self-regulate without any facilitator input needed. Any group interruption will be greeted by calls of “sabotage”.

Activity 6 Working group contract (105 minutes)

Purpose

- To develop a working group contract
- To develop norms for group behaviour

Materials

Resource 2 *“What would you do if...?”*

Notebooks and pens

Flipchart and pens

Procedure

Divide the group into small groups of up to five people. Ideally, these should include participants from the same organisation. Hand out Resource 2 *“What would you do if?”*. If you have more than one group, allocate specific questions to each group. Ask groups to consider what they would do if they encountered these problems in their school. After about one hour, when each group has considered their strategy for dealing with each problem, ask them to report to the large group. To help the facilitator guide the group into developing a working group contract, the facilitator lists the main ideas and strategies for addressing each problem on a flipchart. When all the problems have been discussed, including comments from other sub-groups, ask each

sub-group to agree a contract among themselves. This sub-group contract is based on the discussions and will serve as a code of conduct for their working group in their school. After the group contracts have been made, encourage everyone to make a record for future reference.

Debrief

The questions should contain a mix of problems relating to both group dynamics and difficulties related to carrying out a needs analysis. The success of this exercise lies in anticipating problems related to carrying out a needs analysis before they occur. Discussion is usually most animated amongst participants who have previous experience as they will be able to illustrate problems and strategies with stories from their past. Having the contract in their notebooks means that problematic working group members can be encouraged simply to look at and stick to their contract, rather than be confronted directly with their behaviour. These 'rules' help to guide the working groups through small crises as members ask each other to "remember rule 8!" or to simply say "group contract".

Acknowledgement

We would like to thank Isabel Fernandez for her comments on an earlier draft of this Unit, in particular her suggestions for Activity 2.

References

Brighouse, T. (1999). *How to improve your school*. London: RoutledgeFalmer.

Cowie, H., Boardman, C., Dawkins, J., & Jennifer, D. (2004). *Emotional health and well-being: A practical guide for schools*. London: Sage Publications.

Cowie, H., & Wallace, P. (2000). *Peer support in action*. London: Sage Publications.

Jennifer, D., & Shaughnessy, J. (2005). Promoting non-violence in schools: The role of cultural, organisational and managerial factors. *Educational & Child Psychology*, 22(3), 58-66.

Meuret, D., & Morlaix, S. (2003). Conditions of success of a school's self-evaluation: Some lessons of an European experience. *School Effectiveness and School Improvement*, 14(1), 53-71.

Naylor, P. (2000). Elliott Durham School's anti-bullying peer support system: A case study of good practice in a secondary school. In H. Cowie & P. Wallace (Eds.), *Peer support in action* (pp. 36-48). London: Sage Publications.

Potter, D., Reynolds, D., & Chapman, C. (2002). School improvement for schools facing challenging circumstances: A review of research and practice. *School Leadership & Management*, 22, 243-256.

Pretty, J. N., Guijt, I., Thompson, J., & Scoones, I. (1995). *Participatory learning in action: A trainer's guide*. IIED Participatory Methodology Series. London: International Institute for Environment and Development.

Robbins, S. P. (1994). *Essentials of organisational behaviour*. New Jersey: Prentice Hall International.

Roffey, S. (2000). Addressing bullying in schools: Organisational factors from policy to practice. *Educational and Child Psychology*, 17(1), 6-19.

Sammons, P., Hillman, J., & Mortimore, P. (1995). *Key characteristics of effective schools*. London: Institute of Education/Office for Standards in Education.

Smith, P. K. (Ed.) (2003). *Violence in schools: The response in Europe*. London: RoutledgeFalmer.

Further reading and additional materials

Books and Articles

Ainscow, M., Hopkins, D., Southworth, G., & West, M. (1994). *Creating the conditions for school improvement*. London: Fulton.

Cowie, H., & Wallace, P. (2000). *Peer support in action: From bystanding to standing by*. London: Sage.

Davis, R. (1995). From data to action. In M. Lloyd-Smith & J. Dwyfor-Davies (Eds.), *On the margins* (pp. 167-179). Stoke-on-Trent: Trentham Books.

Dusenbury, L., Falco, M., Lake, A., Brannigan, R., & Bosworth, K. (1997). Nine critical elements of promising violence prevention programs. *Journal of School Health*, 67, 409-414.

Gray, J., Reynolds, D., Wilcox, B., Farrell, S., & Jesson, D. (1999). *Improving schools: Performance and potential*. Buckingham: Open University Press.

Grøterud, M., Og Nilsen, B. S. (2001). *Ledelse av skoler i utvikling*. Oslo: Gyldendal Norsk Forlag AS.

Harris, A. (2002). Effective leadership in schools facing challenging contexts. *School Leadership and Management*, 22(1), 15-26.

Hopkins, D., Harris, A., & Jackson, D. (1997). Understanding the school's capacity for development: Growth stages and strategies. *School Leadership and Management*, 17, 401-411.

Irgens, E. (2000). *Den dynamiske organisasjon. Ledelse og utvikling i et arbeidsliv i forandring*. Kap 4 og 5. Oslo: Abstrakt forlag as.

Muijs, D., Harris, A., Chapman, C., Stoll, L., & Russ, J. (2004). Improving schools in socioeconomically disadvantaged areas – A review of the research evidence. *School Effectiveness and School Improvement*, 15, 149-175.

Nordhaug, O. (1998). *Kompetansestyring i næringslivet*. Utvalgte emner. Kap 7. Oslo: Tano Aschehoug.

O'Connor, M., Hales, E., Davis, J., & Tomlinson, S. (1999). *Hackney Downs*. London: Cassell.

Roos, G., von Krogh, G., & Og Roos, J. (1997). *Innføring i strategi*. Bergen: Fagbokforlaget Vigmostad & Bjørke A S. 2 .utgave, 2. oppdag.

Rutter, M., Maughan, B., Mortimore, P., & Ouston, J. (1979). *Fifteen thousand hours*. London: Paul Chapman Publishing.

Samuelsen, A. S. (2002). Strategisk kompetanseutvikling i kommune og skole *Spesialpedagogikk nr. 1/2002* s.3-9

Samuelsen, A. S. (in press). Lærende skoler – et svar på fremtidens utfordringer i skolen? *Spesialpedagogikk*.

Smith, P. K., Pepler, D., & Rigby, K. (2004). *Bullying in schools: How successful can interventions be?* Cambridge: Cambridge University Press.

Stoll, L., & Myers, K. (1998). *No quick fixes*. London: Falmer Press.

Websites

National College for School Leadership <http://www.ncsl.org.uk>

UK Observatory for the Promotion of Non-Violence

<http://www.ukobservatory.com>

Evaluation Tools

The Hertfordshire Framework for School Self-Evaluation

<http://www.thegrid.org.uk/leadership/sse/>

Confronting Conflict in Schools Audit. Leap Confronting Conflict, 8 Lennox Road, London, N4 3NW. +44 (0) 20 7272 5630

<http://www.leaplinx.com/youth/schools.htm>

Her Majesty's Inspectorate of Education. (HMIE). (2002). *How good is our school?* <http://www.hmie.gov.uk/publication.asp>

National Healthy School Standard. (NHSS).

<http://www.wiredforhealth.gov.uk/cat.php?catid=966&docid=7479>

Scottish Office Education Department/Her Majesty's Inspectorate of Education. (SOEID/HMIE). (1992). *Using ethos indicators in primary school self-evaluation: Taking account of the views of pupils, parents and teachers.* <http://www.ethosnet.co.uk>

Scottish Office Education Department/Her Majesty's Inspectorate of Education. (1992). (SOEID/HMIE). *Using ethos indicators in secondary school self-evaluation: Taking account of the views of pupils, parents and teachers.* <http://www.ethosnet.co.uk>

Varnava, G. (2005). *Checkpoints for schools: Towards a non-violent society.* London: NSPCC. A copy of the document can be downloaded from http://www.nspcc.org.uk/Inform/TrainingAndConsultancy/Consultancy/SupportingProductsAndResources/CheckpointsForSchools.asp_ifega23428.html

Wirral Health Promoting Schools Scheme. Health Links, 49 Hamilton Square, Birkenhead, CH41 5AR. Tel: +44 (0) 151 647 0211
<http://www.wirralhealth.org.uk/healthlinks/youth.asp>

Evaluation Studies

Dusenbury, L., Falco, M., Lake, A., Brannigan, R., & Bosworth, K. (1997). Nine critical elements of promising violence prevention programmes. *Journal of School Health*, 67, 409-414.

Jennifer, D., & Shaughnessy, J. (2004). Is your school ready to tackle the emotional issues around change? *Emotional Literacy Update*, 7, 8-9.

Menesini, E., Codecasa, E., Benelli, B., & Cowie, H. (2003). Enhancing children's responsibility to take action against bullying: Evaluation of a befriending intervention in Italian middle schools. *Aggressive Behavior*, 29, 1-14.

Naylor, P. (2000). Elliott Durham School's anti-bullying peer support system: A case study of good practice in a secondary school. In H. Cowie & P. Wallace (Eds.), *Peer support in action: From bystanding to standing by* (pp. 36-48). London: Sage Publications.

Naylor, P., & Cowie, H. (1999). The effectiveness of peer support systems in challenging school bullying: The perspectives and experiences of teachers and pupils. *Journal of Adolescence*, 22, 467-479.

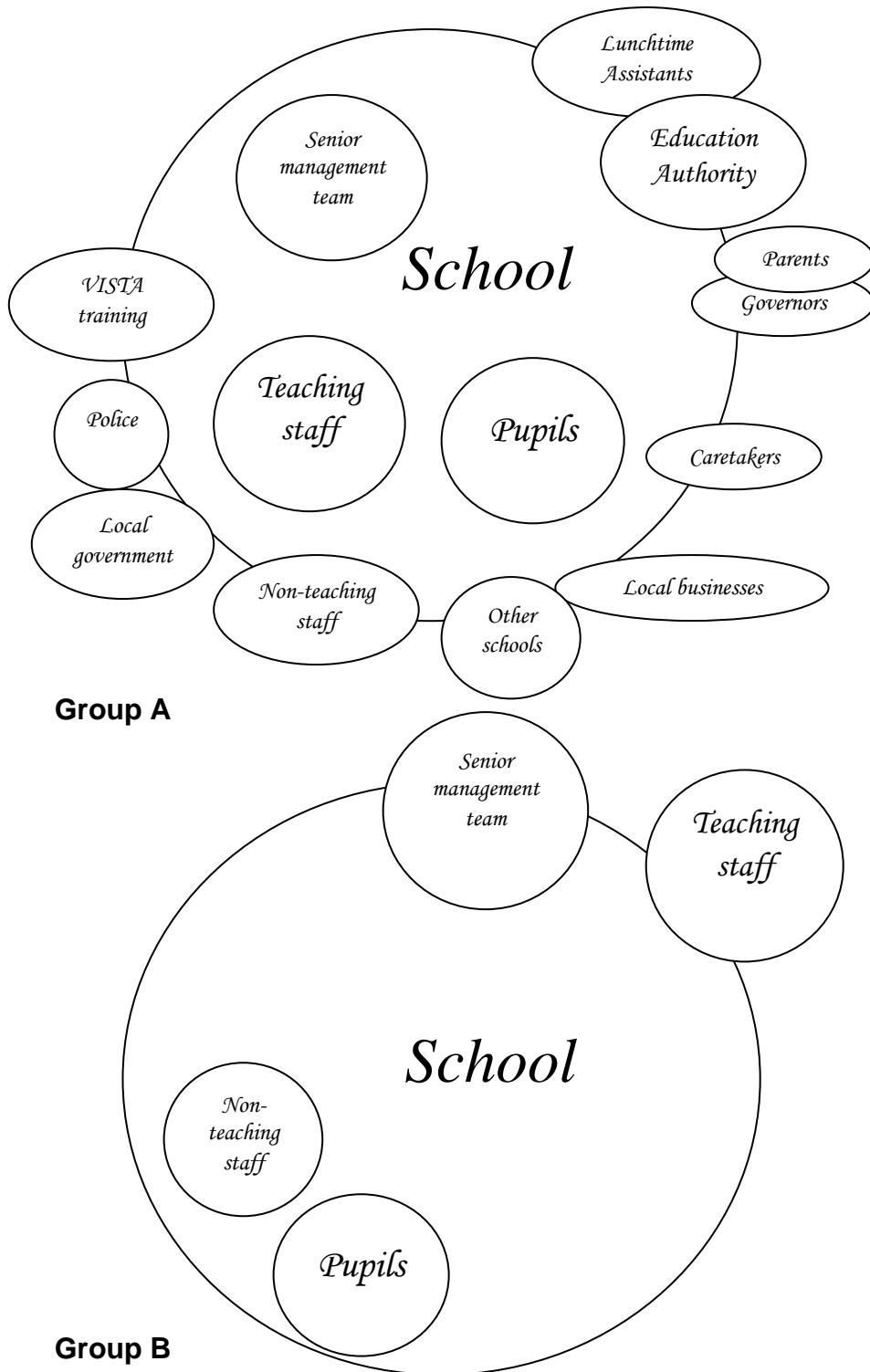
Roffey, S. (2000). Addressing bullying in schools: Organisational factors from policy to practice. *Educational and Child Psychology*, 17, 6-19.

Smith, P. K., & Ananiadou, K. (2003). The nature of school bullying and the effectiveness of school-based interventions. *Journal of Applied Psychoanalytic Studies*. 5, 198-209.

Smith, P. K., Ananiadou, K., & Cowie, H. (2003). Interventions to reduce school bullying. *Canadian Journal of Psychiatry*, 48, 591-599.

Resource 1 Venn Diagram of Your School: Examples

In the fictitious example below, participants from a group of Senior Management Team (SMT) staff and from a group of Lunchtime Assistants produced very different pictures of their school and its links with other groups. The SMT mapped a wide range of institutions and groups with which they had regular contact including those at national level as well as at local level. The Lunchtime Assistants knew of less links than those from the SMT, clearly illustrating the different perspectives of each group.



Resource 2 “What would you do if...?”

GROUP 1: What would you do if...

1. A member of the working group is regularly late for meetings and the other group members are irritated?
2. In working group meetings, a member is over-enthusiastic and keeps interrupting the other members when they are speaking?
3. During data collection, in a small group interview, the participants are very silent, unresponsive and reluctant to answer your questions?
4. During data collection, part way through a small group interview, some staff members say they must leave to attend to other matters?
5. On the final day of the needs analysis, important new information arises which contradicts an earlier key finding?
6. In the meeting to discuss the choice of intervention, the head teacher tries to influence the decision?

GROUP 2: What would you do if...

1. During working group meetings one member frequently gives negative criticism in group discussions?
2. One of the working group members keeps missing the meetings?
3. In front of a group of young people, one member of the working group contradicts what one of the young people has just said?
4. The head teacher wishes to conduct the interviews during the data collection process, but you fear that he/she will intimidate the participants?
5. A parent calls you over to discuss the needs analysis as you are walking to your car at the end of the day looking forward to getting home?
6. You realize towards the end of the needs analysis that very few pupils have been interviewed to find out their views?
7. During the needs analysis, the majority of people in the school identify conflict resolution and conflict management as more important than the work that your school is currently focusing on?

GROUP 3: What would you do if...

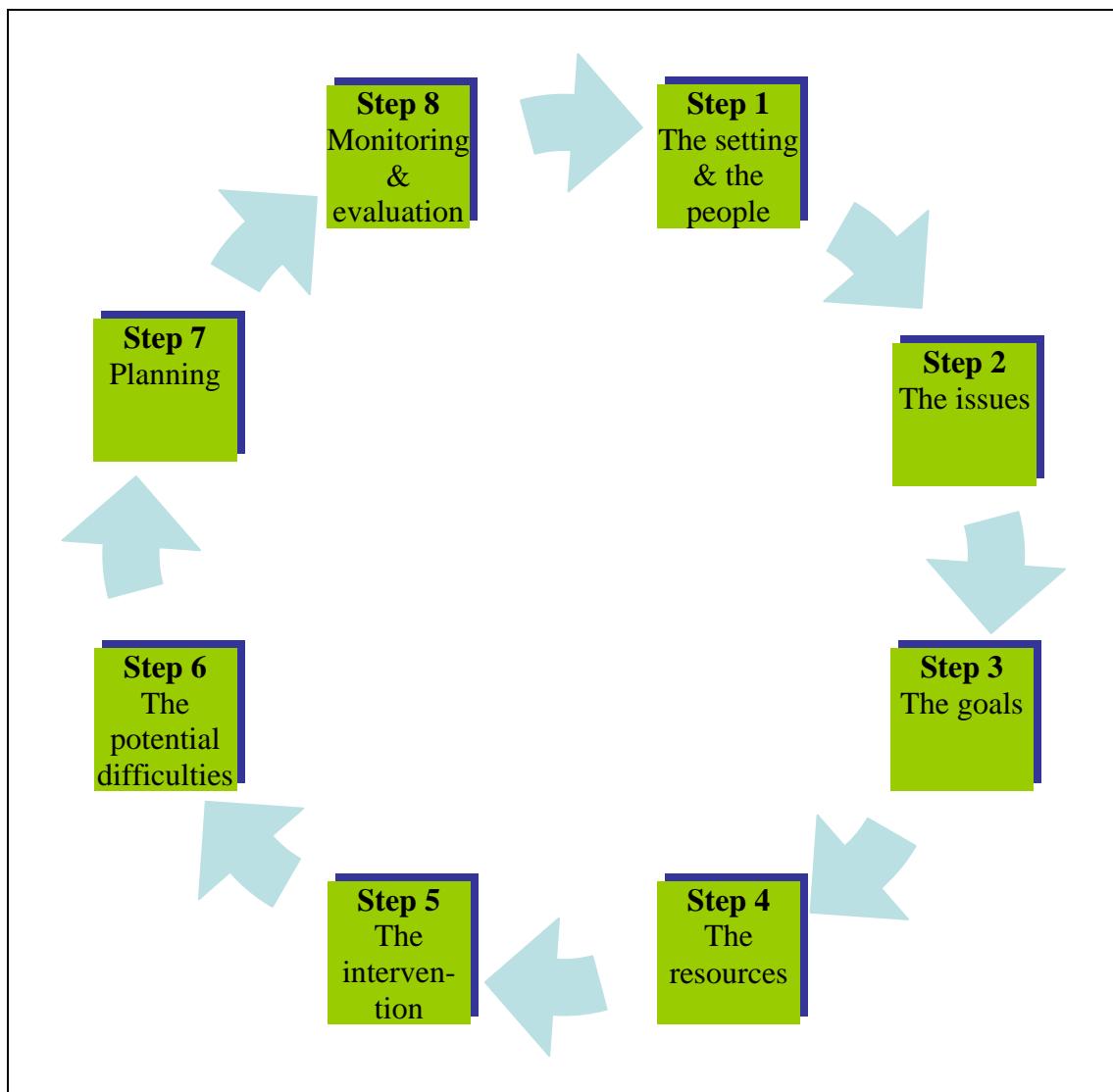
1. After the initial briefing of your working group, during which they appeared to have a good grasp of the concepts and objectives of the needs analysis, they do not seem to know how to begin?
2. One of the working group members accuses another of making an offensive remark and refuses to work with that person?
3. During data collection, the information on behaviour management received from the pupils largely contradicts that collected from the teaching staff?
4. One working group member is not participating in the group discussions, during which the information collected is being analysed and a set of shared goals is being formulated?
5. A parent who has accompanied the working group on one of their data consultation exercises, misrepresents the purpose of the needs analysis to other parents?
6. After the needs analysis has been completed you meet a governor who knows a lot about emotional literacy but you have already formulated your action plan?

GROUP 4: What would you do if...

1. During a working group meeting you find that a break-away group has designed a set of shared goals without consulting other members?
2. During working group meetings, one member is taking a condescending and patronising attitude towards the pupil representatives and tends to lecture rather than to listen?
3. During a brainstorming exercise with parents, the more articulate and smarter dressed parents dominate the discussions about behaviour management?
4. During data collection, you have asked a group of young people to discuss behaviour management in the school but they do not seem to know how to begin?
5. You arrive at school having planned to conduct some focus groups, but the working group is nervous and unsure how to start?
6. The information you collect from the staff seems to contradict that collected from the head teacher?

(Adapted from Pretty, Guijt, Thompson, & Scoones, 1995)

Appendix 1 Carrying out a needs analysis



(Adapted from Cowie, Boardman, Dawkins, & Jennifer, 2004)

Step 1. Collecting information on the setting and the people

- What is the vision of the head teacher?
- What is the culture of the school?
- What is the ethos/philosophy of the school?
- How well does practice match philosophy in the school?
- How are decisions made in the school and by whom?

Step 2. Identifying the issues

- What are the bullying and violence problems experienced by young people in the school?
- How do you know that these are problems faced by young people in your school?
- What problems do you intend to address?
- Why have you selected these specific problems to address?
- What positive mental health policies and practices are currently in place in your school?

- Where does further action need to be taken?

Step 3. Designing a set of shared goals

- What changes do you want to see?
- Are your goals shared with your colleagues, young people, and parents?

Step 4. Identifying the sources

- What are the financial resources available?
- What are the material resources available?
- What are the human and organisational resources available?
- What are the particular strengths of your school, colleagues, and young people in relation to the changes you plan to make?
- Can you do anything to increase or make better use of these resources?

Step 5. Planning the intervention

- What are the possible interventions available?
- Have these interventions been evaluated? If so, what are the advantages and disadvantages of each?
- Is a particular intervention suitable for the goals and issues outlined in Step 3?
- Does the intervention need tailoring to suit the needs analysis?

Step 6. Potential Roadblocks

- What might get in the way of achieving your goals?
- What can you do from the outset to prevent these potential roadblocks from becoming actual roadblocks?
- Can you change these roadblocks into change facilitators?

Step 7. Promoting the Intervention

- Decide on a launch date
- Devise publicity materials, for example, posters, badges, leaflets, notice-boards
- Use the materials to publicise the intervention as widely as possible, both within school and outside school
- Invite a known local personality or celebrity to be a ‘moral sponsor’ or patron for the intervention
- Invite representatives from local shops, businesses and newspapers to a presentation of the intervention in order to gather both general and possibly financial support
- Nominate young people to be ambassadors for the intervention

Step 8. Monitoring and evaluation

- Do you have ways to evaluate whether you are achieving your goals?
- Do you have ways of measuring unexpected changes/developments?
- What will you do if your evaluation does not produce the results you had hoped for?

(Adapted from Cowie, Boardman, Dawkins, & Jennifer, 2004)