

MYRIAD

My resilience in adolescence

Participant Information Sheet for Headteachers

An invitation to your school

MYRIAD is a research project investigating how schools prepare young people to manage their emotional health and improve resilience. We would like to invite you and your school to take part in this project.

What is the purpose of the project?

Adolescence is a time of change and development. Learning skills that build resilience has the potential to help adolescents navigate these challenges during their time at school and build a platform that will serve them in the long term.

What will we do?

We will compare the existing, good-quality, social emotional learning that is already being taught in schools (known as 'teaching as usual') to a programme of study that is based on mindfulness techniques. Mindfulness is a way of being present to experiences, as they happen, rather than worrying about what has happened or might happen in the future. The mindfulness programme, called '*.b.*' has been developed by the Mindfulness in Schools Project and is a series of 10 lessons plus a small number of follow up sessions in subsequent years. The lessons are designed to appeal to young people and each one teaches a particular mindfulness skill. Typically, a lesson includes an introduction by the teacher that is supported by prepared resources and practical exercises and demonstrations that make the ideas relevant to the pupils. Participating teachers in schools who are allocated to the mindfulness group will be trained to deliver the intervention to pupils.

How have schools been chosen?

We are inviting mainstream secondary schools in the UK to apply to take part. We are looking for a range of schools that are representative of schools in the UK, although unfortunately schools without a substantive Headteacher or with a current inspection rating at the lowest level, e.g. unsatisfactory or inadequate are ineligible to participate. In this instance, special education schools also do not fall within the scope of the project. We are looking for schools who are not already using mindfulness techniques in their school, therefore if your school has already introduced a mindfulness programme, you will not be able to take part. If, however, someone in the school has attended a mindfulness taster session, this would not count as a full mindfulness programme.

Do I have to take part?

You do not have to take part. If you do decide to take part, however, you will be asked to sign a consent form to agree to your school taking part. If you agree to take part in the project, you are still free to withdraw your school at any time without having to give a reason.

Social and Emotional Learning

We recognise that you may already incorporate social and emotional learning (SEL) for your pupils in a variety of ways and use different terminology, such as SEL or PSHE. We understand you may deliver this aspect of the curriculum within the following areas: SMSC; citizenship; life skills; personal development; emotional health and well-being; or any other term specific to your school. We are looking for schools that have an established SEL/PSHE programme that is delivered regularly over the school year. In particular, we require schools to have the following:

- Regular discrete, named, teaching time for PSHE or SEL.
- A designated PSHE or SEL lead
- A named member of SLT who has responsibility for supporting PSHE or SEL

Documentation denoting clear strategic planning of PSHE within the school

In addition (but not essential), we would be interested in including any schools that evaluate pupil progress in PSHE or SEL.

Design of the project

This project is a randomised controlled trial in which all schools are randomly allocated, using a computer programme, to continue either with 'teaching as usual,' or to provide the mindfulness programme alongside their current teaching. The two groups in the project, therefore, are: 'teaching as usual' and the mindfulness programme groups. Schools will have an equal chance of being allocated to either group. Allocation to each group is done independently of the project team and cannot be influenced by the preference of the school.

The two diagrams below show the timeline and involvement in the project for schools starting this year (2017). The diagrams indicate what teachers and pupils will experience in each group as part of this project.

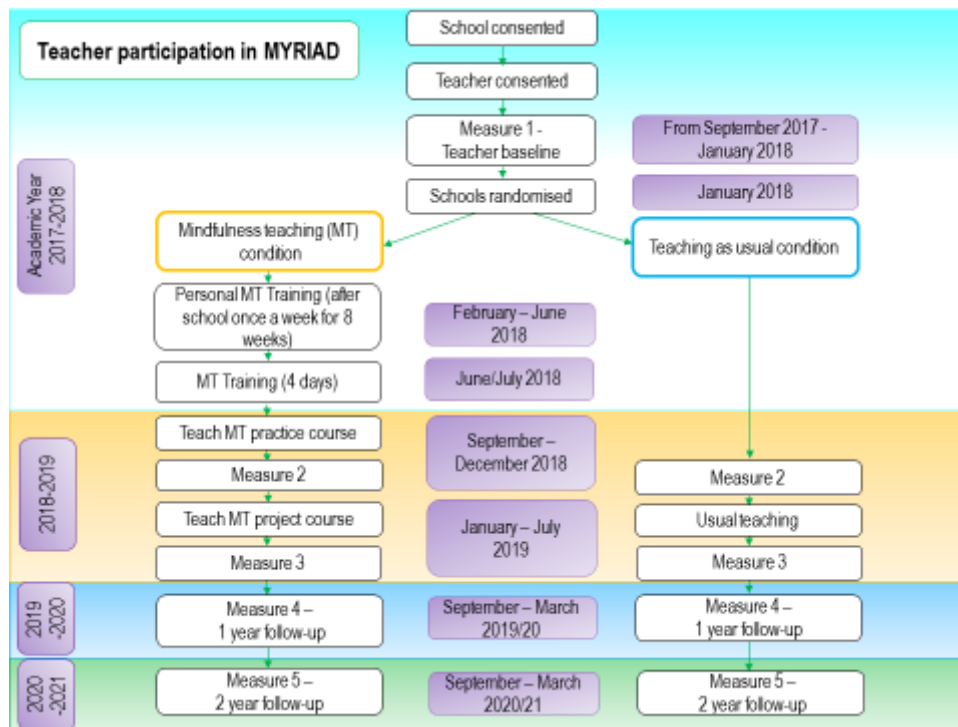


Figure 1: Teachers' progression through MYRIAD

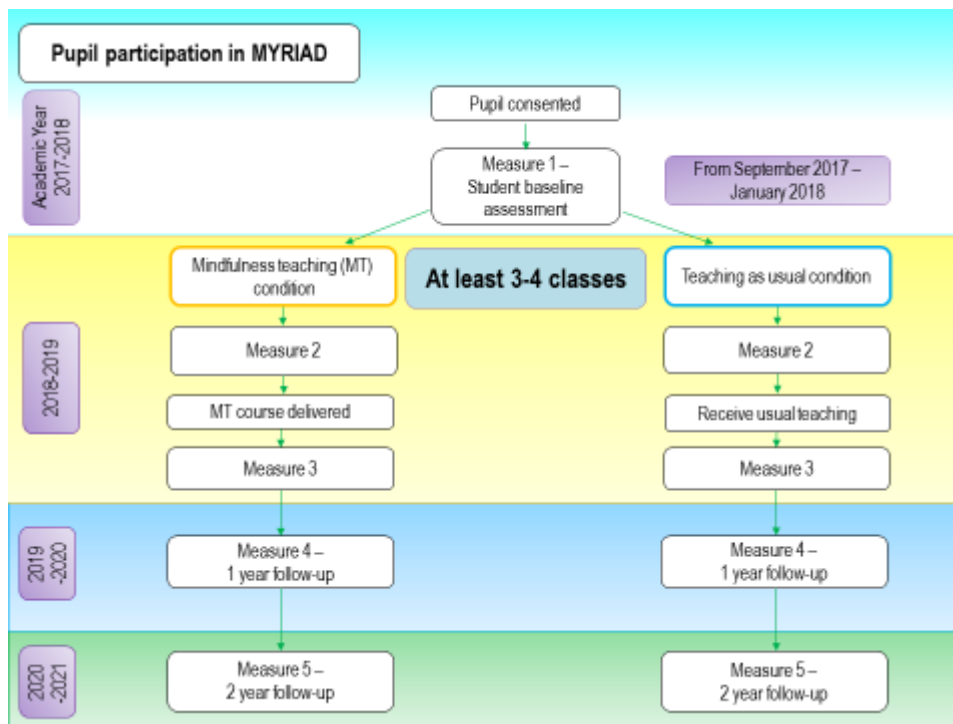


Figure 2: Pupils' progression through MYRIAD

Teacher involvement

All participating schools will need to identify a group of ideally around ten teachers, but **at least five** who would be willing to take part and complete questionnaires for the duration of the project.

To participate in this project, teachers must normally:

- 1) Be a fully qualified teacher according to the regulatory framework of the country working in. (Examples are; Qualified Teacher Status (QTS), 2 years classroom teaching experience, have completed the national induction programme or probation period)
- 2) Have a permanent contract with the school, or likely to be in the same school for next three years
- 3) Be available to attend an eight-week personal mindfulness course consisting of a two-hour class each week together with a 'silent day,' which is usually on a Saturday and then attend a further course to be trained in the mindfulness programme (four full days optionally residential) in the current school year
- 4) Be willing to complete measures for the project
- 5) Be happy to deliver the mindfulness programme to pupils in school following training and be able to be timetabled into the curriculum to teach this

Unfortunately, in this project teachers cannot:

- 1) Be a newly qualified teacher (e.g. NQT)
- 2) Have already completed an eight-week face-to-face mindfulness course or the 'b' training provided by the Mindfulness in Schools Project
- 3) Be currently identified as unsatisfactory in their performance management cycle

Research lead

We will ask each school to identify a teacher who will act as the 'research lead' within the school, and be the primary point of contact for the research team when liaising with the school.

Mindfulness group

Teachers will complete **a personal eight-week face-to-face mindfulness course**. Each session will last for around two hours per week after school, plus one full day session and this will take place on the school premises. This course is experiential in nature and includes exercises and activities to help you become more aware of the present moment, including paying attention to moment-to-moment changes in the mind and the body. There are also home practices to complete, so you must think carefully about whether you are able to make this commitment, before agreeing to take part.

Follow up mindfulness sessions of one to two hours will also be offered to participating teachers.

This is then followed by a **four-day mindfulness syllabus training**, which is usually residential, in June/July 2018. In the autumn term of 2018, teachers will then gain experience of the mindfulness programme by delivering the full programme in school to pupils who are not participating in the research. Teachers will be offered some support during this time.

Teachers will then teach the course again, as part of the research, between January and July 2019 to classes of Year 9 or 10 pupils. They will be required to film the delivery of the course to their pupils, and upload a selection of these videos to the secure online portal. The videos will be used to assess how the course is being delivered in our trial schools. Teachers will be asked to film themselves in such a way that ideally no pupils in the class are identifiable from the video.

Depending on your numbers we may be able to include other members of school staff in the personal eight-week mindfulness course (for example teaching assistants, office staff, etc.). These additional people would be helpful to assist the teachers who are taking part in the project to implement mindfulness within the classroom.

Within each school allocated to the mindfulness training programme, around ten, but at least five teachers will commence the training pathway, with the expectation that at least four will complete their training and at least three will go on to deliver project classes within their school.

As described above, and in Figure 1, mindfulness training for teachers consists of two phases and will be provided free of charge. We will also provide financial support for related travel and subsistence costs, and will reimburse schools for the costs of essential supply teacher cover.

Teaching as usual group

If your school was selected for the ‘teaching as usual’ group, teachers would continue to teach their usual scheduled lessons. It is also important to note that if allocated to this condition, to maintain the integrity of the project we would ask your school not to implement mindfulness training for pupils or staff during the three years of their involvement. Your school would be free to continue to develop social and emotional (SEL) provision in other ways.

Questionnaires

As Headteacher, you and all teachers who participate in the project would be expected to complete the questionnaires that are included in the measurement timepoints in Figure 1. At each timepoint, a member of the MYRIAD project team will visit the school and participating teachers and pupils will complete questionnaires.

Pupil data

In participating schools, all pupils in Years 8 and 9 will be invited to take part in the project and complete a brief questionnaire. In the following academic year, a subset of these pupils will go on to complete further measures at the four additional timepoints (Measures 2-5) shown in Figure 2. At each of the timepoints, measures will be done as a whole class and will take around 45 minutes. Each pupil will complete his/her own questionnaire, either electronically or on paper. These visits

will be scheduled at a convenient time for the school and at an appropriate point in relation to the timeline of the project. We will try to include all pupils in relevant classes, with support from their teaching assistants if required. It is important that we get data from all pupils in the project, including those who may be absent from school on the day the research team visits. Where pupils are absent, we will take advice from the school on the best way to collect their data.

Because the questionnaires will be ideally completed online, it would be of great help (where possible) if we could make use of your school's computer facilities.

We will ask the school to provide the name, date of birth and Unique Pupil Number (UPN) of each participating pupil and this will be stated explicitly in parental opt-out consent. The UPN will allow the research team to track pupils' attendance and subsequent attainment in national assessments (e.g. GCSE results) through the National Pupil Database held by the Department of Education.

Teacher data

All teachers in the project will be asked to complete questionnaires about their well-being over the years that they are in the project. We are very grateful to all the teachers who complete study measures and contribute to the research project in this important way.

Staff-completed pupil measures

Additional teachers will be asked to complete two short questionnaires on each participating pupil on four occasions during their time in the project. The research lead teacher in your school, together with our schools liaison lead, will help identify which member of staff is most suited to completing these measures for each child.

Description of social and emotional learning/PSHE

All schools will be asked questions designed to describe their current teaching of social emotional learning. When a school is accepted onto the research project, we will then ask more detailed questions about their provision.

Parent/carer opt-out

Parents/carers can **opt out** their child from being involved in the project. If a parent or carer opts out their child, then the pupil concerned would not be asked to answer the research questionnaires and the research team would not request the pupil's details and UPN number. All pupils would still participate in lessons, either 'teaching as usual' or following the mindfulness programme, as part of the school's timetabled provision irrespective of their involvement in the research project.

Filming

In the mindfulness teaching condition, teachers will be asked to film their delivery of lessons. As such, there is a possibility that teachers might inadvertently film their pupils, or reveal their identity on film in some other way, by use of their full name. In the event that a parent opts their child out of the research, we will ask his/her teacher to ensure that the pupil in question is seated

in such a way that there is no chance of his/her image being captured on film, and to be aware of opted-out pupils (for example, by not saying their full name when filming).

Next Steps for interested schools



Consent

We will ask you, as Headteacher, to sign a consent form agreeing to your school's participation in this project. There is an equal chance that your school will be allocated to either the mindfulness training condition or the 'teaching as usual' condition. Your consent includes agreeing that participating teachers will be able to take the time out of school to attend the syllabus delivery training if your school is allocated to the mindfulness programme group (this will be four days long from Tuesday to Friday in June/July 2018). You are also agreeing to provide parents with the opportunity to opt their child out of the research and also pupils with the opportunity to opt out of the research.

Consenting to the project means that you will agree to provide curriculum time (10 weekly sessions) in the spring term of the academic year 2018-2019, for the mindfulness programme to be taught to at least three classes of school pupils between Years 9 and 10, and for booster sessions (no more than five sessions in total) to be delivered in the subsequent two academic years to the same young people, should your school be allocated to this condition. Irrespective of which arm your school would be allocated to, we would also ask that you agree to facilitate the collection of data from participating young people.

Participating schoolteachers will also provide their written, informed consent before entering the project. As discussed above, parents of pupils will have the opportunity to opt their child out of the research and pupils will be asked to assent to the project at the point of data collection.

Although by signing the consent form you are agreeing that you, participating members of your staff and participating pupils will take part in the project, it is important to remember that:

- You can decide to stop any element of the project at any point.
- You do not need to answer questions that you do not wish to.
- Anything you, your staff and pupils tell us will be absolutely confidential. Identifying information will be removed from the data we collect and it will not be possible to identify anyone from our reports on the project. The only circumstances in which information would be shared would be in the rare event that information obtained by the research team –

through a spontaneous disclosure by a research participant or someone else – resulted in us judging that someone was at risk of serious harm. In this instance, we would only share information essential to ensure safety and any information sharing would be discussed with you wherever possible and conducted in accordance with the MYRIAD risk and safeguarding protocol.

- Audio and video recordings of your teachers delivering the course to your pupils will be stored securely and identified by a number code. Any images of pupils accidentally captured on film will be removed once the videos have been received by us, and prior to any rating.

What are the possible risks and benefits of taking part?

Possible Risks: There are no known risks associated with this project. We have conducted a feasibility project delivering the mindfulness programme to 256 students. This project did not find any adverse effects as a result of this training or completion of questionnaires. Pupils will be answering questionnaires on some sensitive topics, including their emotional health and well-being.

We **will not** feed back the information gathered through these questionnaires to parents or schools because the data is collected for research, rather than clinical purposes, and cannot easily be used to assess either a young person's level of risk or the most appropriate and helpful response to any issues identified. We will make it clear to pupils and their parents/carers that although pupils may report emotional problems in their questionnaires, we will not pass on this information. However, we will give each pupil contact information for a range of sources of support at each visit and encourage them to speak to someone if they have any questions or concerns about the issues raised. We will work with each school to ensure that the debriefing information provided to pupils is locally appropriate and that all young people have an opportunity to talk with a member of the research team after each session if they have any questions.

Possible Benefits: By participating in this project you and your school would be making a contribution towards greater knowledge and understanding of the best ways to help prepare young people to manage their emotional health and improve resilience to the challenges of adolescence.

In addition, your school would become part of a large-scale, high-profile research project and would have the opportunity to engage with researchers from the University of Oxford, which could help inspire pupils to take an interest in scientific research.

If allocated to the mindfulness intervention group, participating teachers at your school would receive personal mindfulness training and CPD training.

Withdrawal

Pupils, teachers and schools are free to withdraw without penalty, at any point. You do not have to give a reason.

What if there is a problem?

If you have a concern about any part of this project, please speak to **the project team on** (01865 613 164 or myriad@psych.ox.ac.uk) who will do their best to answer your concern. The researcher should acknowledge your concern within 10 working days and give you an indication of how he/she intends to deal with it.

If you remain unhappy or wish to make a formal complaint, please contact the **Chair of the Research Ethics Committee** at the University of Oxford (Chair, Medical Sciences Inter-Divisional Research Ethics Committee; Email (ethics@medsci.ox.ac.uk); Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD). The chair will seek to resolve the matter in a timely manner.

If you have any concerns about any member of the research team, you are free to contact the project safeguarding lead, Dr Catherine Crane, by email at catherine.crane@psych.ox.ac.uk or telephone on 01865 613 142.

Alternatively you are free to contact the two University of Oxford safeguarding leads:

Julian Duxfield

University of Oxford Director of Human Resources

Tel: 01865 270 152

email: julian.duxfield@admin.ox.ac.uk

Catherine Paxton

Director of Student Welfare and Support Services

Tel: 01865 280 444 (direct line) or 01865 280 459

email: director.swss@admin.ox.ac.uk

Confidentiality of data

All information collected about you and your school during the course of the research will be kept strictly confidential within the limits of the law. The only circumstances in which information would be shared would be in the rare event that it was judged that someone was at risk of serious harm. In this instance, we would only share information essential to ensure safety and any information sharing would be discussed with you wherever possible and would be in accordance with the MYRIAD risk protocol.

As stated above, we **will not** use data provided by pupils on project questionnaires to flag up young people at risk. However, we will always respond if pupils or others choose to disclose information, which suggests that they may be distressed or at risk of harm, to a member of the research team. If you and your school join the project, some parts of the data collected for the project may be looked at by authorised persons from the University of Oxford to check that the project is being carried out correctly. All individuals with access to project data will have a duty of

confidentiality to you and your school as a research participant, and nothing that could reveal your identity will be disclosed outside the research site.

Information about participants will be assigned a unique project ID code, which will not have participants' names on it, so teachers and schools cannot be recognised from it. At the end of the project, we may make anonymised research data available for use by other researchers through a data repository designed for this purpose. Anonymised raw data sets for specific measures may also be provided back to the developers of questionnaires (including commercial developers) used in this project to support further validation of the measures. Data released in this way could not be linked back to specific teachers or schools. At the end of the trial, anonymised documents will be stored securely for ten years, after which they will be destroyed.

What will happen to the results of the research?

Any research publications will not identify you or your school. We will send you a copy of the published results and summary of your school pupil's data when they become available. This summary data will be for your whole school only and will not refer to individuals. This is normally some time after the trial ends, allowing time for data cleaning and analysis.

Who is organising and funding the research?

This is one of a series of projects that has been funded by The Wellcome Trust.

Who has reviewed the project?

This project has been reviewed by and received ethical clearance through the University of Oxford Central University Research Ethics Committee and is fully consistent with the ethical guidelines of the British Educational Research Association.

Thank you for taking the time to read this information sheet and to consider participating in this research.

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	MYRIAD Trial Management	
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For further information, contact:

MYRIAD Project Team

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This project is part of a larger collaboration between the University of Oxford, the MRC Cognition and Brain Sciences Unit, University College London, the University of Exeter and King's College London.