

**COLLABORATIONS FOR LEADERSHIP IN APPLIED
HEALTH RESEARCH AND CARE ANNUAL REPORT**

**Examples of the Value of NIHR CLAHRC Funding
2018/19 Financial Year (1 April 2018 – 31 March 2019)**

STARS – Supporting Teachers and Children in Schools

OUTCOME, IMPACT, OR POTENTIAL IMPACT

Evidence based behaviour management training is being provided to primary school teachers through a new partnership with the Education Endowment Foundation and the National Federation for Educational Research.

Between 5% and 6% of primary school-aged children can be described as having extremely challenging behaviour, which can be difficult for teachers to manage and makes it hard for all children in the class to learn effectively. Conduct disorder is the commonest type of childhood mental health problem and predicts all types of adult mental disorder. A school-based intervention has the potential to impact a large number of children across different cohorts.

PenCLAHRC funded early feasibility work and supported study design and delivery of the NIHR PRH funded 'Supporting Teachers And children in Schools (STARS)' trial. The STARS trial examined the effect of attending Teacher Classroom Management (TCM) training for teachers on their behaviour-management strategies and if this in turn would lead to better mental health for the children they teach. The trial involved 80 primary school teachers, and their classes, across the south-west of England. Half of the teachers attended TCM training (intervention) and half did not (control). The mental health and behaviour of the children was compared before training started and after it had finished 9 months later and for the next two academic years, at 18 and 30 months from the start of the study. 2075 children aged between 4 and 9 years took part, and teachers reported that they enjoyed the training and found it helpful.

The mental health of the children whose teachers attended the training was better at 9 months compared to the children whose teachers had not attended the training. These differences were no longer present at 18 and 30 months when different teachers taught the children. It is unclear whether TCM has no long-term impact, or whether it is related to the children's reaction to the teaching style of their subsequent teachers. Although the difference found was not large, the children who initially had the worst mental health made bigger improvements in their mental health, and these improvements were still present 30 months later. The children in the intervention arm had better classroom-based behaviour at the 9-, 18- and 30-month comparisons. It was also found that the intervention may be better value for money than teaching as usual, particularly at the 9- and 18-month follow-up points.

We contacted the Education Endowment Foundation (EEF) and asked them to fund a replication of the trial, but training more than one teacher per school and involving schools in different areas of the country. We are now training over 210 teachers across the country during the 2019-20 academic year and evaluating the impact on 6000 children's mental health and academic attainment. Process evaluation from STARS and discussion with teachers led to a refinement of the intervention's logic model, and as a direct result of this work, STARS 2 is including outcomes that will empirically test this theory of change model.